



GRADUATE SCHOOL OF HEALTH
SCIENCES

2023 INTERNAL EVALUATION REPORT

(Adapted from YÖKAK KIDR Version
3.2)

Ankara, January 2024



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ANNEX 1. UNIT INTERNAL EVALUATION REPORT SUMMARY

Gazi University Graduate School of Health Sciences is a participatory and student-centered educational institution in the path of the Great Leader Gazi Mustafa Kemal Atatürk, providing graduate education based on modern, scientific foundations, national and international quality standards, where free and creative thinking prevails, supporting interdisciplinary studies and high quality research. In line with the 2019-2023 Strategic Plan, our Institute continues its education, training and research activities within the framework of our mission and vision, strategic goals and objectives, including the priority areas of our country. Annual Activity Reports and Unit Internal Evaluation Reports under the sub-headings of Leadership, Management and Quality, Education and Training, Research and Development, Social Contribution are prepared with the contributions of our internal and external stakeholders and shared with the public.

The Unit Internal Evaluation Report is prepared by the Institute management in coordination with the Institute Quality Team. The Strategy and Quality Teams, which take part in the work carried out in the field of Quality Assurance System, have been formed to ensure the representation of all programs affiliated to the institute.

As the university administration, each unit has been evaluated within the framework of the quality assurance system, the general performance of the units has been revealed through information meetings and reports, and improvement efforts have been initiated. Data are regularly collected through the Academic Data Management System (AVESİS), which is one of the studies carried out in university information management systems. The web-based PROLIZ system, which covers all academic processes from registration to graduation and is fully compatible with Bologna processes, is used as the student affairs automation system. The regulation on Scientific Research Projects has been amended and academics are encouraged with performance-based project budgeting with the amendments made. With the integration of BAPSIS and AVESIS, processes are carried out faster, and project evaluation and acceptance stages are carried out more effectively with a rich referee pool.

In order to increase the quality of our institute, the ORPHEUS membership and ORPHEUS Label process, which is one of the international best practice models in doctoral studies in the field of health, was initiated in 2018. In this context, with the activities and education and training activities carried out with the pluralistic participation of internal stakeholders, on 29.06.2020, all doctoral programs within the institute were deemed eligible to pass the first stage by the European Organization for Doctorate in Biomedicine and Health Sciences (ORPHEUS) and were awarded the OPHEUS Certificate. Efforts to obtain the ORPHEUS label are ongoing and the process has been initiated to obtain it in 2024.

Supervisory trainings for faculty members and students teaching in our graduate programs continued, and many national and international project writing trainings were given to our students and faculty members. As in every semester, orientation programs for students and faculty members were completed. Trainings for both administrative and academic staff on training of trainers, information systems, academic and socio-cultural areas, both face-to-face and distance, were organized by our university. Within the scope of the YÖK 100/2000 program, we have 24 students in a total of 9 fields.

Studies have been carried out in line with the mission and vision of our Institute, and most of the targets in the strategic plan have been realized. Within the framework of 2023 targets, work continued with the support of stakeholder feedback and supervisory boards.





INFORMATION ABOUT THE UNIT

This section should provide information on the historical development, mission, vision, values, objectives, organizational structure and areas for improvement of the unit and should be organized in a way to include the following points.

1. Contact Information

Contact information (name, address, telephone, e-mail, etc.) of the unit quality team head and the relevant unit manager with whom the GECC will communicate during the report evaluation process should be provided.

Graduate School of Health Sciences			
	Title, Name, Surname	Telephone	Email
Director	Prof. Dr. Advıye Glın SAĐDIOĐLU CELEP	0312 202 33 87	gulcincelep@gazi.edu.tr
Responsible/Assistant Manager	Prof. Dr. Lecturer. Prof. Dr. Ece SALİHOĐLU	0312 202 33 87	ecemiser@gazi.edu.tr
Head of Unit Quality Team	Prof. Dr. Advıye Glın SAĐDIOĐLU CELEP	0312 202 33 87	gulcincelep@gazi.edu.tr
Unit Address: Unit Address: Tunus Cad. No: 35 Floor: 3 and 4 P.K.06540 Kavaklıdere Çankaya/ANKARA 0312 202 33 87-33 90 saglikb@gazi.edu.tr			

2. Historical Development

Gazi University Graduate School of Health Sciences was established in 1982 with the provisions of Articles 3/f, 19, 50 and 65 of the Higher Education Law No. 2547 and the Decree Law No. 41 on the Organization of Higher Education Institutions and the Faculty of Dentistry, Faculty of Pharmacy, Faculty of Medicine and Faculty of Sports Sciences in order to organize, conduct and supervise graduate and doctoral education in 1982 and started its activities on 05.08.1983. Later, in 2003, the School of Nursing was incorporated with a Master's Program. This School was transformed into the Faculty of Health Sciences in 2008 with the Decree of the Council of Ministers No. 2008/13928, and was transformed into the Faculty of Nursing with the Presidential Decree No. 5919 on 03.08.2022 and continues its graduate education as the Faculty of Nursing.

The main objectives of Gazi University Graduate School of Health Sciences are to provide graduate programs in the departments of Faculty of Dentistry, Faculty of Pharmacy, Faculty of Medicine, Faculty of Medicine, Faculty of Health Sciences, Faculty of Sports Sciences and Faculty of Nursing at Gazi University.

To organize education and training in interdisciplinary graduate programs, to direct graduate





studies and projects by following scientific and technological developments, to direct its students to advanced research on current issues.

Students enrolled in the graduate program of the Graduate School must complete their education within the period specified in the regulations by continuing their course, seminar and thesis studies in accordance with the regulations they are affiliated with.

Our Institute has achieved most of its strategic goals in line with its mission and vision stated in the 2023 Unit Annual Report and will make a great effort in line with the 2024-2028 strategic plan goals in order to continue the change and development in 2024. As of December 31, 2023, we have a total of 1214 students enrolled in 456 Master's Degree with Thesis, 25 Master's Degree without Thesis and 733 Doctorate programs.

Gazi University Graduate School of Health Sciences, which is one of the most distinguished educational institutions of Turkey in the age of science, has carried out a total of 4122 graduate thesis studies, including 2203 master's and 1919 doctoral theses, which have been registered electronically since its establishment.

As of December 2023, there are 36 PhD Programs (3 interdisciplinary), 46 Master's Programs with Thesis (7 interdisciplinary), 43 Departments and 1 Division of Science.

Table 1. Departments of Graduate Education and Programs Conducted

Graduate School of Health Sciences			
Graduate USA/USA/Programs			
Faculty of Dentistry			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Department of Oral and Maxillofacial Surgery	----	PhD
2	Endodontics A.B.D.	----	PhD
3	Restorative Dental Treatment A.B.D.	----	PhD
4	Department of Oral and Maxillofacial Radiology	----	PhD
5	Department of Periodontology	----	PhD
6	Department of Pediatric Dentistry	----	PhD
7	Orthodontics A.B.D.	----	PhD
8	A.B.D. Prosthodontics	----	PhD
9	Department of Oral Pathology	----	PhD
Faculty of Pharmacy			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Pharmacology (Pharm) A.B.D.	Master's Degree	PhD
2	Biochemistry (Pharmacy) A.B.D.	Master's Degree	PhD
3	Pharmaceutical Technology A.B.D.	Master's Degree	PhD
4	Pharmaceutical Chemistry A.B.D.	Master's Degree	PhD
5	Pharmaceutical Toxicology A.B.D.	Master's Degree	PhD
6	Food Analysis and Nutrition B.D.	Master's Degree	---
7	Analytical Chemistry A.B.D.	Master's Degree	PhD
8	Pharmacognosy A.B.D.	Master's Degree	PhD
8.1	Phytotherapy Program	Master's Degree	----



8.2	Phytotherapy Program (Without Thesis)	Master's Degree	----
9	Department of Pharmaceutical Microbiology	Master's Degree	----
Faculty of Medicine			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Department of Medical Pharmacology	Master's Degree	PhD
2	Department of Medical Microbiology	Master's Degree	PhD
3	Department of Immunology	----	PhD
4	Department of Public Health	Master's Degree	PhD
5	Department of Medical Biochemistry	Master's Degree	PhD
6	Department of Physiology	Master's Degree	PhD
7	Department of Histology-Embryology	Master's Degree	PhD
8	Anatomy A.B.D.	Master's Degree	PhD
9	Department of Medical Biology and Genetics	Master's Degree	PhD
10	Department of Biophysics	Master's Degree	PhD
11	Emergency Aid and Rehabilitation (Passive) A.B.D.	***	PhD
12	History of Medicine and Ethics A.B.D.	Master's Degree	
Faculty of Nursing			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Department of Nursing	Master's Degree	PhD
1.1	Nursing Principles Program	Master's Degree	----
1.2	Surgical Diseases Nursing Program	Master's Degree	----
1.3	Internal Medicine Nursing Program	Master's Degree	---
1.4	Child Health and Diseases Nursing Program	Master's Degree	
1.5	Psychiatric Nursing Program	Master's Degree	
1.6	Nursing Management Program (Without Thesis)	Master's Degree	----
2	Obstetrics and Gynecology Nursing	Master's Degree	----
3	Public Health Nursing	Master's Degree	----
Faculty of Health Sciences			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Nutrition and Dietetics A.B.D.	Master's Degree	PhD
2	Physiotherapy and Rehabilitation A.B.D.	Master's Degree	PhD
3	Department of Social Work	Master's Degree	----
Faculty of Sport Sciences			
S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Physical Education and Sports A.B.D.	Master's Degree	PhD
1.1	Sports and Health Sciences Program	Master's Degree	---
1.2	Psycho-Social Fields in Sport Program	Master's Degree	---
2	Coaching Education A.B.D.		
2.1	Training and Movement Sciences Program	Master's Degree	PhD
3	Department of Sport Management		
3.1	Sport Management Sciences Program	Master's Degree	PhD
4	Department of Recreation		
4.1	Recreation Program	Master's Degree	
Interdisciplinary			



S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Occupational Health and Safety A.B.D.	Master's Degree	----
2	Demography and Epidemiology of Accidents U.S.A.	Master's Degree	----
3	ENT Audiology Speech and Voice Disorders Program	Master's Degree	----
4	Department of Pediatrics Social Pediatrics Program	----	PhD
5	Neuroscience Program	----	PhD
6	Department of Medical Education	---	PhD
7	Cosmetology Program	Master's Degree	-
8	Industrial Pharmacy Program	Master's Degree	-
9	Department of Toxicology		
9.1	Forensic Pharmacy Program (Without Thesis)	Master's Degree	
9.2	Sports Pharmacy (Without Thesis)	Master's Degree	



The organizational chart of the Graduate School of Health Sciences is shown in Table 2 and is also available on our web page.

Table 2. SBE Organization Chart





1. Mission, Vision, Values and Objectives

Mission

Gazi University Graduate School of Health Sciences Graduate education and training; researcher, questioner, analytical and critical thinking, communication skills and lifelong education awareness, entrepreneur, ethical rules, strong leadership qualities, national, spiritual, cultural and humanitarian values, respectful, producing and sharing knowledge, to educate individuals who are experts in their field.

Vision

To provide national, international and interdisciplinary education in the field of Health Sciences, to contribute to society and to train individuals who continuously improve themselves.



Aims and Objectives

Objective 1. Improving Research Quality

Target 1.1. Publication of publications from theses in high quality journals

Target 1.2. Increasing the number of quality publications from thesis studies

Objective 1.3. Designing thesis studies

Objective 2. Increasing University-Industry Cooperation

Increasing the number of joint projects carried out with industry

Increasing the number of patents produced within the scope of R&D activities

Objective 3. Accelerating access to up-to-date information about the Institute

Target 3.1. Updating the Institute's Turkish and English web pages

Increasing Student, Faculty, Administrative Staff and Alumni Satisfaction

Target 4.1. Increasing student satisfaction *Target 4.2.*

Increasing faculty satisfaction *Target 4.3.* Increasing

administrative staff satisfaction *Target 4.4.* Increasing

graduate satisfaction





A.LEADERSHIP, GOVERNANCE and QUALITY

A.1. Leadership and Quality

In our institute, administrative and academic studies are carried out under the management of 1 Director and 2 Vice Directors.

The Institute's Unit Quality Team consists of 123 members, with at least 1 faculty member representing each program under the chairmanship of the Institute Director Prof. Dr. A. Gülçin SAĞDIÇOĞLU CELEP. The activities to be carried out to achieve the goals and objectives in accordance with the mission and vision of the institution are discussed in meetings with the members of the Unit Quality Team, Education Commission Academic Unit Working Team, Unit R&D Team Board of Directors and Institute Board, and road maps are drawn and implemented (A.1.1.).

The unit quality team met to discuss the quality improvement plan (A.1.2.).

Quality Improvement Plan "**LYK-S 2024/20**: On-site monitoring of the studies by the Quality Commission through unit visits and reporting the results of the monitoring", **LYK 2024/44**: Participation of Unit Supervisor Members in the meetings to be held by the Faculty / Institute / YO / MYO Supervisory Boards", GÜ Quality Commission and Quality Coordinatorship Unit Visit Vice Rector, Quality Commission Vice Chairman Prof. Dr. Ramazan BAYINDIR, GÜ Quality Coordinator Assistant Lect. Assist. Prof. Dr. H. Nurgül DURMUŞ ŞENYAPAR, Unit Supervisor GÜKK Member Prof. Dr. Aysel Çağlan GÜNAL, GÜKK Member Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR, Director of the Institute -Unit Manager Prof. Dr. Advıye Gülçin SAĞDIÇOĞLU CELEP, Deputy Director of the Institute Prof. Dr. Işıl İrem BUDAKOĞLU, Member of the Board of Directors of the Institute Prof. Dr. İpek SÜNTAR, Member of the Board of Directors of the Institute İpek SÜNTAR, Institute Secretary Eda PEKER, Student Representative Birce ERÇELEN ÖZÖZTÜRK, General Directorate of Agricultural Research and Policies Supervisory Board Member Assoc. Prof. Dr. İlkeM DEMİRKESEN MERT, TÜBİTAK Supervisory Board Member Dr. Hatice Mahur TURAN, Ministry of Environment, Urbanization and Climate Change General Directorate of Environmental Management-Department Head Supervisory Board Member Irde ÇETİNTÜRK GÜRTEPE. (A.1.3.) (LYK 2021/18)

The second of the Quality Improvement Plan 2023 Monitoring Meetings was held with the participation of the Institutes, Schools and Vocational Schools of our University. "The second of the Quality Improvement Plan Monitoring Meetings for 2023, organized to monitor and evaluate Gazi University Quality Improvement Plan with stakeholder units, was held with the



participation of Institutes, Schools and Vocational Schools under the chairmanship of Vice Rector Prof. Dr. Ramazan Bayındır, Vice President of the Quality Commission. The meeting was attended by Secretary General Ragıp Akyürek, Institute, School and Vocational School of our University.

It was held on 14.09.2023 at the Rectorate Meeting Hall with the participation of the Directors, Quality Commission Members, Quality Coordinatorship and Strategy Development Board Working Group representatives (A.1.4).

Quality Coordinatorship Stakeholder Meeting was held under the chairmanship of our Vice Rector Prof. Dr. Ramazan Bayındır with the participation of our Institute management. The meeting, where the quality and accreditation studies of our university were evaluated, was attended by Prof. Dr. Advıye Gülçın Sađdıçođlu Celep, Director of the Graduate School of Health Sciences, Prof. Dr. Gürcü Erdamar, Quality Coordinator, Assistant Director of the Graduate School of Health Sciences Dr. Lecturer Ece Salihođlu, Assistant Quality Coordinator Assoc. Prof. Dr. Ece Salihođlu, Assistant Quality Coordinator Assist. Assist. Prof. Dr. H. Nurgül Durmuş Şenyapar, Institute Secretary Eda Peker and Lecturer from the Quality Coordinatorship Working Team. Assist. Mustafa Karataş and Assist. Assist. Şeyma Göksel participated. The meeting, in which the improvement studies planned within the scope of the Graduate School of Health Sciences' strengths and aspects open to development were evaluated, ended with wishes and wishes (A.1.5).

Evidence

A.1.1. Unit_Board_Commission_Meetings_and_Decisions

A.1.2. Institutional_Accreditation_Report_Evaluation_Meeting. 06.06.2023

A.1.3. Quality_Commission_and_Quality_Coordination_Unit_Visit_Done_on_21.06.2023.

A.1.4. A1.4.GÜ_Kalite_İyileştirme_Planı_2023_yılı_İzleme_Toplantısı 14.09.2023

A.1.5. Quality_Coordinatorship_with_Health_Sciences_Institute_Quality_and_Accreditation_Study_Evaluation_Meeting 2.10.2023

A.1.1. Governance Model and

Administrative Structure

Requirements

Gazi University Graduate Education and Examination Regulation, which entered into force after being published in the Official Gazette dated June 11, 2019 and numbered 30798, Gazi University Doctorate Education and Application Principles (updated with the Senate Decision of 02.12.2020) and



Gazi University Master's Education and Application Principles (updated with the Senate Decision of 02.12.2020), which entered into force on 7.11.2019, regulate the procedures and principles regarding graduate education and exams conducted by the Graduate School of Health Sciences ((4)A.1.1.1).

Activities

Within the scope of the Quality Improvement Plan "*LYK-S 2024/65*: Presenting all organizational charts as standard in the IYS organizational chart structure" staff job descriptions (Director, Deputy Director, Head of Department, Institute Secretary, etc.) were determined in accordance with the relevant regulations and functioning and published as separate forms on our web page ((4)A.1.1.2). The organizational charts of our Institute are included in the IYS.

The term of office of the Director of the Institute is three years and is appointed directly by the Rector and the director whose term expires can be reappointed. The director carries out his duty with at most two assistants to be appointed for three years among the salaried faculty members working in the departments that provide education in the institute.

The Institute Board consists of the heads of the departments affiliated to the institute under the chairmanship of the Institute Director. The Graduate School Board holds its regular meetings at the beginning and end of each semester, and the Graduate School Board is called for a meeting when deemed necessary (A.1.1.3).

The Institute's board of directors meets every week upon the call of the director. The board of directors acts as an auxiliary body to the director in administrative activities by establishing temporary working groups and education-training coordinators when deemed necessary. Within the scope of the Quality Improvement Plan "*LYK-S 2024/29*: Ensuring standardization in the names of the unit structures of the Boards and Commissions", the commissions and working teams of our institute are formed in accordance with the decision of the Board of Directors and the relevant regulations in a way to include faculty members from each program, to ensure polyphony and to strengthen communication between programs and are announced on our web page ((4)A.1.1.4).

Quality Improvement Plan "*LYK 2024/66*: Preparation of brochures containing the introductions of the Academic Units of our University in Turkish and Foreign Languages", our Institute Turkish and English web pages are frequently updated ((4)A.1.1.5).

Regarding the 36 Doctorate Programs (3 interdisciplinary), 46 Master's Programs with Thesis (7 interdisciplinary) and 43 Departments and 1 Division of Science, which are carried out under the Graduate School of Health Sciences;

Graduate students;



- Receiving and finalizing applications,
- Evaluation of requests to take courses from other universities,
- Approval of course counts within the program that could not be done in the computer environment,
- Approval of thesis supervisor assignment procedures,
- Approval of joint thesis supervisor assignments from outside Gazi University,

- Approval of thesis jury appointment procedures,
- Examination of theses in terms of format,
- Postponement of thesis jury dates requested due to various excuses,
- PhD programs created by the Academic Boards of the Institute's Departments approval of qualification committees,
- Appointment of thesis monitoring committee
- Conducting disciplinary investigations,
- Making applications and all student procedures of candidate foreign students
- Graduation of graduate students

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.1.1.1.1. Legislation

(4)A.1.1.1.2. Institute_Duty_Descriptions

(4)A.1.1.1.3. Institute_Board_Meetings_and_Decisions

(4)A.1.1.1.4. Board _ Commissions _ Working Teams

(4)A.1.1.1.5. English_Web_Page_

A.1.2. Leadership

Requirements

The unit's rector and process leaders have high ownership and motivation to create a quality assurance system and culture that takes into account the change, uncertainty and complexity in the higher education ecosystem. These processes are managed with an agile leadership approach.

A culture of leadership and coordination has been established in the units. In line with the unit's values and goals, leaders manage not only strategies but also authority sharing, relationships, time, corporate motivation and stress in an effective and balanced manner.

An effective communication network has been established between academic and administrative units and management.

Leadership processes and internalization of the quality assurance culture are continuously assessed.



Activities

Graduate School of Health Sciences is managed by 1 Director; Prof. Dr. A. Gülçin SAĞDIÇOĞLU CELEP and 2 Vice Directors; Prof. Dr. Işıl İrem Budakoğlu and Dr. Lecturer Ece SALİHOĞLU. They manage the process under the leadership of Prof. Dr. Işıl İrem Budakoğlu and Dr. Ece SALİHOĞLU and work with a management approach that aims to bring solutions to changes and problems in higher education and to accelerate development processes. Assistant Directors in our unit are responsible for personnel and student affairs.

An effective communication network has been established between the Institute's departments and administrative units and the management. The Board of Directors of the Graduate School of Health Sciences, under the chairmanship of the Director of the Institute, convenes regularly every week and takes the necessary decisions regarding education, training and management, and aims to solve problems without creating risks within the framework of the regulations for the solution of problems ((3)A.1.2.1.). Quality Improvement Plan "AG 2024/73: Conducting applied project writing and management trainings", In order to manage the education and training process in a ~~high~~ way, the Graduate School of Health Sciences management provides consultancy and project writing trainings to faculty members and students at least once a semester ((3)A.1.2.2., ((3)A.1.2.3.)).

In addition, there is basic information about the Departments that students need on our Institute's website ((3)A.1.2.4.)). Quality Improvement Plan "LYK 2024/1: Including information on quality and institutional accreditation processes in the compliance week activity programs organized by the institution and academic units at the beginning of the semester", these trainings are mandatory and faculty members who do not attend the training are not given consultancy ((3)A.1.2.2. The content of the consultancy trainings includes good practices in doctoral education and graduate regulations and directives.

Quality Improvement Plan "LYK-S 2024/14: Holding online / face-to-face meetings every six months to inform unit managers and unit quality teams about the activities of the Quality Commission and Quality Coordinatorship", in this context, according to the Regulation on the Organization and Functioning of Graduate Schools of Graduate Education and Training, the Graduate School Board convenes at least once a semester and decisions about education and training are made with the heads of programs / departments, and wishes and suggestions are shared ((3)A.1.2.5.).

The Quality Improvement Plan "LYK-S 2024/14: Conducting online/face-to-face



meetings every six months to inform unit managers and unit quality teams about the activities of the Quality Commission and Quality Coordinatorship" is effectively maintained with the participation of the Institute management, internal and external stakeholders. A participatory, sharing management that is shaped by inter-institute meetings and external stakeholder meetings continues ((3)A.1.2.6).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.1.2.1. RESOLUTIONS No. 58_Board_Decisions

27.12.2023

(3)A.1.2.2. 2023_Year_Academic_Counseling_Training

(3)A.1.2.3. Project_Writing_Trainings

(3)A.1.2.4. Graduate_Education_Disciplines _ Introduction_Files

(3)A.1.2.5. 2023_Year_Institute_Board_Decisions

(3)A.1.2.6. 2023_Year_Institute_Participatory_Sharing_Management_Meetings.

A.1.3. Institutional Transformation Capacity

Requirements The unit has agile management competence that ensures the unit is ready for the future by taking into account the changes in the higher education ecosystem, global trends, national goals and stakeholder expectations. Uses approaches such as change management, benchmarking, innovation management to transform the unit in line with the purpose, mission and objectives for future adaptation and strengthens institutional uniqueness.

Activities

The internal quality assurance mechanism of our unit is evaluated through reports prepared by the SBE Quality Commission. Student surveys ((4)A.1.3.1.) and external stakeholder meetings ((4)A.1.3.2.) are conducted to maintain and improve quality, and practices are implemented.

Within the scope of the Quality Improvement Plan "*LYK-S 2024/154 and LYK 2024/156*: Carrying out activities such as informing in order to increase participation in satisfaction surveys and announcing the improvement activities carried out according to the results of the analysis and analyzing the reasons why the satisfaction level of academic and administrative staff is below the target level at the unit level", project writing, publication writing, entrepreneurship trainings/seminars were organized in line with the demands of our students in our institute, and in line with the opinion of the board of directors and institute boards, students who can proceed to thesis study were obliged to take project writing training



((4)A.1.3.3)..3.3.). Quality Improvement Plan "*LYK 2024/32*: Preparation of the procedures and principles regarding the use of the institutional address / e-mail in academic studies produced by academic and administrative staff and students in the staff of our university with the participation of relevant stakeholders and announcement to all units", in this context, the preparation of the procedures and principles regarding the use of the institutional address / e-mail in academic studies produced by academic and administrative staff and students in the staff of our university with the participation of relevant stakeholders and announcement to all units "Decision 15.02.2022-01/03 It was unanimously decided to ensure that graduate students use their institutional e-mail and institutional addresses in publications. " ((4)A.1.3.4.).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.1.3.1. Student_Satisfaction_Survey_2023

(4)A.1.3.2. Supervisory_Committee_Meetings

(4)A.1.3.3. Project_Writing_Training_Made_Mandatory_Help_YK_Benefit

(4)A.1.3.4. Use_of_Institution_Mails_in_Theses

A.1.4. Internal Quality Assurance Mechanisms

Requirements Which operations, processes and mechanisms will be activated on a calendar year basis in terms of PDCA cycles are planned and flow charts are identified. Responsibilities and authorizations are defined. Realized practices are evaluated.

Other quality cycles, which are not designed on a calendar year basis, are indicated with evidence that they include all layers, and actual practices are evaluated.

There is an accessible and updated document with policy details, such as the unit's quality assurance guide.

The processes and practices of the Unit Quality Teams are defined and known by the employees of the institution. The team takes an active role in the creation and development of the internal quality assurance system and supports program accreditation processes. The team evaluates the results of the activities carried out. These evaluations influence decision-making mechanisms.

Activities

Graduate education of the Graduate School of Health Sciences is planned according to the Academic Calendar determined by the Senate decision every year according to the Regulation on the Organization and Operation of Graduate Education and Training Institutes, Gazi University Graduate Education and Examination Regulation, Gazi University Doctorate Education and Application Principles, Gazi University Master's Education and Application Principles. The student intake conditions of the programs, the relevant dates, the number of



students to be admitted are published on our web page in accordance with the decisions of the Senate after passing the Institute Board of Directors.

The information package of the programs (course contents, weekly course load, program outcomes, etc.) is published on the SBE web page in Turkish and English, and the necessary updates are made by the units, reviewed by the Education and Training Institution Coordinatorship / Education Commission and finalized by the Senate decision **((4)A.1.4.1.)**

Quality Improvement Plan "**LYK-S 2024/24**: Checking the timeliness of work flow charts and publishing them on unit web pages," Job descriptions of the administrative staff working in our institute have been determined **((4)A.1.4.2.)** and work flow charts **((4)A.1.4.3.)** related to management and education have been created. In addition, the introductory files of our programs are updated at the beginning of each semester and published on our web page **((4)A.1.4.4.)**

Quality Improvement Plan, "**LYK 2024/35**: Making associations with Strategic objectives, SEP and KIP codes in unit internal evaluation reports, **AC 2024/42**: Establishing meeting schedules for Unit Supervisory Boards to meet at least once a year, **LYK 2024/43**: Analyzing the activities of Unit Supervisory Boards by Unit Quality Teams and transferring them to quality improvement processes", **LYK-S 2024/52**: Within the scope of "disseminating the quality culture in the institution and continuing awareness and information activities about institutional accreditation (LYK 2022/11)", Unit Internal Evaluation Reports and Strategic Goals are prepared by the Unit Quality Teams and Strategic Plan preparation teams according to the schedule determined by our Rectorate by ensuring internal and external stakeholder participation and shared with the public on our web page **((4)A.1.4.5.)**. Quality Improvement Plan, "**QIP 2024/11**: Evaluation of the results of the Institutional Feedback Report/GU Institutional Monitoring Report/CIDR/Satisfaction Survey/Graduate Survey/Employer Survey Reports with internal stakeholders (QIP 2021/11), **QIP 2024/12**: Preparation of improvement plans for the results of the Institutional Feedback Report/GU Institutional Monitoring Report/CIDR/Satisfaction Survey/Graduate Survey/Employer Survey Reports (QIP 2021/11), **QIP 2024/13**: Sharing the improvement outputs of the results of the Institutional Feedback Report/GU Institutional Monitoring Report/CIDR/Satisfaction Survey/Graduate Survey/Employer Survey Reports with stakeholders (LYK 2021/11), **LYK 2024/152**: Developing a system document covering the identity of institutional surveys and all implementation processes (LYK 2022/30)", we have satisfaction surveys and survey reports on our institute's website **((4) A.1.4.6., (4)A.1.4.7.)**. Within the scope of the Quality Improvement



Plan, "**QIP 2024/18**: Units to determine their own improvement activities in line with Unit Internal Evaluation Reports, GÜ Institutional Monitoring Report and Satisfaction Survey Reports (QIP 2021/18)", Tuesday Conferences were shaped by our institute according to the feedback requested from students ((4)A.1.4.8.). Quality Improvement Plan, "**LYK 2024/35**: Making associations with Strategic goals, SEP and KIP codes in unit internal evaluation reports, **LYK 2024/19**: Units submit their Unit Internal Evaluation Reports to the Quality Commission on a semi-annual basis (LYK 2021/18)", Unit Internal Evaluation Reports are also reviewed and reported by the Institute Management on a semi-annual basis ((4) A.1.4.9.) Quality Improvement Plan, "**LYK 2024/58**: Determining the key performance indicators related to the unit from the SP key performance indicators, monitoring the relevant key performance indicators by the Unit Strategic Planning Team and reporting them every six months" ((4) A.1.4.9.).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

- (4)A.1.4.1. Curriculum_Update_Correspondence_Sample_
- (4)A.1.4.2. Administrative_Staff_Descriptions
- of_Duties (4)A.1.4.3. Work_Flow_Charts
- (4)A.1.4.4. Introduction_File_Update
- (4)A.1.4.5. Supervisory_Board_Participatory_Meetings
- (4)A.1.4.6. Institute_Strategic_Plan_and_Reports
- (4)A.1.4.7. Survey_Page
- (4)A.1.4.8. Student_Request_Administration_Board_Decision
- (4)A.1.4.9. Key_Performance_Indicators_Meeting

A.1.5. Public Disclosure and Accountability

Requirements Public disclosure is adopted in principle, the channels to be used and how are designed, they are accessible, and all disclosure steps are taken systematically. The unit's website provides accurate, up-to-date, relevant and easily accessible information; the necessary mechanism is in place to ensure this. There is evidence that the concepts of institutional autonomy and accountability complement each other.

Internal and external accountability methods are designed and implemented. It is systematic, realized within the announced timetable, and those responsible are clear. Its effectiveness is evaluated with the feedback received. The unit's relations with external stakeholders in the region, local governments, other universities, public institutions, non-governmental organizations, industry and local people are evaluated.



Activities

Within the scope of the Quality Improvement Plan, "**LYK-S 2024/56**: Ensuring and maintaining the currency of the following issues in the content of unit web pages", public information about the activities of the Institute is provided on the Institute's web page. "**LYK 2024/59**: Publishing unit reports as a downloadable viewing page on our University's page, **LYK 2024/60**: Coexistence of unit reports in the Plans and Reports tab on the website of the Quality Coordinatorship of the Quality Commission of our University (LYK 2021/43-b), **LYK-S 2024/61**: There is no standard definition for accessing content with common titles (Unit Strategic Plan, Unit Annual Report, Workflows, Job Descriptions, Course Schedule, Exam Schedule, etc.) in each unit at our university.(LYK 2021/56)" has been ensured by including annual activity reports, internal evaluation reports, strategic plan and survey reports on the web page in addition to the news and announcements section ((3)A.1.5.1)..5.1.).

The Graduate School Board, which consists of the heads of the departments of the graduate programs of the Graduate School, meets at least twice a year, and the Graduate School Board, which is the highest decision-making body related to the Graduate School, is informed about the studies carried out in that period.

When necessary, information announcements can be made to our research assistants, students and faculty members working in the program via e-mail, SMS and the student affairs information system, information letters can be sent to the departments and rapid information exchange is carried out through the group formed by the heads of the departments.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.1.5.1. Institute_Strategic_Plan_and_Reports

A.2. Mission and Strategic Objectives

Requirements The unit should plan and implement its strategic goals and objectives in line with the institution's policies in order to realize its mission, vision and purpose, monitor and evaluate the results within the scope of performance management and share them with the public.

A.2.1. Mission, Vision and Policies

Requirements Mission and vision statements are defined, known and shared by unit employees. Specific to the unit, guiding the way to create a sustainable future.

Activities



Our mission is to educate individuals who are researchers, inquisitive, analytical and critical thinkers, who have developed communication skills and lifelong education awareness, who are entrepreneurial, who are committed to ethical rules, who have strong leadership qualities, who respect national, spiritual, cultural and humanitarian values, who produce and share knowledge, and who are experts in their fields.

Our vision is to provide national, international and interdisciplinary education in the field of Health Sciences, to contribute to society and to educate individuals who continuously improve themselves.

The mission and vision of the institute has been determined in accordance with the strategic goals, mission and vision of our university, by taking the opinions of internal and external stakeholders, aiming to raise individuals who will contribute to the society by providing knowledge and skills for graduate level education, research and development. The mission and vision of our university is shared on our web page and in our institute building with printed posters and it is aimed to be adopted by our unit employees.

Policies

Institutional policies in all areas are interrelated and this holistic structure of policies guides the internal quality assurance system. Results are monitored and evaluated with stakeholders and measures are taken.

The Graduate School of Health Sciences, which contributes to the R&D activities of Gazi University, which is one of the most important education and training institutions of our country, works in the light of the principles it has determined in accordance with its vision and mission with a sense of responsibility, and continues its national and international academic studies with a transparent management approach.

Within the scope of our university's quality assurance policy;

- Establishing a quality assurance system that continuously measures, analyzes, develops and improves itself in international dimensions,
- Focusing on continuous improvement of all processes with a team spirit approach,
- Keeping the participation and satisfaction of stakeholders in quality processes at a high level has been adopted as a principle.

In this direction, the activities of the Institute are carried out within the framework of the Strategic Plan under the umbrella of the Quality Policy of our University and are monitored by the Quality Teams established in accordance with the Gazi University Quality Assurance Directive.

As an Institute, annual Internal Evaluation Report and Annual Reports are prepared and announced to the public on the web page ((3)A.2.1.1.).

The AVESIS system, which includes the working areas and academic activities of our faculty members, has been established, contributing to the creation of common working areas and providing easy access to academic data.

According to the BAP Directive and BAP Guidelines, it is aimed that especially graduate thesis project applications can be made easily through the BAP information system , and applications can be evaluated in a short time while facilitating process follow-up ((3)A.2.1.2.).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.2.1.1. Institute_Strategic_Plan_and_Reports

(3)A.2.1.2. GÜ_BAP_Directive_Guide

A.2.2. Strategic Goals and Objectives

Requirements There is a culture and tradition of Strategic Planning; there are short/medium/long term goals, objectives, sub-goals, actions and their timing, prioritization, responsible parties, financial resources covering the current period; it was prepared by consulting all stakeholders (especially strategic stakeholders). While preparing the current strategic plan, a detailed evaluation of the previous one was made and used; annual realization is monitored, discussed in the relevant boards and necessary measures are taken.

Activities

The strategic goals and objectives of our Institute have been determined and our current strategic plan is being prepared by making a detailed evaluation of the previous report. The meetings held with our stakeholders have been guiding in determining our goals. Applied project writing trainings were organized in order to increase the quality and output of education produced from theses, which is one of our strategic goals and objectives. With the decision of the Graduate School Board, it has been made compulsory for every student who passes the thesis period to attend project writing courses or seminars ((3)A.2.2.1.). According to Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Master's Education and Application Principles, students are required to publish in national/international refereed journals together with their supervisors in order to enter the doctoral thesis defenses, while master's students are obliged to attend a congress.



Quality Improvement Plan, "AG 2024/73: Conducting applied project writing and management trainings", the goals and objectives of our Institute are determined as follows and various activities (such as Tuesday talks, project writing trainings) are carried out with our institutions, commissions and administrators in order to achieve these goals ((3)A.2.2.2.).

- **Objective 1. Improving Research Quality**
- *Target 1.1.* Publication of publications from theses in high quality journals
- *Target 1.2.* Increasing the number of quality publications from thesis studies
- *Objective 1.3.* Designing thesis studies
- **Objective 2. Increasing University-Industry Cooperation**
- Increasing the number of joint projects carried out with industry
- Increasing the number of patents produced within the scope of R&D activities
- **Objective 3. Accelerating access to up-to-date information about the Institute**
- *Target 3.1.* Updating the Institute's Turkish and English web pages
- **Objective 4. Increasing Student, Faculty, Administrative Staff and Alumni Satisfaction**
- *Objective 4.1.* Increasing student satisfaction
- *Objective 4.2.* Increasing faculty satisfaction
- *Objective 4.3.* Increasing the satisfaction of administrative staff
- *Target 4.4.* Increasing graduate satisfaction

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.2.2.1.

Institute_Board_Decision_Where_Project_Writing_Training_Has_Become_Mandatory

(3)A.2.2.2. SBE_2023_Year_Quality_Scope_Activities_Done

A.2.3. Performance Management

Requirements Performance management systems in the unit are handled with a holistic approach. These systems help the unit to continuously improve and prepare for the future in line with its strategic objectives. Supported by information systems, performance management is ensured to be accurate and reliable. Performance management, which reflects the strategic perspective of the unit, is process-oriented and carried out with stakeholder participation.

Institutional (general, key, distance education, etc.) performance indicators covering all core activities have been defined and shared.



How performance indicators are linked to the internal quality assurance system is defined and written. Examples of reflection in decisions are available.

How it has changed over the years is tracked, the results of this monitoring are written down and there is evidence that it is being used as needed.

Activities

Performance indicators are fast, easy and accessible through the Student Information System, Corporate Data Management System (KVYS), Electronic Information Management System (EBYS), AVESİS, ATÖSİS, Scientific Research Project System (BAPSİS).

After the activities, new decisions are taken according to the results of the surveys and evaluations applied to internal stakeholders. Accordingly, in line with the feedback received from students; Tuesday conferences ((4)A.2.3.1.), project writing trainings (AG 2024/73) ((4)A.2.3.2.), visits to the Departments were made due to the demand for face-to-face communication ((4)A.2.3.3.) and the "Effective Presentation" course was opened within the scope of transferable courses ((4)A.2.3.4.).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.2.3.1. Salı_Konferansları_2023

(4)A.2.3.2. 2023_Proje_Yazma_Eğitimleri

(4)A.2.3.3. 2023_Departments_Visits

(4)A.2.3.4. Effective_Presentation_Production_Course

A.3. Management Systems

Requirements The Unit uses the systems developed to manage its financial, human and information resources and processes in order to ensure the achievement of its strategic objectives in terms of quality and quantity.

A.3.1. Information Management System

Requirements Data on key activities and processes of the unit are collected, analyzed, reported and used for strategic management. The Information Management System used by academic and administrative units feeds quality management processes. Information Management System security, confidentiality and reliability are ensured.

Activities

Quality Improvement Plan, "**LYK 2024/90**": Updating software such as AVESIS,



BAPSIS with the feedback received from academic staff (LYK 2021/42-a) (SEP F.2.4.2.), **LYK 2024/91**: Ensuring that the information filtered from software such as AVESIS, BAPSIS is used effectively in studies such as project support and academic promotion (LYK 2021/42-a) (SEP F.2.4.2.), LYK 2024/92: Ensuring that data can be exchanged between the Institutional Data Management System and other automations at our university (e.g. Student Information System-ÖBS, Academic Data Management System-AVESIS, etc.) (SEP F.2.4.2.), **LYK 2024/92**: Ensuring that data can be exchanged between the Institutional Data Management System.4.2.), **LYK 2024/92**: Ensuring that data can be exchanged between the Institutional Data Management System and other automations at our university (e.g. Student Information System-ÖBS, Academic Data Management System-AVESİS, etc.).In order to ensure integration between multiple systems or applications that allow data exchange between the Institutional Data Management System and other automations (e.g. Student Information System-ÖBS, Academic Data Management System-AVESİS, etc.) (LYK 2021/42-b)", the data related to the activities and processes of our Institute are stored in the Student Affairs Information System, Payroll Information System, Electronic Document Management System (EBYS), GUZEM Learning Management System, Scientific Research Projects System (BAPSİS), Academic Information System (AVESİS) Academic Incentive Allowance Process Management System (ATÖSİS), Tender Information System, Alumni Information System, Public Expenditure and Accounting Information System (KBS), Financial Management System, (MYS), GÜ Information Systems and GÜ IT Department systems are collected, are reported and used for strategic plan preparation and plan management ((4)A.3.1.1).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.3.1.1 AVESIS_Reports

A.3.2.Human Resources Management

Requirements There are rules and processes for human resources management. These processes are carried out transparently and are known by everyone in the unit. Training and merit are the primary criteria and increasing competencies is the main goal.

The methods and mechanisms developed to identify and monitor employee (academic-administrative) satisfaction, complaints and suggestions are implemented and the results are evaluated and improved if necessary.

Activities

Human resources management practices in the unit are monitored through surveys,



evaluated with relevant internal stakeholders and improvements are made, if necessary. Department visits were made by evaluating internal stakeholder feedback ((4)A.3.2.1), (4)A.3.2.2.)

Academic, administrative and student administrators are contacted by phone, e-mail and official correspondence. Constructive solutions to the problems encountered are tried to be produced within the framework of directives and regulations. Administrative staff satisfaction is given importance, various organizations are organized and celebrations are held on special occasions and in appreciation of their achievements. Quality Improvement Plan, "*LYK 2024/104*: Student feedback and RIMER results are reported by the units and presented to the Quality Commission Institutional internal evaluation meetings are held", Student feedback and RIMER results are reported by our Institute and presented to the Quality Commission ((4)A.3.2.3.).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.3.2.1. 2023_Departments_Visits

(4)A.3.2.2. Department_Department_Visits_Board_Decision

(4)A.3.2.3. RIMER_Activity Reports

A.3.3. Financial Management

Requirements Key income and expenditure items are identified and monitored over the years.

Activities

The income and expenditure items of our unit are defined according to the Public Procurement Law

(3)A.3.3.3.1 and Expenditure Procedures Circular (3)A.3.3.3.2 and are monitored over the years.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.3.3.1 Public_Tender_Law

(3)A.3.3.2 Expenditure_Procedures_General

A.3.4. Process Management

Requirements Processes and sub-processes for all activities (including distance education) are defined. Responsible persons, workflow, management, ownership of the processes are written down and internalized by the unit. There is evidence of successful process management. A continuous process improvement cycle has been established.

Activities

Education and training workflows and management processes are carried out according to the Higher Education Law No. 2547 and the Regulation on the Organization and Operation of Graduate Education and Training Institutes, job descriptions are defined and work flow charts can be accessed on our web page. In addition, the distribution of the administrative staff working in our Institute according to the programs has been made, and the contact numbers of the relevant program officers are shared on our web page ((4)A.3.4.1, (4)A.3.4.2.). Within the scope of the Quality Improvement Plan, "*LYK 2024/67: Uploading TS EN ISO 9001:2015 Quality Management System documents (Process and Procedure) to the QMS, LYK 2024/125: Continuation of TS EN QMS Certification studies (LYK 2022/40)*", all relevant documents were uploaded to the QMS system ((4)A.3.4.3.) (LYK-S 2024/23).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.3.4.1. List of Responsible_Administrative_Personnel_By_Programs

(4)A.3.4.2. Health_Sciences_Institute_Duty_Distribution_Form

(4)A.3.4.3.QMS

A.4. Stakeholder Engagement

Requirements The unit shall establish and manage systems to receive, respond to and use feedback from internal and external stakeholders to ensure their participation in strategic decisions and processes.

Activities

Our internal and external stakeholders also take part in the boards and commissions of our Institute, and the decisions taken in the commissions to determine strategic goals or to achieve these goals are put into practice within the framework of directives and regulations ((3)A.4.1). Within the scope of the Quality Improvement Plan, "*LYK-S 2024/25: Monitoring and reporting of risk analysis studies (LYK 2021/39), LYK 2024/73: Carrying out monitoring activities in line with the Risk Strategy Document (LYK 2022/44)*", Unit Risk Teams meet regularly and the Unit RMS is kept up-to-date ((3)A.4.2, (3)A.4.3).

Quality Improvement Plan, "*AG 2024/51: Organizing workshops with experienced entrepreneurial academics who are Gazi graduates and announcing the successes of these entrepreneurs at Gazi University (AIF 2022/16)*", Tuesday Conferences are organized with experienced entrepreneurial academics who are Gazi graduates and the successes of these



entrepreneurs are announced at Gazi University ((3) A.4.4).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

- (3)A.4.1 Quality_Scope_Activities
- (3)A.4.2.Risk_Management_System_Summary_Report
- (3)A.4.3. Risk_Management_System_Summary_Report_Cevap
- (3)A.4.4.Tuesday_Conferences_Scope_Our_Graduates

A.4.1. Internal and External Stakeholder Engagement

Requirements Mechanisms for internal and external stakeholder participation in decision-making, governance and improvement processes are defined.

The effectiveness, institutionalization and continuity of the realized participation are examined. Examples of practices, especially student and external stakeholder participation and effectiveness in the internal quality assurance system are available. The results are evaluated and related improvements are realized.

Activities

The internal and external stakeholders of our Institute, which conducts education and R&D activities in the field of health, are listed in Table A4.1.

Maturity Level (Rubric Graded Rating Score) 4 Prove it

Table A.4.1.1 SBE Internal and External Stakeholders

S.N.	Stakeholder Name	Internal/External Stakeholder
1	Higher and PhD students	Internal Stakeholder
2	Research assistants	Internal Stakeholder
3	Faculty Members	Internal Stakeholder
4	Teaching Assistants	Internal Stakeholder
5	Administrative Staff	Internal Stakeholder
6	Alumni	External Stakeholder
7	Department Heads	Internal Stakeholder
8	Department Boards	Internal Stakeholder
9	Faculties	Internal Stakeholder
10	Deaneries	Internal Stakeholder
11	Institutes	Internal Stakeholder
12	Research Centers	Internal Stakeholder
13	Rectorate	Internal Stakeholder
14	Academic Writing Center	Internal Stakeholder
15	Technology Transfer Office	Internal Stakeholder
16	Scientific Research Projects Unit	Internal Stakeholder
17	Foreign Relations Office	Internal Stakeholder



18	Council of Higher Education (YÖK)	External Stakeholder
19	Higher Education Quality Board (YÖKAK)	External Stakeholder
20	TUBITAK	External Stakeholder
21	Ministry of Health	External Stakeholder
22	Other Universities	External Stakeholder

Institute Supervisory Board Members (External Stakeholder)		
S.N.	Name-Surname	Institution
1	Dr. İlkem DEMİRKESEN MERT	General Directorate of Agricultural Research and Policies
2	Selim KAPLAN Head of Food Enterprises and Codex Department	Ministry of Agriculture and Forestry Republic of Turkey General Directorate of Food and Control
3	Mehmet Ali Unverdi Head of Risk Assessment Department	Ministry of Agriculture and Forestry General Directorate of Food and Control
4	Nilgün ÖZCAN	Ministry of Youth and Sports General Directorate of Education, Research and Coordination
5	Dr. Muharrem BAYTEMÜR	Turkish Medical Association
6	Pharmacist Nur Meral SEYFELİ	Turkish Pharmacists Association
7	Mustafa ÖRNEK	General Directorate of Health Promotion
8	Eyüp ÖKSÜZ(substitute)	General Directorate of Health Promotion
9	Prof. Dr. Murat AKKAYA	Turkish Dental Association
10	Hatice Mahur TURAN	TUBITAK
11	Gürsel ERUL	Ministry of Environment, Urbanization and Climate Change General Directorate of Environmental Management
12	Uzm. Dyt. Nursel GÜNAY	Dietitians Association of Turkey
13	Hakan KEÇE	Ministry of Family and Social Services Department of Education and Publication
14	Prof. Dr. Feyza Arıcıoğlu	Marmara University Graduate School of Health Sciences Director

The Institute Board consists of the director of the institute, deputy directors and the heads of the departments within the institute. The board has the duties of determining the principles, plans and programs related to education and training, scientific research and publication activities, and electing members to the institute board of directors. Department Heads, who are our internal stakeholders, participate in these processes as natural institute board members.

The Institute's Board of Directors consists of three faculty members elected by the Institute Board, the director and vice directors. The Board of Directors works within its defined authorities. Faculty members who are members of the board are our internal stakeholders. In addition, in many processes defined by regulations and directives, the decision of the academic



board of the relevant department is required in order to take a board decision. In this way, all faculty members, who are our internal stakeholders, participate in management and decision-making processes.

Institute Commissions are organized according to the rules specified in the regulations and directives to ensure representation of all departments affiliated to the unit. Our faculty members, who are our internal stakeholders, are included in decision-making, governance, and improvement processes through commissions with broad participation (**Table A.4.1.1.**). Communication with other internal stakeholders, the units of our university, is ensured through meetings and correspondence.

Another opportunity to receive feedback from stakeholders is the institute's electronic mail. Our students can send their requests and complaints to "*saglikb@gazi.edu.tr*" address and solutions to the problems are tried to be produced as soon as possible. Visitors can also send their messages **through the Feedback Application** on the WEB Page ((4)A.4.1.1.). There is also a wish/complaint box in our institute for the purpose of "Quality Improvement Plan, "LYK-S 2024/48: Monitoring and periodically reporting stakeholder opinions by placing wish boxes in academic units or online, and transferring the findings to governance processes (LYK 2021/29-b)".

Our university has an alumni information system for our graduates, who are among our external stakeholders ((4)A.4.1.2.).

In 2023, supervisory board meetings were held with our external stakeholder, the Supervisory Board ((4)A.4.1.3.). In addition, meetings were held with the participation of our student representative ((4)A.4.1.4.).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.4.1.1. Feedback_Application

(4)A.4.1.2. Alumni_Information_System

(4)A.4.1.3. Supervisory_Committee_Meetings

(4)A.4.1.4. Quality_Coordination_Meeting_with_Our_Student_Representative

A.4.2. Student Feedback

Requirements Student opinions (course, instructor, diploma program, service and general satisfaction level, etc.) are systematically and in various ways collected, used effectively and results are shared. The methods used are valid and reliable, and the data are consistent and representative. Various channels for student complaints and/or suggestions exist, are known to

students, and are monitored for fairness and effectiveness.

Activities

Student opinions (course, instructor, diploma program, service and general satisfaction level, etc.) are collected systematically and in various ways, used effectively and the results are shared. It is ensured that the methods used are valid and reliable, and that the data are consistent and representative. There are various channels for student complaints and/or suggestions, they are known by the students, and their fair and effective functioning is monitored. Our Institute has shaped the Tuesday Conferences according to the feedback requested from the students. In this context, the topics requested were reviewed by the Board of Directors and the Board Decision was taken ((4)A.4.2.1).

Quality Improvement *Plan "LYK-S 2024/9: Introducing the YÖKAK Student Commission to the students of our University and directing the students to the membership of the Commission (LYK 2021/5a)", in order for our students to learn the functioning of the management system, to be involved in the management stages and to be useful in solving their problems, a student representative was elected to represent them in our Institute Board of Directors and their participation in the Board of Directors meetings was ensured ((4)A.4.2.2)* In addition, the participation of a student representative in at least 1 Institute board was unanimously accepted by our Institute board members.

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(4)A.4.2.1. Student_Request_Administration_Board_Decision

(4)A.4.2.2 Department_Quality_Student_Representatives

(4)A.4.2.3. Quality_Coordination_Meeting_with_Student_Representative

A.4.3. Alumni Relations Management

Requirements Graduates' employment information such as job placement, continuation of education, income level, employer/graduate satisfaction are systematically and comprehensively collected, evaluated and used in unit development strategies.

Activities

Graduates' employment information such as job placement, continuation of education, income level, employer/graduate satisfaction are systematically and comprehensively collected, evaluated and used in unit development strategies. Gazi University has a Graduate Information System ((4)A.4.3.1).

In this context, our graduate students Dr. Mehmet Zafer KALAYCI, Dr. Pharm. Sanem HOŞBAŞ COŞKUN and Dr. Lecturer. Prof. Dr. Hüseyin ERDİNÇ were organized within the



scope of Tuesday Conferences ((3)A.4.3.2).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.4.3.1. Alumni_Information_System

(3)A.4.3.2 Speeches to the _Tuesday_Conference with our Graduate_Students.

A.5. Internationalization

Requirements The unit should manage its processes, establish its organizational structure and periodically monitor and evaluate its results in line with its internationalization strategy and objectives.

A.5.1. Management of Internationalization Processes

Requirements The management and organizational structure of internationalization processes are institutionalized. It is in line with the internationalization policy of the institution. The functioning and effectiveness of the management and organizational structure are examined.

Activities

In order to contribute more to internationalization efforts, which is one of our goals, it is aimed to increase international integration in education, research and community service, to ~~increase~~ awareness, to increase and develop international collaborations in our institute, to increase the connection of our graduate students with the outside world and to increase the number of international students, and to make more use of international exchange programs, especially the Erasmus program, for our students and staff. Within the scope of the Quality Improvement Plan "*LYK 2024/168*: Making publications on social media in foreign language for the promotion of academic units in order to increase the number of international students", the English web page of our institute is kept up-to-date.

Activities are carried out systematically through the Exchange Programs Unit within the International Relations Institution Coordinatorship of our university. Correspondence on Erasmus is carried out through the unit coordinatorships of our university.

Erasmus quota is given to Master's and PhD students of our Graduate School, and announcements and forms can be accessed from the web page of our University Erasmus Coordinatorship. Information meetings are also organized for our students. The academic staff of the unit also has the opportunity to benefit from the Erasmus program. Meetings were organized to share the knowledge and experiences of academic staff who benefited from Erasmus mobility for the purpose of Quality Improvement Plan "*LYK 2024/173*: Organizing meetings with Erasmus Coordinators to encourage participation in Erasmus mobility and reporting the results" ((3)A.5.1.1).





The list of Inter-Institutional Agreements by units is available on the web page of the Erasmus Coordination Office ((3)A.5.1.2).

Our unit does not have a budget allocated for these activities. Within the scope of Erasmus mobility for graduate and doctoral students and administrative/academic staff, travel expenses and special needs support for participants are provided by Gazi University Exchange Programs Unit.

Another indicator of internationalization is the number of foreign students studying at the Graduate School. Foreign students are admitted in accordance with the Regulation on Graduate Education and Examination and the Directive on Admission of Students from Abroad. In addition, students coming through the Presidency for Turks Abroad and Related Communities (YTB) can also receive education at our institute.

As of December 31, 2023, we have a total of 1214 students enrolled in 456 Master's Degree with Thesis, 25 Master's Degree without Thesis and 733 Doctorate programs. Gazi University Graduate School of Health Sciences, which is one of the most distinguished educational institutions of Turkey in the age of science, has carried out a total of 4122 postgraduate thesis studies, 2203 of which are master's and 1919 of which are doctoral, which have been registered electronically since its establishment. In our institute, we have 1 journal published three times a year in electronic environment, including different disciplines, scanned in national indexes such as Citation Index, Asos Index ((3)A.5.1.3).

Although there are faculty members from abroad as second supervisors in the consultancy processes of the Institute, information was provided through visits to the USA in order to increase this number. The issues discussed during the visits were discussed at the Institute's Board of Directors and turned into a decision ((3) A.5.1.4. The Graduate School of Health Sciences became a member of the European Organization of PhD in Biomedicine and Health Sciences-ORPHEUS (*Organisation of PhD in Biomedicine and Health Sciences European System*) on 21.08.2018 in order to bring the quality of academic programs to an international level and to measure the activities of our unit in independent external evaluations (<https://orpheus-med.org/phd-programmes>). Following membership, studies were carried out in line with the Orpheus Good Practices Guide, and many decisions were taken and implemented to comply with Orpheus criteria. Many internationalization activities such as the Orpheus Good Practices Workshop and information meetings were carried out. As a result of these efforts, on June 29, 2020, our institute was deemed eligible to pass the first stage with all doctoral programs and received a certificate (GÜ SBE ORPHEUS certificate), (<https://orpheus-med.org/self-evaluation/orpheus-evaluation-certificates/>) ((3)A.5.1.4).



Efforts to obtain the Orpheus label are ongoing. During the labeling process, feedback was received from Orpheus officials on our publication criteria and plans were made for necessary arrangements and decisions. In order to carry out the Orpheus process more effectively and to ensure continuity, Institute Quality Student Representatives have been determined ((3)A.5.1.5.). The 2nd ORPHEUS Consultancy Training will be held in March 2024.

Our Graduate School organizes seminars for our students to establish overseas connections in their graduate studies. Our students are encouraged with seminars and information meetings given by faculty members who have experience in scholarship programs, application conditions, the scope of the program and who have previously benefited from these scholarships ((3)A.5.1.6). Within the scope of **the Quality Improvement Plan "AG 2024/79: Planning and organizing events in which faculty members who take part in overseas projects will share the experience and experiences they have gained within the units"**, Prof. Dr. Aysel BERKKAN and Assoc. Prof. Dr. Onur İNAM, one of our faculty members, are in the United States of America with TÜBİTAK projects as a result of the project trainings they have received and the text written by Prof. Dr. Aysel BERKKAN on this subject is attached ((3)A.5.1.9). Quality Improvement **Plan "AG-S 2024/61: Increasing and developing international collaborations with faculty members and students abroad through meetings held by the Senior Management, R&D Institutional Coordinatorship and coordinatorship umbrella units (AIF 2022/10)"** ((3)A.5.1.7.) ((3)A.5.1.8).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.5.1.1. Erasmus_About_Tuesday_Conference

(3)A.5.1.2. Erasmus_Intern_Agency_List

(3)A.5.1.3. GUHES_Sağlık_Bilimleri_Enstitü_Dergisi

(3)A.5.1.4. Department_Dalı_Ziyaretleri_Kurul_Kararı

(3)A.5.1.5. GÜ_SBE_ORPHEUS_Certificate

(3)A.5.1.6. Institute_Quality_Student_Representatives

(3)A.5.1.7. Erasmus_Internship_Program_Process_during_Master's_Degree_Period

(3)A.5.1.8. Prof_Dr_Aysel_Berkkkan

(3)A.5.1.9. Tuesday_Conferences_Participation_of_Faculty_Members_From_Abroad

A.5.2. Internationalization Resources

Requirements Resources allocated to internationalization (financial, physical, manpower) are



identified, shared and institutionalized. These resources are monitored and evaluated in terms of quantity and quality.

Activities

Resources allocated for internationalization are managed by the GÜ Exchange Programs Unit, Erasmus Unit and International Student Unit ((3)A.5.2.1).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.5.2.1 GÜ_Change_Programs_Unit

A.5.3. Internationalization Performance

Requirements Internationalization performance is monitored. Monitoring mechanisms and processes are in place, sustainable and there is evidence of improvement steps.

Activities

Resources allocated for internationalization are managed by the GÜ Exchange Programs Unit, Erasmus Unit and International Student Unit.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)A.5.3.1 GÜ_Change_Programs_Unit

(3)A.5.3.2.Number of Outgoing_Incoming_Students_and_Teaching_Members

(3)A.5.3.3.Tuesday_Conference_Erasmus

B. EDUCATION AND TRAINING

B.1. Program Design, Evaluation and Updating

Requirements The unit should design its curricula in accordance with the Turkish Higher Education Qualifications Framework (TYYÇ), in accordance with the teaching objectives and learning outcomes, and periodically evaluate and update them to ensure that they respond to the needs of students and society.

B.1.1. Design and Approval of Programs

Requirements The objectives and learning outcomes (outcomes) of the programs have been established, their compatibility with TYYÇ has been specified and announced to the public. The mission-vision of the institution was taken into consideration when determining program qualifications. Course information packages have been prepared taking into account the national core program, if any, and criteria (e.g. accreditation criteria, etc.). The wording of the outcomes clearly indicates the envisaged cognitive, affective and kinesthetic level. There is a plan on how to monitor the achievement of the program outcomes; in particular, the method and process of examining the common (generic) outcomes of the unit are detailed. There are departmental principles and rules for structuring learning outcomes and required teaching processes. At the program level, the actions by which competencies can be acquired (competency-course-teaching method matrices) have been determined. The types of education (formal, blended, distance) in which qualifications can be acquired according to field differences are defined. Physical and technological possibilities are taken into account in the design of programs (access, social distance, etc.).



Activities

Education and training at the Graduate School of Health Sciences is carried out in accordance with the regulations and application principles of Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Graduate Education and Application Principles.

In order to open a new graduate program within the Graduate School of Health Sciences, the proposed program file must be prepared in accordance with the Program Opening Criteria of the Council of Higher Education ((3)B.1.1.1) and Gazi University Program Opening / Closing, Curriculum Creation and Update Directive ((3)B.1.1.2).

Program opening files include the rationale for opening a program, program qualifications, full curriculum, compulsory and elective courses, credits and ratios, course learning outcomes and program qualifications matrix, course description forms, course evaluation criteria, course workload distributions, human resources, CVs, physical conditions, university strategic plan objectives and rationale for opening a program, stakeholder opinions, TYYÇ Program Qualifications and Field Qualifications Matrix ((3)B.1.1.3).

The file prepared in accordance with the criteria must be submitted to the Graduate School with the decision of the academic board of the department/science department. After the approval of the Institute Education Commission, the Institute Board, the University Education Commission and then the University Senate, the application is made through the YÖKSİS/ABAYS system. After the Higher Education Council accepts the new program proposal, education can start in the relevant program.

In the graduate programs carried out within the Graduate School, curriculum update studies, new course proposals to the program, changes and arrangements to be made regarding the courses are discussed and decided by the program academic boards on the basis of Gazi University Program Opening / Closing, Curriculum Creation and Update Directive and sent to the Graduate School as a proposal. The proposals examined by the Education Commission of the Institute are sent to the University Education Commission with the approval of the Institute Board. The proposals examined and approved by the University Education Commission are discussed and approved by the University Senate and enter into force.

In order to open a new course in the programs, a detailed description of the information such as the course objectives, learning outcomes, weekly distribution, education and training activities and evaluation criteria, workload distribution of the course, the level of contribution between course outcomes and program outcomes is made in the course description form (Course Description Form (Turkish) ((3)B.1.1.4) - Course Description Form (English) ((3)B.1.1.5).

In the Institute, procedures are carried out within the framework of regulations on issues such as opening new programs, updating the curriculum, and opening new courses, and the relevant processes are defined.

In accordance with Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Master's Education and Application Principles, program and course information packages, program structures and course distribution balances (compulsory-elective course distribution balance,



etc.) have been observed. Course outcomes and program outcomes are matched in a clear, understandable, realistic and sustainable manner and internalized in all programs and clearly reflected in the course description forms and the current curriculum. Program qualifications have been defined separately for each program to meet the Turkish Higher Education Qualifications Framework and these processes have been completed for all graduate programs. The changes approved by the Program Academic Boards were examined by the Graduate School Education Commissions, forwarded to the University Education Commission for evaluation with the approval of the Graduate School Board of Directors, entered into force after the approval of the University Education Commission and the Senate, and announced on the relevant websites, Gazi University Information Package, Programs section ((3)B.1.1.6). In addition, the program evaluation guide prepared for academic units was introduced on the basis of programs and used in curriculum update studies. Quality Improvement Plan "*EÖ 2024/3: Delivering the stakeholder opinion form to all academic units with an official letter (EIF 2021/15-b)*", *EÖ 2024/1: Ensuring that the program evaluation guide prepared for academic units is introduced on a program basis and used in curriculum update studies (EIF 2021/15-b)*, *EÖ-S 2024/4: Carrying out the necessary work to review the programs in line with the updates in the Core Curriculum (EIF 2022/2)*", the stakeholder opinion form was also sent to all our units with an official letter and started to be used ((3) B.1.5.2).

The rules for the course distribution of graduate programs are included in the Gazi University Directive on Opening/Closing Programs, Creating and Updating Curricula. According to this directive, "The total credits of the basic field vocational/technical courses in the curriculum cannot be less than 60% of the total credits of the curriculum. The total credits of elective courses in the curriculum shall be between 10% and 40% of the total credits depending on the content of the curriculum."

The credits and work package of the courses are included in Gazi University Information Package. Students are required to complete 120 ECTS credits for master's degree and at least 240 ECTS credits for doctoral degree.

2015 ECTS Guide, students who meet the criteria are given a diploma supplement by the University Registrar's Office upon request.

The evaluation criteria of the courses in the program are included in Gazi University Information Package. The success criteria and processes related to the course semester and thesis semesters are detailed in the Gazi University Graduate Education and Examination Regulations.

The student's exam results and success status are recorded in the Student Affairs Information System and announced to the student through this system.

In order to ensure that everyone has access to quality higher education, which is included in the United Nations sustainable development plan, we have a distance education system implemented by our Rectorate in order for our students to receive online education when necessary.

Gazi University Directive on Education-Training and Assessment and Evaluation Practices for Students with Disabilities has been published ((3)B.1.1.7).

Within the scope of the Quality Improvement Plan, "*EÖ-S 2024/5, EIF 2024/8 (SEP F.1.4.2.)*", *AG-S 2024/48*", in order to increase the number of interdisciplinary graduate programs, the opinions of our internal and external stakeholders are collected for the



interdisciplinary programs to be opened, which are also discussed in our Institute Administrative Board, and the opinions of our internal stakeholders, the Department Heads, are also collected, and accordingly, the work continues at full speed to move the relevant issue to the Institute Board ((3) B.1.1.8).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.1.1.1. Higher Education Board's Program Opening Criteria

(3)B.1.1.2. GÜ Program Opening Closing, Curriculum Creation and-Updating Directive

(3)B.1.1.3. Program Opening Process _ Graduate School of Health Sciences

(3)B.1.1.4. Course Description Form_(Turkish)

(3)B.1.1.5. Course Description Form_ (English)

(3)B.1.1.6. GÜ Information Package

(3)B.1.1.7. Gazi University Gazi University Guidelines for Education Education and Measurement Assessment Applications for Enabled Students

(3)B.1.1.8. Correspondence Done for Opening Interdisciplinary Programs

B.1.2. Course Distribution Balance of the Program

Requirements The principles, rules and methods regarding the course distribution of the program are defined. The areas of specialization and workloads of the faculty members are taken into consideration in course distribution and course distribution is determined in a participatory manner. The structure of the curriculum is balanced between compulsory and elective courses, between field and non-field courses, and provides cultural depth and the opportunity to get to know different disciplines. The number of courses and weekly hours are organized in such a way that students can also spend time on non-academic activities. The suitability and functionality of the course information packages developed in this context are monitored and improvements are made accordingly.

Activities

Education and training at the Graduate School of Health Sciences is carried out in accordance with the regulations and application principles of Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Graduate Education and Application Principles.

The rules for the course distribution of graduate programs are included in the Gazi University Directive on Opening/Closing Programs, Creating and Updating Curricula. According to this directive, "The total credits of the basic field vocational/technical courses in the curriculum cannot be less than 60% of the total credits of the curriculum. The total credits of elective courses in the curriculum shall be between 10% and 40% of the total credits depending on the content of the curriculum."

The credits and work package of the courses can be found at Gazi University Information Package. Students are required to complete 120 ECTS credits for master's degree and at least 240 ECTS credits for doctoral degree ((3)B.1.2.1). In addition, with the letters numbered 766/157, 776/441, 789/652, our Department Heads were asked to make curriculum updates, if any, by taking the opinion of external stakeholders, and the work on this issue continues ((3)B.1.2.2).



In accordance with Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Master's Education and Application Principles, program and course information packages, program structures and course distribution balances (compulsory-elective course distribution balance, etc.) have been observed. Course outcomes and program outcomes have been matched in a clear, understandable, realistic and sustainable manner and have been internalized in all programs and clearly reflected in the course description forms and the current curriculum.

The qualifications of the programs are defined separately for each program to meet the Turkish Higher Education Qualifications Framework and these processes have been completed for all graduate programs. The changes approved by the Program Academic Boards were examined by the Graduate School Education Commissions, forwarded to the University Education Commission for evaluation with the approval of the Graduate School Board of Directors, entered into force after the approval of the University Education Commission and the Senate, and announced on the relevant websites, Gazi University Information Package - Programs section (**(3) B.1.2.1**).

Maturity Level (Rubric Graded Rating Score) 3

Evidence

(3)B.1.2.1 GÜ_Information_Package

(3)B.1.2.2.766157_776441_789652_sayılı_yazılar

B.1.3. Alignment of Course Outcomes with Program Outcomes

Requirements The learning outcomes of the courses (including blended and distance education) are defined and the mapping of program outcomes and course outcomes is established and announced. The wording of the outcomes clearly indicates the envisaged cognitive, affective and kinesthetic level.

There is a plan on how to monitor the achievement of the course learning outcomes, in particular, the method and process of examining non-specific (general) outcomes are detailed.

Activities

In accordance with Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Master's Education and Application Principles, program and course information packages, program structures and course distribution balances (compulsory-elective course distribution balance, etc.) have been observed. Course outcomes and program outcomes are matched in a clear, understandable, realistic and sustainable manner and internalized in all programs and clearly reflected in the course description forms and the current curriculum. Program qualifications have been defined separately for each program to meet the Turkish Higher Education Qualifications Framework and these processes have been completed for all graduate programs. The changes approved by the Program Academic Boards were examined by the Graduate School Education Commissions, forwarded to the University Education Commission for evaluation with the approval of the Graduate School Executive Board, entered into force after the approval of the University Education Commission and the Senate, and announced on the relevant websites, Gazi University Information Package - Programs ((**(3) B.1.3.1**).

Within the scope of the Quality Improvement Plan, "*EÖ 2024/81 and EÖ 2024/82*", students' program proficiency levels and course achievements will be monitored with the program evaluation guide to be filled in at the end of each year." In accordance with the requirement of



"monitoring students' program proficiency levels and course achievements with the program evaluation guide to be filled in at the end of each year", students' course success averages for the last 4 academic semesters have been calculated and will be shared with our department chairs.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.1.3.1 GÜ_Information_Package

B.1.4.Course Design Based on Student Workload

Requirements The ECTS value of all courses is shared on the web page and verified through student workload tracking. Internship and professional applied learning opportunities are available and adequately assessed within the framework of student workload and credit. The quality of the actual practice is examined. The design based on student workload also takes into account the diversity of distance education.

Activities

The rules for the course distribution of the graduate programs of the Graduate School are included in the Gazi University Directive on Opening/Closing Programs, Creating and Updating Curricula ((3)B.1.4.1). According to this directive, "The total credits of the basic field vocational/technical courses in the curriculum cannot be less than 60% of the total credits of the curriculum. The total credits of elective courses in the curriculum shall be between 10% and 40% of the total credits depending on the content of the curriculum."

The student's program is arranged as ECTS credits, and according to the workload calculation, he / she can take a maximum of 60 ECTS courses in a year. The credits and work package of the courses are included in Gazi University Information Package. The student must complete 120 ECTS credits for the master's degree and at least 240 ECTS credits for the doctoral degree.

The evaluation criteria of the courses in the program are included in Gazi University Information Package. The success criteria and processes related to the course semester and thesis semesters are detailed in the Gazi University Graduate Education and Examination Regulations. The student's exam results and success status are recorded in the Student Affairs Information System and announced to the student through this system. It is checked every semester.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.1.4.1 Gazi_University_Program_Opening/Closing, _Curriculum_Creation_and_Updating_Directive

B.1.5. Monitoring and Updating Programs

Requirements Monitoring of program objectives and learning outcomes for each program and course (formal, distance, blended, open) takes place as planned. The functioning and results of this process are evaluated together with stakeholders. Statistical indicators related to education and training (courses offered each semester, number of students, success rates, feedback results, course diversity, laboratory practice, undergraduate/graduate balances, number/reasons for discontinuation, etc.) are periodically and systematically monitored, discussed, evaluated, compared and improved in the direction of quality education. Program accreditation is planned, promoted and implemented; the unit's accreditation strategy is stated and results discussed. The benefits of accreditation and its contribution to the internal quality assurance system are



evaluated.

Activities

According to the GÜ Curriculum Creation and Update Directive, curricula can be updated with a proposal for change after the course contents of the program are monitored for at least 3 years to ensure that they meet the program outcomes.

In this context, the programs of our institute were updated in 2020-2021 ((3) B.1.5.1.). Within the scope of the Quality Improvement Plan "EÖ 2024/18, EÖ 2024/19, EÖ 2024/25, EÖ 2024/90, EÖ 2024/99", with the letters numbered 766157, 776441, 789652, our Department Heads were asked to make curriculum updates, if any, by taking the opinion of external stakeholders and the work on this issue continues. In all Institute boards and supervisory board meetings, evaluations are made on the courses whose curricula will be opened ((3) B.1.5.2.).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.1.5.1. Curriculum_Update_Writing

(3)B.1.5.2. 766157_776441_789652_sayılı_yazılar

B.1.6. Management of Education and Training Processes

Requirements The unit has an organizational structure (university education and training commission, learning and teaching center, etc.), information management system and expert human resources to manage education and training processes holistically. Education and training processes are carried out under the coordination of senior management and the duties and responsibilities related to these processes are defined.

Institution-wide principles, principles and timetable for the design, implementation, evaluation and updating of education and training programs are determined.

The learning outcome, curriculum, the way of providing education services (formal, distance, blended, open), teaching method and assessment-evaluation compatibility and the coordination of all these processes are monitored by the senior management.

Activities

In the graduate programs carried out within the Graduate School, curriculum update studies, new course proposals to the program, changes and arrangements to be made regarding the courses are discussed and decided by the program academic boards on the basis of Gazi University Program Opening / Closing, Curriculum Creation and Update Directive and sent to the Graduate School as a proposal. The proposals examined by the Education Commission of the Institute are sent to the University Education Commission with the approval of the Institute Board. The proposals examined and approved by the University Education Commission are discussed and approved by the University Senate and enter into force.

In order to open a new course in the programs, detailed description of the course objectives, learning outcomes, weekly distribution, education and training activities and evaluation criteria, workload distribution of the course, the level of contribution between course outcomes and





program outcomes are defined in the course description form. Course Description Form (Turkish) , Course Description Form (English)

In the Institute, procedures are carried out within the framework of the regulations on issues such as opening new programs, updating the curriculum, and opening new courses, and the relevant processes are defined. For the purpose of *the* Quality Improvement *Plan "BC 2024/6: Conducting course opening processes in accordance with the Program Evaluation Guide (BC 2021/7 (SEP F.1.4.3.)"*, course opening processes are also carried out in accordance with the Program Evaluation Guide communicated to the units ((3)B.1.6.1). For the first time, a curriculum update form was developed by our university.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.1.6.1 Graduate_Education_Processes

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

Requirements (Student Centered Learning, Teaching and Assessment)

The unit should apply student-centered and competency-based teaching, assessment and evaluation methods in order to achieve the targeted qualified graduate qualifications. The unit shall set clear criteria for student admissions, recognition and certification of diplomas, degrees and other qualifications and apply predefined and announced rules consistently.

B.2.1. Teaching Methods and Techniques

Requirements **The** teaching method is student-active and interactive learning-oriented. Within all types of education (formal, distance, blended), student-centered, competency-based, process and performance-oriented interdisciplinary, integrative, case/practice-based approaches that prioritize learning are included in accordance with the nature of that type of education. The focus is on deep learning, student interest, motivation and engagement rather than knowledge transfer.

Formal education processes are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning, covering associate, undergraduate and graduate students. Students' participation in research processes is supported through curricula, methods and approaches. The implementation and control of all these processes and taking necessary measures are systematically evaluated.

Activities

In the process of proposing programs and courses in our institute, their contents, student program admission/entry criteria, workload calculations and program outcomes, defined processes used in success measurement and evaluation are explained in course proposal forms and defined by Gazi University Graduate Education and Examination Regulations Gazi University Doctorate Education and Application Principles Gazi University Master's Education and Application Principles. The ECTS information package contains learning outcomes for all courses in the program. In the same way, the course evaluation methods and criteria of the program, the resources to be used, the evaluation method of the success and its contribution to the evaluation are specified. Information about all programs is specified in course description forms and course syllabi and published on the web via Gazi University Information Package.

As of December 2023, there are 36 PhD Programs (3 interdisciplinary), 46 Master's





Programs with Thesis (7 interdisciplinary), 43 Departments and 1 Division within the Institute. Although the programs are different from each other, student-centered learning is frequently used in the program courses with the advantage that the field of health is human-centered. Case/practice-based, research-oriented, interdisciplinary courses are carried out with a research-oriented, interdisciplinary perspective in which the course is discussed together with the student. In terms of measurement and evaluation, it is possible to see homework, projects, presentations, practical applications in addition to classical methods in measuring the competence and performance of the student. Detailed information on assessment and evaluation criteria can be found in the Gazi University Information Package.

Depending on current developments, the components of the education and training system are dynamically updated in line with changing needs and announced to all stakeholders on the University and Institute web pages.

With the student affairs information system used throughout Gazi University, it is possible to systematically monitor the findings obtained from student-centered measurement and evaluation practices on an institutional basis and to evaluate the results of the monitoring together with stakeholders.

The student information system connects students with their supervisors and facilitates access. With the concept of e-advising, the system allows supervisors to guide students without coming face to face.

The institution has a defined academic advising process. In accordance with Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles and Gazi University Master's Education and Application Principles, the framework of the authority and responsibilities of the supervisors is clearly defined and published on the web. Thesis Supervision Training in Health Sciences organized by our Graduate School was given to all faculty members to increase the quality of academic supervision **((3)B.2.1.1.)**.

Student admission to our Institute is carried out in accordance with Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles, Gazi University Master's Education and Application Principles and General Application Requirements for Graduate Programs. In Gazi University Graduate Education and Examination Regulations, necessary updates are regularly made in line with the regulations published by the Council of Higher Education and internal evaluations of the institution, and past regulations and current regulations are published on the website (saglikb@gazi.edu.tr). For foreign students, procedures are carried out according to the Foreign Student Admission Directive **((3)B.2.1.2.)**.

All criteria for student admissions at the Graduate School are clearly stated in the regulations. In general, students are ranked by evaluating their GPA values, foreign language knowledge levels and ALES results, and then the most successful students can be admitted to the program within the quota by evaluating the results of the interview exam. Clear criteria for student admission in each program are set and announced on the Institute's website; predefined and published rules for the recognition and certification of diplomas, degrees and other qualifications are applied consistently and permanently.

2022-2023 Spring Semester and 2023-2024 Fall Semester Student Admissions were made according to the Regulation Principles **((3)B.2.1.3.)**.

For the students of the Graduate School of Health Sciences, the Processes to be Followed





in Master's and Doctorate Programs (Master's Student with Thesis, Master's Student without Thesis, Doctorate Student) ((3)B.2.1.4.) was announced in detail to students and stakeholders on the website; it is aimed to make the application/registration/education processes easier for students to understand. The Directive on Justified and Valid Reasons for students' leaves of absence and absences has been defined ((3)B.2.1.5). The educational processes of our students are managed through the academic forms section on the Institute's web page.

Recognition and crediting of prior learning is carried out according to the relevant articles of Gazi University Graduate Education and Examination Regulations, Gazi University Doctorate Education and Application Principles, Gazi University Master's Education and Application Principles and the Directive on Recognition of Previously Acquired Qualifications. The necessary forms are available on the institute web page.

In exchange programs, the courses and ECTS credits to be taken by the students are determined before they go, and after the student returns and submits their documents, they are entered into the student transcript with the decision of the institute board of directors.

The student takes the thesis defense exam by completing the education process specified in detail in the regulations and directives of the graduate program. For students who are successful in the thesis defense exam, information is available on the institute website under the thesis and graduation section ((3)B.2.1.6.). After the submission of the required documents and thesis to the Graduate School, the student is entitled to receive a diploma upon the acceptance of the thesis by the Graduate School Executive Board. The diplomas of the Graduate School were redesigned in 2019 in line with internationalization and ORPHEUS processes and are awarded in English/Turkish.

The opinions and evaluations of the faculty members and graduate students of the Graduate School of Health Sciences on the program and course designs, course distribution balances, the compatibility of course outcomes with program outcomes, and the assessment and evaluation system were monitored through a Graduate School of Health Sciences Satisfaction Questionnaires that included both multiple-choice and open-ended questions. In these surveys, the evaluations and suggestions of both students and instructors regarding the distance education process were also recorded. The information obtained from the surveys was reported and will be used in Gazi University Graduate School of Health Sciences quality improvement studies.

Feedback from students and faculty members within the scope of the Graduate School of Health Sciences and University Satisfaction Surveys has been received and practices have been improved regularly since 2020.

Within the scope of the Quality Improvement Plan "*EÖ 2024/15*: Ensuring the effective functioning of the Education Commission and Assessment Units in all academic units (NIF 2021/3)", the effective functioning of the Education Commission and Assessment Units is ensured in our Institute ((3)B.2.1.8).

Maturity Level (Rubric Graded Rating Score) 4 Evidence

(3)B.2.1.1 Consulting_Trainings

(3)B.2.1.2 Student_Admission_Guidelines (3)B.2.1.3 2022-2023 Fall_Semester_Student_Admission_ Announcement

(3)B.2.1.4 SBE_Graduate_Processes

(3)B.2.1.5 Justified_and_Valid_Reasons_Directive



(3)B.2.1.6. Thesis_Defense_Innouncements

(3)B.2.1.7. SBE_2023_Year_Announcements_and_Reports

(3)B.2.1.8. Education_Commission_Effective_Working

B.2.2. Measurement and evaluation

Requirements Student-centered assessment and evaluation is carried out on the basis of competence and performance, and opportunities for students to express themselves are diversified as much as possible.

The continuity of assessment and evaluation is ensured through multiple examination opportunities and some process-oriented (formative) methods such as assignments, projects and portfolios. Examination methods appropriate to course outcomes and types of education (formal, distance, blended) are planned and implemented. There are mechanisms for exam administration and security (formal/online exams, exams for disadvantaged groups).

Consistency and reliability of assessment and evaluation practices across time and individuals are ensured. The unit improves assessment and evaluation approaches and opportunities based on student-faculty feedback. The announcement, implementation, control, compliance with the objectives and the measures taken are examined.

Activities

Assessment methods applied for each course in education are specified in the course description forms, and assessment methods such as homework, exams, projects, presentations, material design are used and these are defined in the student affairs information system. In addition, in order to follow current studies in graduate courses, literature review and presentations are also included in course content and assessment and evaluation. All forms can be accessed from Gazi University Information Package. Disabled student exams are held in accordance with our Directive on Education, Training and Assessment and Evaluation Practices for Students with Disabilities.

The student takes the thesis defense exam by completing the education process specified in detail in the regulations and directives of the graduate program. Other faculty members can attend the thesis defense and qualifying exams as an audience, and the qualifying exams are conducted in written and oral form. For students who are successful in the thesis defense exam, information is provided on the institute website under the thesis and graduation section ((3)B.2.2.1).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.2.2.1.

Implementation_Principles_Relating_to_Exams_and_Thesis_Monitoring_Committees_Meetings

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

Requirements Principles and rules for student admission (including students outside of centrally placed student groups) are defined and announced. These principles and rules are consistent with each other and practices are transparent. Document requests such as diplomas and certificates are meticulously monitored.

Recognition and crediting of prior learning (knowledge and skills acquired through formal, non-formal, distance and blended education and independent learning) is carried out.



In parallel with the internationalization policy, there are mobility supports, student incentives, facilitating measures and there are practices to ensure that there is no loss of credits in mobility.

Activities

The processes to be followed in the Master's and Doctorate Programs for the students of the Graduate School of Health Sciences (Master's Student with Thesis, Master's Student without Thesis, Doctorate Student) have been announced to students and stakeholders in detail on the website; it is aimed to make the application / registration / education processes more easily understandable for the student. The Directive on Justified and Valid Reasons for students' leaves of absence and absences has been defined. The educational processes of our students are managed through the academic forms section on the Institute's web page. Within the scope of the Directive on Recognition of Previously Acquired Qualifications, the competencies and competencies previously acquired by the students are entered into the system with the decision of the program academic board and the approval of the board of directors. The "Workshop on Determining the National Approach in Micro Qualifications" organized by the Council of Higher Education on 18-19/10/2023 was attended ((3)B.2.3.1.).

In exchange programs, the courses and ECTS credits to be taken by students before they go to are determined, and after the student returns and submits his/her documents, they are recorded on the student's transcript with the decision of the institute board of directors ((3)B.2.3.2.).

Within the scope of Erasmus, our students continue their education abroad with international mobility, and the transactions related to credit counting and course equivalencies are evaluated by the decision of the academic board of the program and recorded in the student report card with the approval of the Erasmus Institution Coordinator and the Institute Administrative Board.

All procedures of foreign students who want to study at our university are carried out according to the Foreign Student Admission Directive.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.2.3.1. Workshop on Determining the National Approach to

Micro_Competencies

(3)B.2.3.2. Erasmus_Course_Synchronization_Example

B.2.4. Certification of Qualifications and Diploma

Requirements The approval of qualifications, graduation requirements and graduation decision processes are clearly, comprehensively and consistently defined and shared with the public. Certification and diploma procedures are carried out, monitored and necessary measures are taken in accordance with this defined process.

Activities

The student takes the thesis defense exam by completing the education process specified in detail in the regulations and directives of the graduate program. Students who will take the thesis defense exam are informed on the institute website under the news section ((3)B.2.4.1.)





Thesis Defense Examination Announcement. After the submission of the required documents and thesis to the Graduate School, the student is entitled to receive a diploma upon the acceptance of the thesis by the Graduate School Board of Directors. Institute diplomas were redesigned in 2019 in relation to internationalization and Orpheus processes and are given in English/Turkish. For the trainings provided by our Institute (consultancy training, project writing training, entrepreneurship), certificates are issued to the participants and certificates are given to all participants at the end of the training. Our trainers who give seminars and contribute to project writing trainings are given plaques by our institute.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.2.4.1. Thesis_Defense_Notices

B.3. Learning Resources and Academic Support Services

Requirements The unit must have the appropriate infrastructure, resources and environments to achieve its targeted graduate qualifications and to conduct its education and training activities, and must ensure that learning opportunities are adequate and accessible to all students. The unit should provide support services for students' academic development and career planning.

B.3.1. Learning Environment and Resources

Requirements Resources such as classrooms, laboratories, libraries, studios, textbooks, online books/documents/videos, etc. are of appropriate quality and quantity, accessible and available for students' information/use. The use of learning environment and resources is monitored and improved. The unit has a user-friendly, ergonomic, synchronous and asynchronous learning, enriched content development, assessment and evaluation, and in-service training opportunities in a learning management system that can fully meet the needs of education and training. The learning environment and resources are oriented towards improving student-student, student-faculty and student-material interaction.

Activities

The central library of our university is one of the largest libraries in our country. Our library, which has a rich collection of electronic and printed resources, has been renewed as of 2020. It serves our students 24 hours a day. Library services can also be accessed remotely by making the necessary adjustments. There is also a Visually Impaired Department. Our library, which has agreements with dozens of publishing houses and databases in the field of Health Sciences, also provides us with a database such as Scifinder, which is available in a few universities among the universities of our country. Licensed software provided by the Department of Information Technologies of our university is also available for the use of our faculty members and students.

Our graduate students studying in our Institute benefit from the research laboratories and infrastructures of our University's application and research centers and departments, and have the opportunity to work in our University's application centers and clinics. In new program and course proposals, the availability of appropriate resources and infrastructure is examined, and only if the conditions are deemed sufficient, the proposals are evaluated.

Gazi University Distance Education system is available to our faculty members and students with modules such as enriched (multimedia) content development, assessment and evaluation, in-service training, creating and managing learning communities, as well as



synchronous and asynchronous learning opportunities. Infrastructure, facility, hardware and software supports related to the distance education process are provided by Gazi University Distance Education Application and Research Center.

Our students have the opportunity to participate in social, cultural and sports activities throughout the university. Our students can get information about communities and activities from Gazi University Student Communities page. All our students can benefit from our university's sports facilities and participate in courses. There are indoor and outdoor sports halls, swimming pools, football, volleyball, basketball courts, tennis courts, fitness and aerobics halls. In addition, our students can benefit from our social facilities and cultural centers and participate in concerts and exhibitions organized within our university. They can receive services from our university's Medico and Faculty of Medicine.

Gazi University Disabled Student Unit is in communication with our institute and other administrative units. Disabled student information is received and necessary support services are provided. Needs can be determined and solutions can be reached with the forms on the unit page. Our university also comes together with our disabled students in meetings.

Our university has a "Career Planning Application and Research Center" and a "Student Counseling and Scholarship Services Unit". Our students can receive career counseling and guidance services from these centers

Our Institute organizes symposiums, workshops, conferences that may be useful for the academic and personal development of our students, and such activities throughout the university are announced to students ((3)B.3.1.1, (3)B.3.1.2. (3)B.3.1.3.). In addition, our University provides trainings on Endnot, library resource utilization, COST training, patenting trainings, Technopolis meetings, article writing trainings and Erasmus experiences.

Stakeholder opinions on the use and development of existing learning resources are obtained through open- and closed-ended questions that are a component of the Graduate School of Health Sciences Satisfaction Surveys and Gazi University Satisfaction Survey, and stakeholder suggestions are used as a guide in improvement efforts. Our students can also access Open Access theses, publications and course materials through the university Academic Data Management System.

Maturity Level (Rubric Graded Rating Score) 3

Evidence

(3)B.3.1.1. Sali_Konferanslari_2023

(3)B.3.1.2. Project_Writing_Trainings

(3) B.3.1.1.1.3 2023_Year_Academic_Counseling_Training

B.3.2. Academic Support Services

Requirements There is an supervisor faculty member who follows the academic development of the student, provides guidance, supports academic problems and career planning. The advising system is monitored and improved through methods such as student portfolios. Students have easy access to their supervisors and there are various access opportunities (face-to-face, online). Psychological counseling and career center services are available, accessible

(face-to-face and online) and made available to students. The adequacy of services is monitored.

Activities

Our students can easily use the university library database from off-campus by making proxy settings. In our institute building, our students can easily connect to the wireless internet network with their e-mail addresses and passwords. Students can access and install licensed software from our university website.

Our students can send e-mails and sms to their supervisors on the system, they can meet face-to-face whenever they want, and they can request a meeting during supervisor meeting hours through the system (obs.gazi.edu.tr).

The Rectorate and the Institute try to contribute to the development and education of students through scientific, cultural and academic trainings **(3) B.3.2.1**

In accordance with *the Quality Improvement Plan "AG 2024/81: Sharing experiences to increase national/international collaborations with international student and faculty exchange, EÖ 2024/50: Defining out-of-field elective courses for students to promote university life (EIF 2021/TİF.2021/32)"*, especially our Article 35 Research Assistants and Lecturers who go abroad on congress/conference/assignment are asked to present their experiences abroad with our graduate students within the scope of Tuesday Conferences or as a report to our Institute. The first presentation in this context was made online by Seda Nur GÜNGÖR, our Research Assistant who was abroad with Erasmus within the scope of Tuesday Conferences **((3)B.3.2.1)**.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.3.2.1. Sali_Konferansları_2023

B.3.3. Facilities and Infrastructure

Requirements Facilities and infrastructures (cafeteria, dormitory, technology-equipped study areas; health, transportation, IT services, distance education infrastructure) are of appropriate quality and quantity, accessible and available for students' information/use.

Activities

The service building of our institute has 4 floors and only 3-4. Floors belong to SBE. There are rooms and a meeting room for executive and administrative staff. All administrative, academic staff and students can use the facilities of the university. In line with our requests, renovations were made to the sinks, roof and walls.

B.3.4. Disadvantaged Groups

Requirements Disadvantaged, vulnerable and underrepresented groups (disabled, poor, minorities, migrants, etc.) are provided with access to educational opportunities in line with equality, equity, diversity and inclusion. Distance education infrastructure has been created taking into account the needs of these groups. University campuses have barrier-free university applications in line with the needs. The access of these groups to educational opportunities is monitored and improved in line with their feedback.

Activities

The relevant regulations and directives are applied for our disabled students.

B.3.5. Social, Cultural, Sportive Activities



Requirements There is space, budget and guidance support for student organizations and their activities, social, cultural and sporting activities. There is also an administrative organization that conducts and manages social, cultural and sports activities. Activities are monitored and improved in line with the needs.

B.4. Teaching Staff

Requirements The unit must be fair and open in all processes related to course assignments of teaching staff. The unit should provide opportunities to continuously improve the teaching and learning competencies of its teaching staff in order to achieve the targeted qualified graduate qualifications.

B.4.1. Criteria for Appointment, Promotion and Assignment

Requirements Faculty (including international faculty) course load and distribution balance are shared transparently. The expectations of the unit from the faculty member are known by individuals. The selection of external lecturers is based on merit and the evaluation of their performance at the end of the semester is transparent and effective. Compliance with the principles and culture of education and training is observed in the unit.

Activities

In the staff of our institute There are 48 research assistants ,
trainers Our academic staff are assigned by the law numbered 2547.

The University recruits, appoints and promotes faculty members according to the Gazi University Academic Promotion and Appointment Criteria Directive ((3)B.4.1.1). At certain intervals, the criteria of our university are updated in a way to increase the performance of the institution and to reveal the potential of the faculty members.

Course assignments in the programs are made with the decision of the academic board of the relevant program department and the decision of the institute board of directors. All processes can be followed openly. The curriculum vitae of the faculty members working in our programs, including titles such as their fields of expertise, education, research and development activities, and fields of education, are open to access in YÖK Academic and Gazi University Academic Data Management System (AVESIS). The areas of expertise of the strong academic staff working in the Institute's programs are compatible with the courses and trainings they provide.

Within the scope of the Quality Improvement Plan "*EIF 2021/22, EÖ 2024/32, EÖ-S 2024/54, EÖ-S 2024/55*", trainings are organized by our institute in certain periods in order to continuously improve the education and training competencies of academic staff. In 2024, it was aimed to increase the quality of academic consultancy with the Thesis Consultancy Trainings in the Field of Health Sciences, which were given 4 times in 2023. The improvement of the thesis supervision trainings organized for faculty members by receiving feedback from the participants is also ensured through surveys ((3)B.4.1.2).

Within the scope of the Graduate School of Health Sciences Satisfaction Surveys, Gazi University Graduate School of Health Sciences Faculty Member Satisfaction Survey and Academic Staff Satisfaction Survey of Gazi University Satisfaction Surveys, feedback is received from academic staff and it is aimed to improve the practices. Within the scope of the Incentive and Rewarding Directive for Education and Training Activities prepared by the Education Commission within the scope of the Quality Improvement Plan "*EÖ (2024/39) (EIF 2022/13-*



a):", thesis and poster competitions / exhibitions / graduation project competitions etc. at undergraduate and graduate level in units. As a result of the dissemination of practices such as thesis and poster competitions / exhibitions / graduation project competitions etc. at the undergraduate and graduate level in the units, the applications for the "Most Successful Doctoral Dissertation Awards", which were implemented in 2021 in order to encourage high impact publications produced from theses, were also made in 2023, and the awards were presented to their owners at the ceremony held on January 22, 2024 ((3)B.4.1.3)..1.3).

Within the scope of the Quality Improvement Plan "*EÖ 2024/31 (EIF 2021/21), AG 2024/89*", studies have also been initiated to update the procedures and principles of Graduate Education, and the procedures and principles prepared as a draft opinion have been submitted to the Education and Training Institution Coordinator ((3) B.4.1.4).

Maturity Level (Rubric Graded Rating Score)3 Evidence

(3)B.4.1.1 Gazi_ University_ Academic_ Promotion_ and_ Assignment_ Criteria_ Directive

(3)B.4.1.2 2023_ Year_ Academic_ Counseling_ Training

(3)B.4.1.3 2023_ Year_ Most_ Successful_ Doctoral_ Thesis_ Competition_ Ceremony

(3)B.4.1.4 Graduate_ Education_ Principles

B.4.2. Teaching Competencies and Development

Requirements Teaching competence development processes are planned on the basis of needs assessments, are widely implemented and their effectiveness is regularly monitored. There are systematic train-the-trainer activities (courses, workshops, lectures, seminars, etc.) for all teaching staff to learn and use interactive-active teaching methods and distance education processes, and there is a teaching-learning center structure to undertake this. The pedagogical and technological competencies of teaching staff are enhanced. The unit's performance in developing teaching competence is evaluated.

Activities

With the support of Gazi University Distance Education Application and Research Center, trainings are provided to contribute to education and training. For better implementation of education and training, consultancy trainings are given at least once a semester, and new consultancy is not given to faculty members who do not receive this training.

Training of Trainers activities have also been disseminated in all academic units for the purpose of the Quality Improvement Plan "*TO 2024/43: Training of Trainers activities are carried out regularly twice a year in order to improve the competence of academic staff (EIF 2023/5 (SEP F.1.1.6.)*" and the participation of research assistants in the staff of our Institute in the trainings organized for specific training skills is ensured (TO 2024/18) ((3)B.4.2.1).

Within the scope of the Quality Improvement Plan, "*IÖ 2024/76: Determining the subjects that academic staff need training on through regular surveys every year and providing in-service trainings on the determined subjects (IIF 2022/7)*", the subjects that academic staff need training on are determined through regular surveys every year and in-service trainings are provided on the determined subjects. ((3)4.2.2)).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)B.4.2.1 Training of Trainers

(3)B.4.2.2 Consultancy_ Trainings_ Survey_ Evaluations

B.4.3. Incentives and Rewards for Training Activities



Requirements There are incentive and rewarding processes for academic staff, such as "good education awards" to increase creative/innovative educational practices and competition in this field. Creative education activities are included in the appointment and promotion criteria to prioritize education and training.

Activities

Within the scope of the Graduate School of Health Sciences Satisfaction Surveys, Gazi University Graduate School of Health Sciences Faculty Member Satisfaction Survey and the Academic Staff Satisfaction Survey component of Gazi University Satisfaction Surveys, feedback is received from academic staff and it is aimed to improve the practices.

The "Most Successful Doctoral Thesis Awards" of the researchers who ranked in the applications received in 2022, which were implemented in 2022 in order to encourage high impact publications produced from theses, were presented to their owners at a ceremony held on January 22, 2024 ((3)B.4.3.1). Academic incentive applications of faculty members and staff can be easily received from the ATÖSİS system and the process can be followed. In addition, our students who receive awards from various organizations and boards are announced on our website and their achievements are appreciated by giving certificates and/or plaques.

Esra OĞUZ, PhD student in the Department of Biophysics, supervised by Assoc. Prof. Dr. Onur İNAM, was entitled to be supported within the scope of TÜBİTAK 2211-C Domestic Priority Areas Doctoral Scholarship Program ((3)B.4.3.2).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3) B.4.3.1.2023_Year_Most_Successful_Doctoral_Thesis_Competition_Ceremony

(3)B.4.3.2. Esra_OĞUZ_Won_the_right_to_receive_support_under_the_TUBITAK_2211-C_Doctoral_Scholarship_Program

C. RESEARCH AND DEVELOPMENT

Units operating in the fields of arts should evaluate their artistic activities under the title of Research and Development.

C.1. Management of Research Processes and Research Resources

Requirements The unit should manage its research activities in line with the academic priorities set out in its strategic plan and local, regional and national development goals, in a way that produces value and can be transformed into social benefits. It must create appropriate physical infrastructure and financial resources for these activities and ensure their effective use.

C.1.1. Management of Research Processes

Requirements The approaches adopted to the management of research processes, how the motivation and guidance function is designed, how short and long-term goals are clearly and precisely defined, the research management team and job descriptions have been determined; practices are developing in line with these institutional preferences. The effectiveness and success of the management of scientific research and artistic processes are monitored and improved.

Activities





The researches carried out at Gazi University Graduate School of Health Sciences are carried out with thesis, non-thesis master's and doctoral programs carried out in the departments, sciences and programs affiliated to our institute. The research processes in these programs are determined by the rules specified in Gazi University Graduate Education and Examination Regulation - 11 June 2019 Doctorate Education and Training Application Principles, Master's Education and Training Undergraduate Application Principles and YÖK Graduate Education and Training Regulation (Official Gazette Date: 20.04.2016 / 29690 number). These processes include candidate applications, evaluation and announcement of the results, final registration to the programs, course taking procedures, appointment of an supervisor, determination of the thesis topic, doctoral proficiency exam, thesis monitoring committee and thesis monitoring process, thesis study, thesis preparation, determination of thesis juries and finalization of the thesis.

In the process management, the student's preference, the faculty member's preference and workload, the decision of the academic board of the department / science / program are taken into consideration and the supervisor is appointed with the opinion of the institute board of directors. For this purpose, with the decision of the Institute Board of Directors dated 18.11.2021 and numbered 48/16 and with the decision of the Institute Board of Directors dated 29.12.2021 and numbered 02/11, the student was given the alternative to specify the 3 faculty members he / she wants to work with in the supervisor appointment form. Our Institute Board of Directors meets regularly every week to ensure the regular functioning of student and administrative affairs, and the Institute Board of Directors met 58 times in 2023.

The examination of theses and their conformity to the thesis writing rules are carried out by the instructors of our institute. After the forms prepared for this purpose are approved by our lecturers, the appropriateness of the theses are checked by the members of the Institute Board of Directors and the graduation approval is given ((3)C.1.1.1.). A Tuesday Conference titled "How to Prepare a Formally Appropriate Thesis?" was given by our lecturers ((3)C.1.1.1.2.).

According to the Scientific Research Projects Implementation Directive ((3)C.1.1.3), the results of master's thesis projects must be published as full-text articles in national or international refereed journals or as papers in national/international refereed conferences/symposiums indexed by Web of Science or Scopus databases or organized for at least the 5th time within two years after the completion of the project. For doctoral thesis projects, it is expected to be published as a full-text article in journals included in SCI-Expanded, SSCI or AHCI indexes within two years after the completion of the project at the latest. In this context, it was planned and implemented to increase the quality of the theses projected and the quality of the theses was increased with the publications produced from graduate thesis projects.

In addition, in order for the master's thesis defense jury to be established, the student must document that he / she has fulfilled one of the requirements of preparing at least one paper presented as a poster or orally in a national or international conference, congress or symposium, or a scientific article, patent or utility model that has been accepted / published in a national or international refereed journal. In order for the doctoral thesis defense jury to be established, the student must document that he / she has fulfilled one of the requirements of preparing at least one scientific article, patent or utility model that has been accepted / published in a national or international refereed journal, which he / she has prepared together with his / her supervisor on the thesis subject.





In order for students to be able to take the thesis defense exam, the similarity rate in the plagiarism report for the thesis must be below 20% according to Gazi University Graduate Education and Examination Regulations. In order to increase the quality of doctoral theses, the supervisor's right to vote in the defense jury was abolished with the decision of the Graduate School Executive Board dated 22.08.2019 and numbered 28/22, and the practice has been continuing since then ((3)C.1.1.4).

Supervisory trainings for faculty members and students teaching in our graduate programs continued, and national and international project writing trainings were provided to our students and faculty members. Orientation training was also provided to facilitate adaptation. Faculty members and staff who did not receive consultancy training were not given new consultancy. Within the scope of Orpheus good practices. Our consultancy trainings are also given to our students on demand and at the end of the training, our students express their satisfaction. After the consultancy trainings, the correction requests and erroneous transactions related to education and training to our Institute Board of Directors have decreased.

The R&D team was updated on December 21, 2022, and the duties and responsibilities of the R&D team were determined. Face-to-face or online meetings are held with the R&D team at regular intervals to discuss and implement ideas to improve research quality ((3)C.1.1.5).

In order to prevent ethical problems for our students and supervisors during the postgraduate thesis completion phase, as a result of the meetings held with the members of the Ethics Commission / Clinical Research Ethics Committee, Animal Experiments Ethics Committee, arrangements were made in the thesis title change forms. According to these regulations, it is ensured that changes in thesis topics are notified to the boards and commissions in a timely manner and the necessary actions are reminded to the supervisors and students in the form. Theses are approved after the titles requested to be changed are submitted to our institute with the approval of the Ethics committee/commission ((3)C.1.1.6).

AG-S 2024/17: Ensuring that the relevant content such as information, announcements, news and success news are delivered to the student by opening the "Researcher Student" tab under the research menu on the institution's website (AIF 2022/20), **AG 2024/78:** In order to "increase the visibility of researcher students in the researcher student tab", the "Researcher Student" tab is opened under the research menu on the institution's website and information is provided in a way to present relevant content such as information, announcements, news and success news together ((3) C.1.1.7).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)C.1.1.1.Thesis_Procedures_Related_Personnel_Information_and_Thesis_Contr
ol_Form

(3)C.1.1.2.How to Prepare a Formally_Suitable_Thesis_Tuesday_Conference

(3)C.1.1.3.Scientific_Research_Projects_Application_Directive

(3)C.1.1.4. Management_Board_Decision_Consultant_Voting_Right_Right_YKK

(3)C.1.1.5.R&D_Team_Meetings_and_Decisions

(3)C.1.1.6.Thesis_Title_Change_Form

(3)C.1.1.7.Researcher_Student



C.1.2. Internal and External Resources

Requirements The unit's physical, technical and financial research resources are adequate and compatible with its mission, goals and strategies. The diversity and adequacy of resources are monitored and improved.

In-university core funding is available and easy to access for research beginners. In order to develop research potential, there are project, conference participation, travel, expert invitation supports, personal funds, awards and competitive promotion criteria to increase motivation. Changes in the resources within the university over the years; the effectiveness, adequacy, openness to improvement and the level of meeting expectations of these opportunities are evaluated.

In line with the mission and objectives, external funding is encouraged. The support units and methods for this purpose are defined and well known to researchers.

Activities

One of our most important resources for conducting research and thesis projects is the Scientific Research Projects (BAP) and according to the BAP application directive, graduate thesis projects are significantly supported. Apart from the domestic/international research travel expenses that are compulsory to carry out the research within the scope of the project, the travel and participation expenses required for the presentation of a paper produced with the results obtained from the project and accepted for presentation at a national/international congress or symposium are covered in accordance with the application principles to be determined by the BAP commission. For more comprehensive support, relevant announcements are available on the Project Coordination and Application and Research Center web page.

Within the scope of the "Quality Improvement *Plan AG-S 2024/25*: Organizing graduate thesis competitions (AIF 2021/15-b)", the applications for the "Most Successful Doctoral Dissertation Awards", which was launched in 2021 to encourage high-impact publications produced from theses, were also made in 2023, and the awards were presented to their owners at a ceremony held on January 22, 2024 ((3)C.1.2.1.).

In order to introduce the laboratories, devices, research facilities and scholarship opportunities within our university that can be used for research purposes, speakers were invited and online interviews were organized within the scope of the Tuesday Conferences of the Graduate School of Health Sciences.

Maturity Level (Rubric Graded Rating Score) 3

Evidence

(3)C.1.2.1. 2023_Year_Most_Successful_Doctoral_Thesis_Competition _Ceremony

C.1.3. Doctoral Programs and Postdoctoral Opportunities

Requirements The application processes, number of enrolled students and graduates, and development trends of PhD programs are monitored. There are post-doctoral opportunities and the unit has a clear policy of inbreeding.

Activities

The application processes of doctoral programs are carried out according to Gazi University Graduate Education and Examination Regulations - June 11, 2019, Doctorate Education and





Training Application Principles and Graduate Education and Training Regulations (Official Gazette Date: 20.04.2016 / 29690 number). The minimum criteria for the application are determined by the decision of the academic board of the department / science / program and decided by the decision of the institute board of directors. Candidates make their applications on-line through the system by uploading their documents.

The number of doctoral students enrolled in programs and graduated as of 2023 is given in Table. C.1.3 below.

Table. C.1.3. Number of students enrolled and graduated from the programs of our Institute in 2023

SBE Doctoral Programs in 2022		
Total Number of Students Applying to PhD Program	Total Number of Students Enrolled in Doctorate Program	Total Number of Students Graduated from Doctoral Programs
207	145	162

In the appointment of supervisors to the students, the student's preference, the faculty member's preference and workload, the decision of the academic board of the department / science / program are taken into consideration and the supervisor is appointed with the opinion of the institute board of directors. For this purpose, with the decision of the Institute board dated 29.12.2021 and numbered 02/11, the student was given the alternative to specify the 3 faculty members he / she wants to work with in the supervisor assignment form. In order for students to be able to take the thesis defense exam, the similarity rate in the plagiarism report for theses must be below 20% according to Gazi University Graduate Education and Examination Regulations. In order to increase the quality of doctoral theses, the supervisor's right to vote in the defense jury was abolished by the decision of the Graduate School Executive Board dated 22.08.2019 and numbered 28/22, and the practice has been continuing since then ((3)C.1.3.1).

In order to improve the education process of our graduate students, it was planned to carry out the process in a healthier way by providing mandatory consultancy training to our faculty members, and at least one consultancy training was organized in each academic year, and faculty members and staff who did not receive this training were not given new consultancy.

In order to improve doctoral programs, studies were initiated within the scope of ORPEUS good practices. On June 29, 2020, ORPHEUS certificate was received. It is planned to raise the doctoral publication requirements for the diploma label. In order to ensure that doctoral studies are published within the scope of SCI- Expanded, university research opportunities are introduced to our faculty members and students, and it is tried to popularize the use of these opportunities through meetings with senior management. In this context, project writing trainings were organized and with the decision numbered 02/12 with the Institute Board held on 29.12.2021, it was made obligatory for students to receive project writing training in



order to proceed to thesis study. In this context, ARDEB, BİDEB and project writing trainings were given in 2023 (AG 2024/73). After the training, a satisfaction survey was applied to the students ((3)C.1.3.2).

Article 24(1) of our university's BAP directive is given for postdoctoral researchers. Accordingly, post-doctoral researchers can be employed for a maximum of 3 years on a contract basis, provided that they stay within seven years after their doctorate, specialization in medicine, dentistry, pharmacy and veterinary medicine or proficiency in art education. It is also possible to work as a postdoctoral researcher in TÜBİTAK projects. There are also master's, doctoral and post-doctoral Foreign Government Scholarships coordinated by the European Union and Foreign Relations Directorate of the Ministry of National Education. Such announcements are announced on the Institute's web page and shared through electronic information systems.

The Supervisory Board of our Institute has been established to organize, update and renew its education, research areas and activities according to the needs of industry, institutions and organizations. Meetings were held with the Supervisory Board Members of the Ministry of Health, General Directorate of Health Promotion on November 27, 2023, with the Ministry of Agriculture and Forestry, General Directorate of Food and Control, Food Enterprises and Codex Presidency on November 20, 2023, and with the participation of our Institute Supervisory Board Members and R&D Team, the Stakeholder Opinion Meeting on Collaborative Research and Development Performance was held on October 25, 2023 ((3)C.1.3.3).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)C.1.3.1. Management_Board_Decision _ Consultant _ Voting _ Right _ Y K K

(3)C.1.3.2. Project_Writing_Training_Tuesday_Conferences

(3)C.1.3.3 External_Stakeholder_Meeting _Supervisory_Committee_Meetings

C.2. Research Competence, Collaborations and Supports

Requirements The unit should provide opportunities (training, collaborations, support, etc.) to maintain and improve the scientific research and artistic competence of teaching staff and researchers.

C.2.1. Research Competencies and Development

Requirements The ratio of researchers with doctoral degrees, the distribution of institutions where doctoral degrees are obtained, clustering/expertise accumulation, analysis of overlap with research objectives, and compliance with the objectives are examined. Systematic activities such as training, workshops, project markets, etc. are carried out to improve the research and development competence of academic staff.

Activities

The participation of Academic Staff in various academic activities (Scientific Congresses, Symposiums, Panels, Workshops, Concerts, Exhibitions, Training Seminars, Language Courses, etc.) is supported within the framework of Gazi University Academic Staff Domestic and Foreign Assignment Directive and the Procedures and Principles Regarding the Faculty Member Training Program (ÖYP). In this context, in 2023, 13 research assistants participated in national congresses, 2 research assistants participated in international



congresses, 3 research assistants participated in international conferences, and 4 research assistants participated in international symposiums. In addition, participation in programs such as ERASMUS is supported and it is aimed to improve the knowledge and skills of the research staff. In addition, our institute organizes symposiums, workshops and conferences in order to contribute to the research activities of academic staff and announces such activities throughout the university.

In order to improve the R&D competence of our academic staff with the vision of a nationally and internationally respected and pioneering university with its interdisciplinary and qualified research, entrepreneurship, high-level education, and service to society, 21 online and face-to-face activities were organized in 2023. These trainings are planned by the institute management. As a result of the trainings, on-line surveys are organized for the participants and the results of the surveys are taken into consideration to ensure that the next activities are more efficient ((3)C.2.1.1).

Maturity Level (Rubric Graded Rating Score) 3

Evidence

(3)C.2.1.1 Project_Writing_Trainings_Tuesday_Conferences_

C.2.2. National and International Joint Programs and Joint Research Units

Requirements Mechanisms to encourage inter-institutional collaborations, interdisciplinary initiatives, and joint initiatives that will create synergies are in place and effective. Multiple research activities such as joint research or graduate programs, participation in research networks, the existence of joint research units, national and international collaborations are defined, supported and systematically monitored and improvements are made in line with the unit's objectives.

Activities

Table C.2.2. Our interdisciplinary programs are listed in the table below.

S.N.	Main Science / Department / Program Name	Master's Degree	PhD
1	Occupational Health And Safety A.B.D.	Master's Degree	----
2	Demography and Epidemiology of Accidents U.S.A.	Master's Degree	----
3	Kbb Audiology Speech and Voice Disorders Program	Master's Degree	----



4	Department of Pediatrics Social Pediatrics Program	----	PhD
5	Neuroscience Program	----	PhD
6	Department of Medical Education	---	PhD
7	Cosmetology Program	Master's Degree	---
8	Industrial Pharmacy Program	Master's Degree	---
9	Department of Toxicology	Master's Degree	
9.1	Forensic Pharmacy Program (Without Thesis)	Master's Degree	
9.2	Sports Pharmacy (Without Thesis)	Master's Degree	

Together with the Vocational School of Health Services and Life Sciences Application and Research Center, a workshop was held under the name of "June 5 World Environment Day, Environment and Health Conference" with the participation of our supervisory board members ((3)C.2.2.1)

The research performances of the faculty members who are assigned to carry out the graduate programs of our Graduate School, lecturing and consulting are monitored by the unit where their staff members are located. The performances of research assistants in the staff of the Institute can be monitored from the institutional performance section of the AVESIS system. In order to meet our country's need for human resources with doctorates in the priority areas determined by the Council of Higher Education, YÖK Doctoral Scholarships are awarded in 100 thematic areas at public universities in Turkey. In the priority areas determined within the scope of the YÖK 100/2000 Program, 24 doctoral students are studying in our institute in 9 thematic areas.

Table C.2.2. Number of Students Receiving Education in YÖK 100/2000 Priority Areas

100/2000 YÖK Doctoral Scholarship Program Priority Areas	
S.N.	Program
1	Biomedical Technology and Equipment (Design-Production-Procurement)



2	Biomedical Technology and Equipment (Design-Production-Procurement)
3	Natural and Herbal Products, Cosmetics
4	Human Brain and Neuroscience
5	Human Brain and Neuroscience
6	Human Brain and Neuroscience
7	Human Brain and Neuroscience
8	Human Brain and Neuroscience
9	Human Brain and Neuroscience
10	Human Brain and Neuroscience
11	Human Brain and Neuroscience
12	Human Brain and Neuroscience
13	Stem Cell Studies
14	Stem Cell Studies
15	Stem Cell Studies
16	Micro and Nano Technology
17	Molecular Pharmacology and Drug Research
18	Molecular Pharmacology and Drug Research
19	Molecular Pharmacology and Drug Research
20	Rehabilitation Medicine and Assistive Technologies
21	Toxicology
22	Toxicology
23	Translational Medicine
24	Translational Medicine

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)C.2.2.1 June 5_World_Environment_Day_Environment_and_Health Conference

C.3. Research Performance

Requirements The unit should measure, evaluate and publish the results of its research activities on a data-based and periodic basis. The findings should be used for periodic review and continuous improvement of the unit's research and development performance.

C.3.1. Monitoring and Evaluation of Research Performance

Requirements Unit research activities are monitored and evaluated on an annual basis, compared with targets and the reasons for deviations are analyzed. Systematic analysis of the unit's focus areas within the university, awareness outside the university, international visibility, analysis of the issues of claiming expertise, and compliance with the targets are systematically analyzed. Incentive and recognition mechanisms are used on the basis of performance. Competition with competitors and benchmarking with selected institutions are monitored. Performance evaluations are systematic and permanent.

Activities

The curriculum vitae of the faculty members working in our programs, including titles such as their fields of expertise, education, research and development activities, and the fields they teach, are open to the public in YÖK Academic and Gazi University Academic Data Management System (AVESİS). The research performance of faculty members can be monitored through these systems. **AG 2024/64:** Academic Data Management System (AVESIS) (<https://avesis.gazi.edu.tr/>) provides performance data to senior managers and unit managers of the institution (**AG 2024/85**) in order for academic unit managers to evaluate AVESIS Institutional Reports to monitor academic performance and to eliminate software deficiencies through feedback (AIF 2022/9).

The program, which covers annual or all years, can be limited according to the desired field of activity and can perform data analysis, prevents data loss in terms of performance indicators. The performance data of faculty members who teach and consult at the Graduate School of Health Sciences are monitored by the faculty to which they are affiliated. The research performances of the lecturers working as research assistants within the Institute are monitored by our unit through AVESIS and information about updates is provided.

University-wide Performance Analysis is examined with the coordination of Department Heads through unit internal evaluation reports, stakeholder analyses, data from information systems. Each unit evaluates research performance data with unit quality teams within the framework of activity reports and internal evaluation reports. The reports are prepared annually and include the achievement of strategic goals, annual realization rates of key performance indicators, and the work carried out throughout the year. Our university gives publication incentive awards to academic staff in order to encourage their scientific studies. In addition, the Academic Incentive System is a motivational factor for academic staff ((3)C.3.1.1).





The Institute does not have a budget to support research activities. Faculty members receive support from sources such as "Scientific Research Project (BAP) Fund" and "TUBITAK Research Project Fund" for the materials, supplies and equipment they need for their scientific research. Our university supports graduate thesis projects.

Within the scope of the 97th anniversary activities of our university, applications for the "Most Successful Doctoral Dissertation Awards", which was launched in 2021 by our Rectorate in order to encourage high impact publications produced from theses, were also made in 2023, and the awards were presented to their owners at a ceremony held on January 22, 2024 (3) C.3.1.2. A meeting was planned with faculty members who received awards within the scope of the Rectorate Publication Incentive Awards and had a high number of publications.

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)C.3.1.1. Gazi_Main_Sayfa_Academic_Incentive_Notices

(3)C.3.1.2.2023_Yılı_Most_Successful_Doctoral_Thesis_Compensation_Ceremony.

C.3.2. Evaluation of Instructor/Researcher Performance

Requirements Faculty members are expected to share their research performance; there are defined processes governing this and these are known to relevant stakeholders. Research performance is monitored and evaluated annually and used in line with institutional policies. Outputs, group averages and scatter are shared transparently. Performance evaluations are systematic and permanent.

Activities

The curriculum vitae of the faculty members working in our programs, including titles such as their fields of expertise, education, research and development activities, and the fields they teach, are open to the public in YÖK Academic and Gazi University Academic Data Management System (AVESİS). The research performance of faculty members can be monitored through these systems. The Academic Data Management System (AVESIS) (<https://avesis.gazi.edu.tr/>) provides performance data to senior managers and unit managers (AG 2024/64)(AG 2024/85).

The program, which covers annual or all years, can be limited according to the desired field of activity and can perform data analysis, prevents data loss in terms of performance indicators. The performance data of faculty members who teach and consult at the Graduate School of Health Sciences are monitored by the faculty to which they are affiliated. The research performances of faculty members working as research assistants within the Institute are monitored by our unit through AVESIS and information is provided about updates. University-wide Performance Analysis is carried out by the Quality Team with the data obtained from unit internal evaluation reports, stakeholder analysis, information systems. The Institute Quality Team, the Management Team and the Rectorate Quality Team meet periodically to provide feedback ((3)C.3.2.1).



Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)C.3.2.1.Quality_Scope_Activities

D. SOCIAL CONTRIBUTION

D.1. Management of Social Contribution Processes and Sources of Social Contribution

Requirements The unit should manage its community outreach activities in line with its strategic goals and objectives. It must create appropriate physical infrastructure and financial resources for these activities and ensure their effective use.

D.1.1. Management of Social Contribution Processes

Requirements The unit's social contribution policy, management and organizational structure of the unit's social contribution processes are institutionalized. The management and organizational structure of social contribution processes is in line with the institution's social contribution policy, and job descriptions have been determined. The operability of the structure is monitored and related improvements are realized.

Activities

Within the scope of the Quality Improvement Plan "**TK 2024/6** TK 2024/6: Ensuring the systematic work of Unit Social Contribution Teams in the units as the unit structure of the Social Contribution Commission (TIF 2022/13)", the Social Contribution Team in our Institute consists of Prof. Dr. A. Gülçin SAĞDIÇOĞLU, Prof. Dr. İlkay PEKER and Dr. Assoc. Prof. Dr. Ece SALİHOĞLU ((3) **D.1.1.1.**) Between January and June 2023, Atatürk corner was built in our institute. In February 2023, Healthy Paws Elmadağ Animal Shelter was visited and food support was provided. Within the scope of the cooperation protocol between Gazi University and Yenimahalle Directorate of National Education, a sapling planting activity was carried out with our graduate students in the garden of Şehit Şahin Polat Aydın Secondary School in Yenimahalle district on 29. 2023, a sapling planting activity was held. As an April activity, a theater event was held within the scope of respect for art ((3)**D.1.1.3.**) Within the scope of our Institute's Social Contribution Activities, the event, which was held with the contributions of the Faculty of Dentistry and GÜ Child Development Research Application and Education Center (ÇOGAUM) Application Kindergarten, was attended by Prof. Dr. Işıl İrem BUDAKOĞLU, Deputy Director of the Institute, Eda PEKER, Secretary of the Institute, Prof. Dr. İlkay PEKER, Prof. Dr. Didem ATABEK from the Faculty of Dentistry, Lecturers. Assist. İnci İNCELEME, Lect. Assist. Rahşan YILDIRIM and Cengiz ÇATAL from our administrative staff ((3)**D.1.1.4.**).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)**D.1.1.1.** Social_Contribution_Team

(3)**D.1.1.2.**Animal_Sanctuary_Visit

(3)**D.1.1.3.** Tree_Planting_Activity

(3)**D.1.1.4 .** Healthy_Behavior_and_First Aid _Nursery School_Visit



Sources

Requirements Resources (financial, physical, manpower) allocated to community outreach activities are identified, shared and institutionalized, and are monitored and evaluated.

Activities

Within the scope of the Quality Improvement Plan, **"TK 2024/47:** Carrying out activities in accordance with the regulations regarding the allocation of resources for the activities carried out by the units in the field of social contribution", our university ensures that 10% of the allocations allocated to the units from the economic codes 03.02, 03.03 and 03.05 of the 2023 budget of our University are used for the realization of "Social Contribution Activities" by the spending units of our university. In addition, with the voluntary support of our graduate students, administrative and academic staff within our institute, financial and manpower needs are met ((3)D.1.2.1).

Quality Improvement Plan, **"TK-S 2024/57:** Evaluating the activities and projects carried out within the scope of social contribution in terms of social contribution and sharing their dissemination effect with the public (TIF 2021/8-b), **TK 2024/8:** Monitoring the update of the page on social contribution on the Social Contribution Commission website (TIF 2022/16), **TK 2024/14:** Continuously updating the social contribution activities in the 'Social Contribution' tab under the 'Quality' heading on the websites of all units (TIF 2021/8-a; TIF 2021/9)." ((3)D.1.2.2).

Maturity Level (Rubric Graded Rating Score) 3

Evidence

(3) D.1.2.1.Expenditure_Procedures_General

(3) D.1.2.2 Social_Contribution_Tab

D.2 Social Contribution Performance

Requirements The unit shall periodically monitor and continuously improve its activities in line with its social contribution strategy and objectives.

D.2.1. Monitoring and Evaluation of Social Contribution Performance

Requirements The Unit engages in social contribution activities that are in line with the UN Sustainable Development Goals, respond to the needs of society and the environment, including disadvantaged groups, and create value. Institutional collaborations at national and international level, assignments to various public institutions and organizations, and training, service, research, consultancy, etc. (activities carried out through units within the institution are monitored. There is evidence of improvement steps

Activities

In order to achieve the Quality Improvement Plan, **"TK-S 2024/59:** Increasing the number of projects for disadvantaged groups (TIF 2021/20)", Healthy Living Training for People Over 60 was given on December 9, 2023 in cooperation with our Institute and Ankara Metropolitan Municipality within the scope of Social Responsibility Project for disadvantaged groups ((3)D.2.1.1.). Lecturers and students from different departments of our Institute supported the training . Within the scope of the Quality Improvement Plan, **"TK 2024/40:** Developing and maintaining stakeholder feedback mechanisms (survey, wish box, e-wish box, etc.) in activities carried out within the scope of community services (TIF 2021/27)", questions were asked to the

participants before and after the training and the training performance was evaluated ((4) D.2.1.2), (4) D.2.1.3)).

Maturity Level (Rubric Graded Rating Score) 3 Evidence

(3)D.2.1.1.Healthy_Life_Training_for_People_over_60

(4)D.2.1.2. Healthy_Life_Training_Survey_For_People_Over_the_Age_of_60

(4)D.2.1.3.Social_Contribution_Web_Page



CONCLUSION AND EVALUATION

The authority, duties and responsibilities of our Institute are determined by laws, regulations and directives. In the Updated 2019-2023 Strategic Plan of our Institute, its mission-vision, core values, strategic goals and objectives have been determined. It continues its activities in line with these goals. As of December 2023, 36 Doctorate Programs (3 interdisciplinary), 46 Master's Programs with Thesis (7 interdisciplinary) and 43 Departments and 1 Division of Science programs are offered within our Institute.

LEADERSHIP, GOVERNANCE AND QUALITY

The Graduate School of Health Sciences has an organizational chart, job descriptions, work flow charts, processes and all operations are carried out under the leadership of the Institute Director according to the relevant legislation. In our Institute Management, an Assistant Institute Director is responsible for the Quality Management System. The unit has internationalization practices such as Orpheus processes and works can be carried out in line with the internationalization policies of the University.

All necessary announcements and news are quickly shared with the public through the website. Stakeholder participation mechanisms are carried out by receiving opinions from internal and external stakeholders. Measures can be taken to improve the results by evaluating student feedback. Providing fast, reliable and high quality service and conducting all transactions electronically represent our strengths.

Plans are being made in our Institute regarding alumni relations management for improvement.

EDUCATION AND TRAINING

The design and approval processes of the programs are determined by legislation. In the light of the regulations and directives, program course distributions, program outcomes, workload balances, measurement and evaluation system have been improved within the scope of curriculum update studies and are updated periodically. In the light of the regulations and directives of our university, the processes such as student admission, recognition of prior learning are determined and updates are made with feedback. The Institute has defined processes for all stages of graduate education. Appointment-promotion criteria and academic counseling services are sufficient.

The impact of student-centered teaching practices can be monitored and improvements can be made. Meetings can be organized for our graduates, who are among our stakeholders.

RESEARCH AND DEVELOPMENT

Our university's BAP unit provides comprehensive support for theses. Processes are followed through the BAP Information System. Our strengths are that the university research infrastructure is strong, university faculty members are experienced experts in their fields, and university faculty members are open to innovations.





SOCIAL CONTRIBUTION

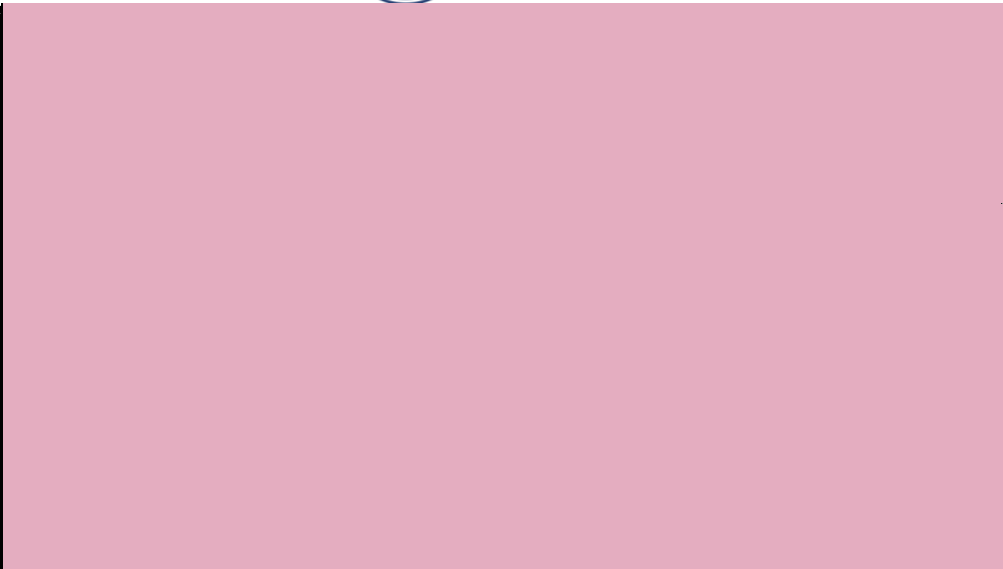
Our Institute has adopted a university approach that aims to serve all segments of the society, and our Institute hosts Turkey's reference faculties in the provision of services in the field of health.



ANNEX.2 RUBRIC

A. LEADERSHIP, GOVERNANCE and QUALITY					
A.1. Leadership and Quality					
The unit should have a governance model that will ensure its institutional transformation, implement leadership approaches, establish internal quality assurance mechanisms and internalize the quality assurance culture.					
	1	2	3	4	5
<p><u>A.1.1.</u></p> <p><u>Governance modelive administrative structure</u></p> <p>In the unit governance model and administrative structure (legal Regulations In the Framework Corporate Approach, Traditions preferences);</p> <p>decision-making Mechanisms, control and Balance elements; boards are very vocalization</p>	<p>Compatible with the mission of the unit and to realize its strategic goals that will provide governance model and has no organizational structure.</p>	<p>Mission of the unit and ensure that it achieves its strategic goals underneath area and governance model aligned with processes and its administrative structure determined in.</p>	<p>Governance model of the unit and organization al structure of the unit and operates in a way to cover the whole of the areas.</p>	<p>Unit governanceand organizational structuring</p> <p>Regarding applications monitored and improved.</p>	<p>Internalization Work, systematic, sustainability and example can be shown there applications.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Governance model and organization chart • Practices/evidence that the unit implements its policy and strategic objectives related to governance and administrative areas • Evidence of monitoring and improvement of governance and organizational restructuring practices • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 				



<p>an d Independent Movement capability, Stakeholders Representation to be taken care of; Projected Governance with h model Realization</p>	
<p>Comparison of the The institutionaliz ation and continuity of the model has been established and adopted. Organization chart</p>	

an
d being
connected/rep
orting
relations
; task
Definitions,
has
workflow
processes
and
reflect reality;
they
are also
published and
the process



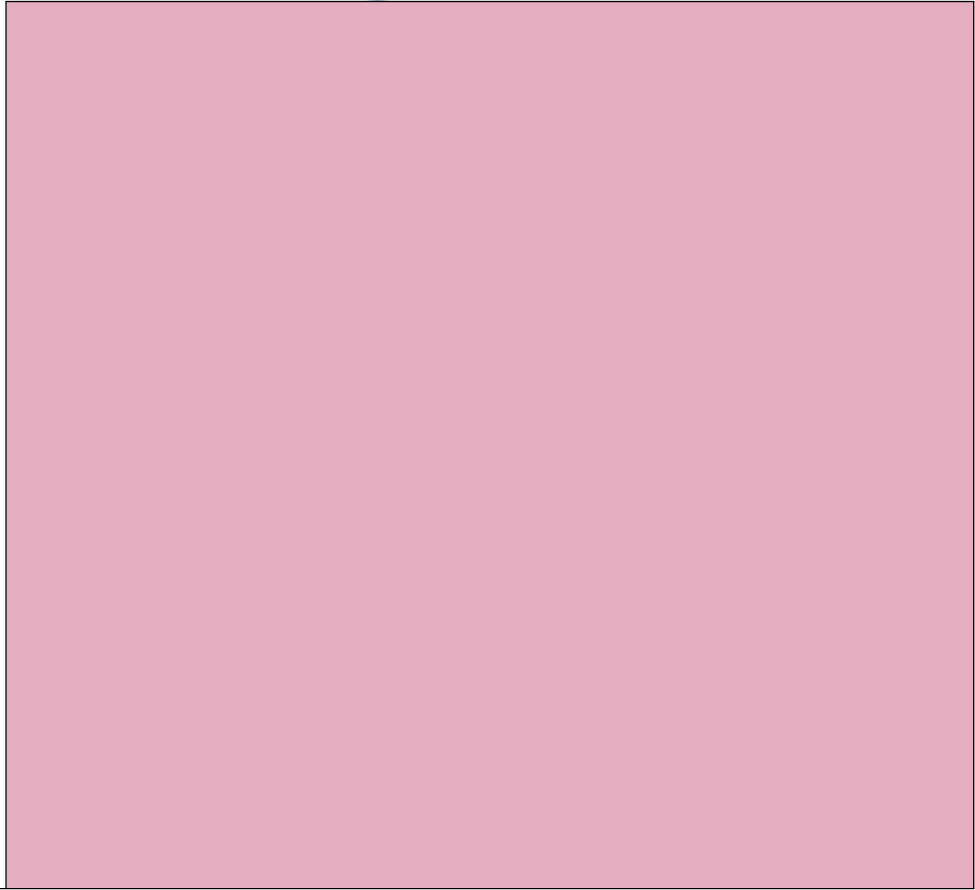
was made known to stakeholders.

A. LEADERSHIP, GOVERNANCE and QUALITY					
A.1. Leadership and Quality					
	1	2	3	4	5
<p><u>A.1.2. Leadership</u></p> <p>In unit rector and Process Leaders Higher Education Ecosystem Change, uncertainty and Complexity that takes into account quality assurance systems</p>	<p>In unit Quality Assurance System Managing</p> <p>Culture Internalization Sini Supporting Leadership Approach</p> <p>Not available is.</p>	<p>In unit leaders Quality assurance system management and culture be internalized mesi about ownership and Motivation is found in It is.</p>	<p>Unit across the board spread, Quality assurance</p> <p>Unit demand culture development of support Leadership applications</p> <p>there are is.</p>	<p>Leadership practices and their quality assurance system of applications and culture contribution to development being monitored and affiliated improvements being realized.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>

<p>temand culture creation about ownership an d motivation high. It's It's proce ssesevevik unleade rship approach is being managed. Units leadership understanding and coordination culture settled. Leaders of the unit values an d targets in line with strategies as well as authorization sharing, relations, Time,</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Plans and practices to develop a culture of quality assurance</i> • <i>Methods used to measure and monitor the leadership qualities and competencies of the unit's managers, monitoring results obtained and related improvements</i> • <i>Methods used to measure and monitor the development of quality culture in the unit, monitoring results obtained and related improvements</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i>
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It also manages organizational motivation and stress in an effective and balanced manner. Academic and an effective communication network has been established between administrative units and management. Leadership processes and Quality



assurance culture internalization is constantly being assessed.

QUALITY					
A. LEADERSHIP, GOVERNANCE and					
A.1. Leadership and Quality					
	1	2	3	4	5



<p><u>A.1.3. Institutional transformation capacity</u></p> <p>Changes within the higher education ecosystem, global tendencies,</p>	<p>Change management in the unit does not exist.</p>	<p>Need for change in the unit has been determined.</p>	<p>Change management approach throughout the unit spread and carried out holistically.</p>	<p>Purpose, mission and objectives in line with the goals and objectives change management practices are monitored and measures are being taken.</p>	<p>Internalized, systematic, sustainable and The are exemplary practices.</p>
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national objectives and taking into account stakeholder expectations agile management complete that ensures future readiness . Fit for the future for purpose, mission and in line with the objectives uses approaches such as change management, benchmarking, innovation management to transform the unit and institutional authenticity strengthens it.

Sample Evidence

- *Change management model*
- *Change plans, road maps*
-
- *Analysis reports on the changes in the higher education ecosystem and its core functions*
- *Future scenarios*
- *Benchmarking reports*
- *Innovation management system*
- *Change teams documentation*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

A. LEADERSHIP, GOVERNANCE and QUALITY

A.1. Leadership and Quality

	1	2	3	4	5
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<p><u>A.1.4. Internal quality assurance mechanisms</u></p> <p>PDCA cycles reputation</p> <p>forward calendar year based on which process, processes, Mechanisms will be activated</p>	<p>Unit a defined interior There is no quality assurance system.</p>	<p>Unit in ternal quality assurance processes and d mechanism s defined .</p>	<p>Interior quality assurance system is unit-wide and transparent and is carried out holistically.</p>	<p>Interior quality assurance system mechanisms being monitored and relevant ant together with stakeholder s is being improved.</p>	<p>There are practices that are internalized , systematic, sustainable and exemplary.</p>
<p>planned, flow Schematics is determined. Responsibilities and Authorizations defined. Realized Applications To be evaluated It's uneasy. Calendar year Based on Not designed otherq uality and the cycles all layers the evidence it contains is indicated with, Realized Applications To be evaluated He's upset. Unit quality</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Defined process documents such as quality assurance guidelines, working procedures and principles of Quality Teams</i> • <i>Evidence of work flow charts, timelines, roles and responsibilities, and roles of stakeholders</i> • <i>Information Management System</i> • <i>Feedback methods</i> • <i>Documents related to stakeholder engagement</i> • <i>Annual monitoring and improvement reports</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				

<p>assurance guide like, politics details include accessible that it receives</p>	
<p>and an updated Document Unit Qualit</p> <p>The processes and practices of the teams are defined, and they are used by the employees of the organization. recognized. Team, internal quality play an active role in the creation and development of the assurance</p>	
<p>system and app program accreditation processes. The team evaluates the results of the activities carried out. These</p>	



A. LEADERSHIP, GOVERNANCE and QUALITY

A.1. Leadership and Quality

	1	2	3	4	5
<p><u>A.1.5. Informing the public and accountability</u></p> <p>Public disclosure in principle has been adopted, which how to use channels designed, advertised as accessible and all information steps</p>	<p>To inform the public and to realize accountability in the unit mechanisms do not exist.</p>	<p>To inform the public in line with the principles of transparency and accountability in the unit. There are defined processes for It is.</p>	<p>The unit has established public disclosure and accountability mechanisms in line with its defined processes. It operates .</p>	<p>Public disclosure and accountability of the unit mechanisms are monitored and improved in line with stakeholder views.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>

are taken systematically. The unit's website is accurate, up-to-date, relevant and easily accessible. provides accessible information; to ensure this the necessary mechanism is in place. The concepts of institutional autonomy and accountability are mutually reinforcing. that you have completed There are findings on this issue. Internal and external accountability methods are designed and practiced. Systematic, announced the calendar

Sample Evidence

- *Principles, rules and methods adopted in relation to public disclosure and accountability*
- *Examples of practices on public disclosure and accountability*
- *Satisfaction and feedback from internal and external stakeholders on public disclosure and accountability*
- *Evidence of monitoring and improvement of public disclosure and accountability mechanisms*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

within the framework, those responsible for is clear. Feedback received The effectiveness of the unit in



its region is
evaluated by

external
stakeholders,
with which it is
related local
governments,
other universities,
public
sector
organizations,
relationships
with civil
society
organizations,
industry and local
communities are
evaluated.

A. LEADERSHIP, GOVERNANCE and QUALITY

A.2. Mission and Strategic Objectives

In order to realize its mission, vision and purpose, the unit should plan and implement its strategic goals and objectives in line with the institution's policies, monitor and evaluate the results within the scope of performance management and share them with the public.

	1	2	3	4	5
<p><u>A.2.1. Mission, vision and policies</u></p> <p>Mission and Vision expression defined in unit employees</p> <p>It is known and shared. Unit is private, sustainability for a future to create the road to is a beacon.</p>	<p>In unit defined mission, vision and policies do not exist. It is.</p>	<p>Unit defined and unit-specific mission, vision and policies.</p>	<p>Mission, vision across the unit and practices in line with policies.</p>	<p>Mission, vision and policies are monitored and evaluated together with stakeholders. Measure It is being taken.</p>	<p>Internalized, systematic, sustainable and The are exemplary practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Mission and vision</i> • <i>Evidence of mission and vision statement</i> - 				



<u>A.2.2. Strategic</u>	Unit The is no strategic plan.	The unit's declared has a strategic plan.	Holistic, all units of the unit adopted by st	Monitors the strategic plan implemented by the unit and evaluates it together with relevant stakeholders.	There are internalized, systematic, sustainable and exemplary practices.
			strategic plan and its implement ation in line with this plan, which is known by its stakeholder s. bees.	are reflected in future plans.	
A.2. Mission and					
<u>objective</u> <u>and targets</u> Strat egicPlan culture and					

tradition,
covering the
current period,
short/medium
long
-term goals,
objectives,
sub-
targets, actions
and
their
timing, ~~plan~~
responsible
persons,
financial
resources,
consulting all
stakeholders
(especially
strategic
stakeholders)
prepared.
Existing
strategic plan
detailed
evaluation of
the previous one
has been made
and used while
preparing;
annual
realization
follow-up
and
discussed in the
relevant
committees and
necessary
measures are
taken.

Sample Evidence

- *Strategic plan and its development process*
- *Performance reports*
- *Evidence of internal and external stakeholder participation in the planning, implementation, control and prevention phases of the unit's strategic plan*
- *Evidence of alignment of strategic plans and objectives with the United Nations Sustainable Development Goals*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



A. LEADERSHIP, GOVERNANCE and QUALITY					
A.2. Mission and Strategic Objectives					
	1	2	3	4	5
<p><u>A.2.3. Performance management</u></p> <p>Performance management systems in the unit as a holistic approach hand in hand. It is being taken. Bus Systems unit strategic Objectives in line with recovery and the future not to prepare auxiliary. It happens. Informatics systems supported by performance management</p>	<p>There is no performance management in the unit.</p>	<p>Performance indicators and performance management mechanisms in the unit</p>	<p>There are performance management practices spread throughout the unit.</p>	<p>Performance indicators in the unit operability and performance management mechanisms are monitored and according to follow-up results improvements are being realized.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • Performance indicators and key performance indicators • Mechanisms used in performance management • Performance program report • Evidence of improved performance management mechanisms • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 					

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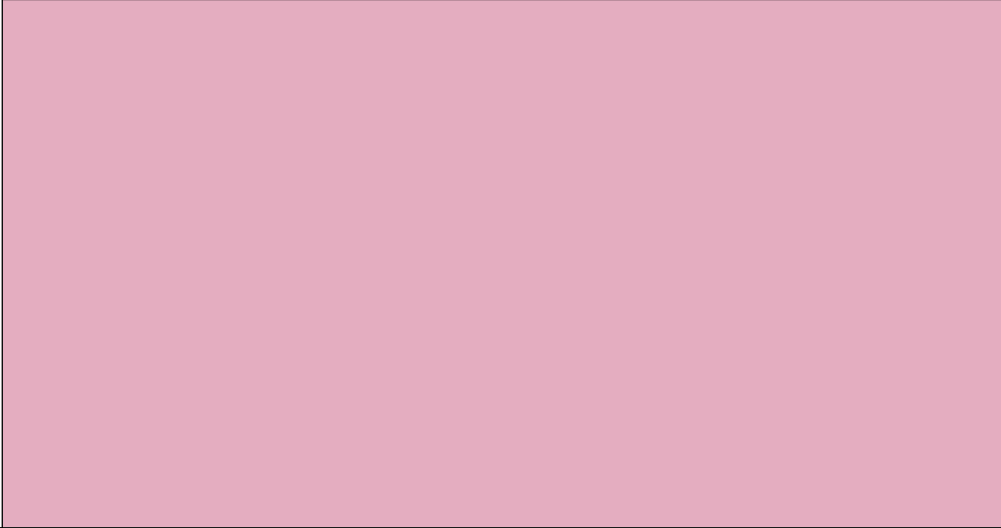


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All
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defined and
shared
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 What are
the
performance
indicators?
 quality
assurance
system
 with how
associated
with
defined and
 written.
There are
examples of
reflection in
decisions.
Years how
it changes
over time, the
results of this
monitoring
is written



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utilized

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A. LEADERSHIP, GOVERNANCE and QUALITY

A.3. Management Systems

The Unit uses the systems developed to manage its financial, human and information resources and processes in order to ensure the achievement of its strategic objectives in terms of quality and quantity.

	1	2	3	4	5
<p><u>A.3.1. Knowledge Management system</u></p> <p>Unit important events and processes related data is being collected, Analysis is being acquired, reported and strategic for management is being used</p> <p>is. Academic and administrative units that they use Information Governance</p>	<p>Information in the unit Management system does not exist is.</p>	<p>Acquisition, storage and use of institutional knowledge in the unit, processing and evaluation Support will be information management systems were established.</p>	<p>Basic processes across the unit (training and teaching, research and development, social contribution, quality assurance) integrated information management system in operation Dir.</p>	<p>In unit integrated information Management system monitored and is being improved Dir.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Information Management System and its functions</i> • <i>Defined processes for obtaining, recording, updating, processing, evaluating and sharing information</i> • <i>Evidence of monitoring and improvement of the Information Management System</i> 				

System
quality
Management
processes
was feeding
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Kno
wledge
Governance
System
security,
confidentialit
y
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credibility
provided.

- *Processes and practices to ensure information security and reliability*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



A. LEADERSHIP, GOVERNANCE and QUALITY					
A.3. Management Systems					
	1	2	3	4	5
<p><u>A.3.2. Human resource management</u></p> <p>Human resource management rules regarding and processes are available. Transparent. carried out by this Processes in the unit everyone by is known. Education and merit priority criteria and competencies Increasing is the main objective. Employee (academic-</p>	<p>Human in a unit sources management defined for processes do not exist.</p>	<p>In unit strategic with their goals on harmonize d human resources management defined Processes is found in It is.</p>	<p>Implementations in line with human resources management throughout the unit are based on defined processes. appropriate is being carried out in a way Dir.</p>	<p>Human resources management practices are monitored in the unit and related inside additional assessments with stakeholders being improved.</p>	<p>Internalize mish, systematic, Sustainable ir and exemplary practices are available.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Human resources policy and objectives and related practices (Competency, recruitment, in-service training, incentives and rewards, etc.)</i> • <i>Employee (academic and administrative) satisfaction surveys, implementation systematic and survey results</i> • <i>Evidence of monitoring and improvement of human resource management practices</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 					



administrative) Satisfaction, complaint and suggestions identify and Monitoring for the purpose of improved the methods and mechanisms	
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is being
implemented
and
evaluate
the results
additional
being
improved.



A. LEADERSHIP GOVERNANCE					
QUALITY					
A.3. Management Systems					
	1	2	3	4	5
<u>A.3.3. Financial management</u> Basic income and expense items defined and monitored over the years.	Management of financial resources in the unit Regarding there are no defined processes.	Management of financial resources in the unit strategic objectives in relation to compatible with defined processes are in place.	Management of financial resources across the unit related practices are carried out in accordance with defined processes Dir.	Management processes of financial resources in the unit being monitored and is being improved.	Internalized, systematic, sustainable and The are exemplary practices.

Sample Evidence

- *Defined processes and practices related to the management of financial resources (Resource allocation, effective and efficient use of resources, resource diversity)*
- *Compliance of planning, utilization and monitoring of financial resources with the strategic plan of the organization*
- *Evidence of monitoring and improvement of financial resources management processes*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

A. LEADERSHIP, GOVERNANCE and QUALITY					
A.3. Management Systems					
1	2	3	4	5	

<p>A.3.4. <u>Proces</u> <u>management</u> All events and sub-processes (remote including training) is defined. Responsible persons in processes, workflow,</p>	<p>Education and training in the unit teaching, research and development, social contribution and management system related processes are not defined.</p>	<p>Training in the unit and teaching, research and development, social contribution and management system processes and sub-processes defined truck.</p>	<p>Processes defined across the unit is being managed.</p>	<p>Process management in the unit mechanisms are monitored and evaluations are made with relevant stakeholders. is being improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
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management, ownership is written and internalized. There is evidence of successful process management. Continuous process improvement cycle has been established.

Sample Evidence

- *Process Management Handbook*
- *Process management model and applications, related systems, management mechanisms (including distance education)*
- *Evidence of stakeholder engagement*
- *Evidence of monitoring and improvement of process management mechanisms*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

A. LEADERSHIP, GOVERNANCE and QUALITY

A.4. Stakeholder Engagement

The unit should establish and manage systems to receive, respond to and use feedback from internal and external stakeholders to ensure their participation in strategic decisions and processes.

	1	2	3	4	5
<p><u>A.4.1. Internal and external stakeholder engagement</u></p> <p>Inside and outside stakeholders' decision governance and improvement processes Participation mechanisms defined. Realized participation effectiveness, institutionalization and continuity is being examined. Application samples, interior quality assurance system especially students</p>	<p>Unit stakeholder to internal quality assurance system There are no mechanisms to ensure their participation.</p>	<p>In unit Quality assurance, education and teaching, research and Development, social Contribution, Management system and international transcendence processes PDCA layers stakeholder participation to provide for Planning exists race.</p>	<p>In all processes which PDCA layers mechanisms are in place across the unit to ensure stakeholder engagement.</p>	<p>Stakeholder Engagement mechanisms engagement monitored and connected improvements realization in the country.</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>

<p>vedışpaydaş par ticipationand effectiveness Available. Results evaluation ktevebagli improvements realization in the country.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none">• <i>Internal and external stakeholder list created specific to the processes of the unit and evidence of prioritization of stakeholders</i>• <i>Data collection tools and methods used in the process of obtaining stakeholder views (Questionnaires, focus group meetings, workshops, information management system, etc.)</i>• <i>Documents demonstrating that stakeholder participation is ensured in decision-making processes</i>• <i>Evidence of monitoring and improvement of the functioning of stakeholder engagement mechanisms</i>• <i>In addition to standard practices and legislation; the unique approaches and practices developed in line with the needs of the unit</i> <p><i>evidence related to</i></p>
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A. LEADERSHIP, GOVERNANCE and QUALITY

A.4. Stakeholder Engagement

	1	2	3	4	5
<p><u>A.4.2. Student feedback</u></p> <p>Student opinion (course, course instructor, diploma program, service and overall satisfaction level, etc) systematically and in a variety of</p>	<p>Student in the unit are no mechanisms for receiving their feedback.</p>	<p>Teaching processes in the unit students' feedback regarding the students' feedback n (less on, course lecturer, program, studentwork load* etc.) to be taken principles and rules have been established.</p>	<p>Student feedback across programs (each Semester or at the end of each academic year).</p>	<p>Students in all programs to receive their feedback related practices are monitored and student improved based on participation. Feedback decision-making outcomes reflected in their processes.</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>



ways, used effectively and results are shared. The validity of the methods used and reliable, and that the data consistent Representation to be able to provide the necessary support to students. Student complaints and/or suggestions various channels for There are,

Sample Evidence

- *Principles and guidelines for obtaining student feedback*
- *Evidence of the type, method and range of defined student feedback mechanisms (including distance/blended learning)*
- *Practices regarding the improvements realized within the scope of student feedback*
- *Examples of student participation in decision-making mechanisms*
- *Evidence for monitoring and improving the student feedback mechanism*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

** Must follow the key principles in the 2015 ECTS User Guide.*

<p>known to students, of these fair and and effec tive isbeing monitored.</p>	
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A. LEADERSHIP, GOVERNANCE and QUALITY					
A.4. Stakeholder Engagement					
	1	2	3	4	5
<p><u>A.4.3. Alumni relations management</u></p> <p>Graduates to work settlement continue education, income level , employ er/graduate satisfaction such as employment information sys tematicand</p>	<p>There is no graduate monitoring system in the unit.</p>	<p>Objectives of the programs and whether their goals are achieved not reached of examination of for the purpose of graduate Monitoring system Regarding Planning exists race.</p>	<p>Graduate monitoring system is in place across all programs in the unit.</p>	<p>Graduate monitoring system applications are monitored and programs are revised according to needs. updates is big done.</p>	<p>Internalized, systematic, sustainability and The are exemplary practices.</p>



are
comprehensivel
y collected and
evaluated, used
in unit
development
strategies
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Sample Evidence

- *Features of the alumni monitoring system*
- *The level of satisfaction with the qualifications of the graduates and the achievement of the goals and objectives of the program*
- *Updating activities carried out in programs within the scope of the graduate monitoring system*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



A. LEADERSHIP, GOVERNANCE and QUALITY

A.5. Internationalization

The unit should manage its processes, establish its organizational structure and periodically monitor and evaluate its results in line with its internationalization strategy and goals.

	1	2	3	4	5
<p>A.5.1.</p> <p><u>Internationalization</u></p> <p><u>shma</u></p> <p><u>processes</u></p> <p><u>management</u></p> <p>Internationalization management of processes and organization structure</p> <p>Internationalization of the institution policy.</p> <p>Management and organization functioning of the structure and its effectiveness are examined.</p>	<p>Unit internationalization</p> <p>processes</p> <p>Regarding management organization</p> <p>There is no hand structure.</p>	<p>Unit internationalization</p> <p>processes management organization</p> <p>handmade</p> <p>There are plans in place for the future.</p>	<p>In unit internationalization</p> <p>processes management</p> <p>Regarding organization</p> <p>The hand structuring has been completed; in a transparent, inclusive and participatory manner is functioning.</p>	<p>Internationalization managerial processes</p> <p>and organizational structure is monitored and improved.</p>	<p>Internalize mish,</p> <p>systematic,</p> <p>Sustainable and example can be shown</p> <p>application s are available.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Management and organizational structure of internationalization processes</i> • <i>Evidence of monitoring and improvement of management and organizational structure</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				



A. LEADERSHIP, GOVERNANCE and QUALITY

A.5. Internationalization

	1	2	3	4	5
<p><u>A.5.2. Internationalization resources</u></p> <p>Internationalization resources allocated (financial, physical, human power) determined, shared, institutionalized. These resources quantity and quality In the context of monitored and to be evaluated</p>	<p>There are insufficient resources for the unit to continue its internationalization activities.</p>	<p>Appropriate qualifications to sustain the unit's internationalization activities and quantity of physical, technical and the creation of financial resources plans for the future</p>	<p>Internationalization resources of the unit between units is managed with balance in mind.</p>	<p>Internationalization in the unit The distribution of resources is monitored and improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Documents on the management of resources allocated for international studies (such as the utilization rate of Erasmus etc.) 				

He's upset.

budgets, management of EU project budgets and documents on the management of resources realized within the scope of bilateral protocols)

- *Evidence on monitoring and improving the allocation of resources for internationalization*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



A. LEADERSHIP, GOVERNANCE and QUALITY

A.5. Internationalization

	1	2	3	4	5
<p><u>A.5.3. Internationalization performance</u></p> <p>Internationalization performance is monitored. Monitoring mechanisms and processes are in place, sustainable and there is evidence of improvement steps.</p>	Internationalization in the unit no activity.	Internationalization in the unit There are plans for activities in line with the policy.	There are internationalization activities spread throughout the unit.	Internationalization activities are monitored and improved in the unit.	There are internalized, systematic, sustainable and exemplary practices It is.
<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Internationalization activities</i> • <i>Indicators used by the institution to monitor its internationalization performance</i> • <i>Mechanisms established to monitor the achievement of internationalization goals</i> • <i>Annual self-assessment reports on internationalization processes and improvement studies</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 					



B. Education and Training

B.1. Program Design, Evaluation and Updating

The unit should design its curricula in accordance with the Turkish Higher Education Qualifications Framework, in accordance with the teaching objectives and learning outcomes, and periodically evaluate and update them to ensure that they respond to the needs of students and society.

	1	2	3	4	5
<p><u>B.1.1. Design of programs and approval</u></p> <p>Aims of the programs and learning outputs (outcomes) were created, TYYÇ harmony with stated, publicly announced.</p>	<p>Programs in the unit design and approval processes are defined.</p>	<p>Programs in the unit n principles and methods for design and approval, TYYÇile Harmony and stakeholder including the participation of defined processes are in place.</p>	<p>In line with defined processes; Across the unit, Design and approved programs, the objectives of the programs and learning is carried out in accordance with its outputs Dir.</p>	<p>Programs Design and approval processes are systematically monitored and evaluated together with relevant stakeholders. is being improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>

While determining program qualifications, the mission-vision of the institution the national core program, if available. Course information packages include the national core program, if available, and criteria (e.g. accreditation criteria), if available. etc.) into consideration by taking Prepared. Achievements form of expression

Sample Evidence

- *Defined processes used for program design and approval (alignment with education policy, manual, guidelines, procedures, etc.)*
- *Managerial and organizational structure of program design and approval processes (Commissions, process responsible, process flow, etc.)*
- *Evidence of alignment of program objectives and outcomes with TQF*
- *Evidence of department/field-based application diversity in distance-blended program design (evidence that different distance education demands of departments are taken into account, etc.)*
- *Evidence of stakeholder engagement in program design processes*
- *Evidence that the design and approval process of programs is monitored and improved*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

projected cognitive, affective an d clearly indicates the kinetic level. Program outcomes realized n Ho w that it will be monitored planning has been done, especially for



the common
(generic)
method of
examining
outputs

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d the process is
detailed
. Learning
outcomes
and in
structuring the
necessary
teaching

processes

There
are principles
and rules on a
departmental
basis. The
actions through
which
program-level
qualifications
can be acquired
(matrices of
qualification-
course-teaching
method)
determined.
Which of the
competencies
according to
field
differences

Educa
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types (formal,
blended,
distance) are
defined.

In the design
of programs,
physical



an
d technological
possibilities
(access, social
distance, etc.)

B. Education and Training					
B.1. Program Design , Evaluation and Updating					
	1	2	3	4	5
<p><u>B.1.2. Course distribution, balance of the program</u></p> <p>Principles, rules and methods regarding the course distribution of the program are defined. Teaching in course distribution The specialization areas and workloads of the staff are taken into account and course distribution is determined in a participatory manner. The structure of the curriculum is based on a balance between compulsory and elective courses, and out-of-field courses, and provides cultural depth and the opportunity to get to know different disciplines. The number of courses and weekly hours are organized in such a way that students have time for non-academic activities. The suitability and functionality of the course information packages developed in this context are monitored and improvements are made accordingly.</p>	<p>Lesson distribution Regarding, Method s not defined .</p>	<p>On course distribution ; teaching elements of area of specialization, field/professional knowledge /general cultur e, balance between compulsory and elective courses, gaining cultural depth, getting to know different disciplines principles for dimension s such as opportunities and methods there are defined processes is.</p>	<p>On the balance of course distribution There are practices throughout the organization in accordance with defined processes.</p>	<p>Programs cou rse distribution balance is monitored and is being improved.</p>	<p>Internalized , The are systematic, sustainable and exemplary practices.</p>

- Principles and methods of course allocation and related evidence
- Evidence of balance of course distribution in the announced course information packages
- Education commission decision, senate decisions,
- Less dispers stabilization of the a

Sample

evidence of improvement

- In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit

B. Education and Training					
B.1. Program Design, Evaluation and Updating si	1	2	3	4	5



<p><u>B.1.3. Compliance of course outcomes with program outcomes</u></p> <p>Learning outcomes of the courses (mixed and remote in education including) defined and program with h outputs lesson gains</p>	<p>Course outcomes program not matched with the outputs.</p>	<p>Creation of course outcomes and aligned with program outcomes to be brought in principles, methods and classifications there are defined processes that include It is.</p>	<p>Course outcomes are programmatic across programs aligned with outcomes and shared through course information packages.</p>	<p>Course outcomes Compliance with program outcomes is monitored and improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
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<p>matching was created and advertisement was used. The way the outcomes are expressed is based on the cognitive, affective and the kinetic level clearly states. Realization of course learning outcomes How that it will be monitored, in particular to the field method of examining non-specific (general) achievements and process detailed is stated.</p>					
<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Associating program outcomes and course outcomes</i> • <i>Evidence that the courses taken outside the program (formal or distance) are compatible with the program outcomes</i> • <i>Evidence for monitoring and improving the alignment of course outcomes with program outcomes</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 					



B. Education and Training					
B.1. Program Design, Evaluation and Updating					
	1	2	3	4	5
<p><u>B.1.4. Student work based on load course design</u></p> <p>All courses ECTS Value web page of the website, student workload</p> <p>with follow-up is verified . Internship and vocational of applied learning opportunities available and enough students workload and credits within the framework of is being evaluated</p> <p>Realized of the app quality is being examined.</p> <p>St</p>	<p>Lessons student workload to the burden based on not designed s.</p>	<p>Dimensions such as internship, professional practice, mobility on how to calculate student workload containing principles and methods The are defined processes* that it takes.</p>	<p>Courses in accordance with student workload designed, and put into practice.</p>	<p>Programs student workload monitored and lesson accordingly Design is being updated.</p>	<p>Internalize mish, systematic, Sustainable ir and example There æ demonstrable applications .</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • ECTS course information packages* (including distance and blended education programs) • Evidence that student workload credit is defined for professional practice, exchange programs, internships and projects* 					

<p>udentwork based on load in design distance education emerg ing in a variety of in consider ration is being kept It is.</p>	<ul style="list-style-type: none"> • <i>Documents containing defined processes for the transfer and recognition of workload-based credits</i> • <i>Documentation and mechanisms for student participation in the determination of student workload in programs</i> <i>Diploma Supplement</i> • <i>Evidence that workload-based credits are updated based on feedback</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i>

* Must follow the key principles in the 2015 ECTS User Guide.



B. Education and Training					
B.1. Program Design, Evaluation and Updating					
	1	2	3	4	5
<p><u>B.1.5. Monitoring programs and updating</u></p> <p>Program objectives and learning objectives for each program and course (formal, distance, blended, open)</p>	<p>Program outcomes monitoring and to be updated there is no mechanism in place to address this issue.</p>	<p>Program outcomes monitoring and update cine period, principle, rule regarding an d indicators have been established.</p>	<p>Program across programs monitoring of outputs and update cine mech anisms related to is being operated.</p>	<p>Program outputs are monitored through these mechanisms and Rela ted stakeholders' views is also taken into account and updated.</p>	<p>There are practices that are internalized , systematic, sustainable and exemplary.</p>

Monitoring of outputs taking place as planned. and the results are evaluated together with stakeholders. Statistical indicators related to education and training (each semester courses offered, number of students, their success status, feedback results, course diversity, lab practice, undergraduate/graduate balances, relationship cutting

Sample Evidence

- *Period (annually and at the end of the program period) principles, rules, indicators, plans and practices for monitoring and updating programs*
- *Examples of mechanisms established by the unit to update its programs in line with its mission, vision and goals*
- *Annual self-evaluation reports of programs (Evaluation in terms of program outcomes)*
- *Systems that monitor whether program outcomes have been achieved (Information Management System)*
- *Improvements based on annual and program duration-based monitoring of programs*
- *Practices where stakeholders are informed about the improvements and changes made*
- *Feedback on whether the program has achieved its objectives*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

numbers/reasons , etc.) periodically and systematically monitored, discussed, evaluated, compared and in the direction of quality education development continued



r. Program accreditation planning, incentive and practice; the unit's accreditation strategy specified an d consequences discussed. Benefits of accreditation, internal quality The contribution to the assurance system is being evaluated.

B. Education and Training					
B.1. Program Design, Evaluation and Updating					
	1	2	3	4	5

<p><u>B.1.6. Training and management of teaching processes</u></p> <p>Unit, education and organizational structuring (university education and training) to</p>	<p>Education and training in the unit There is no system to manage teaching processes holistically.</p>	<p>Training in the unit and teaching processes holistically systems and principles to manage and There are rules.</p>	<p>Training across the unit and teaching processes established principle and in accordance with the rules is being managed.</p>	<p>Training in the unit and teaching management system related practices are monitored and According to the follow-up results improvements are being made.</p>	<p>Internalized, systematic, sustainable and The are exemplary practices.</p>
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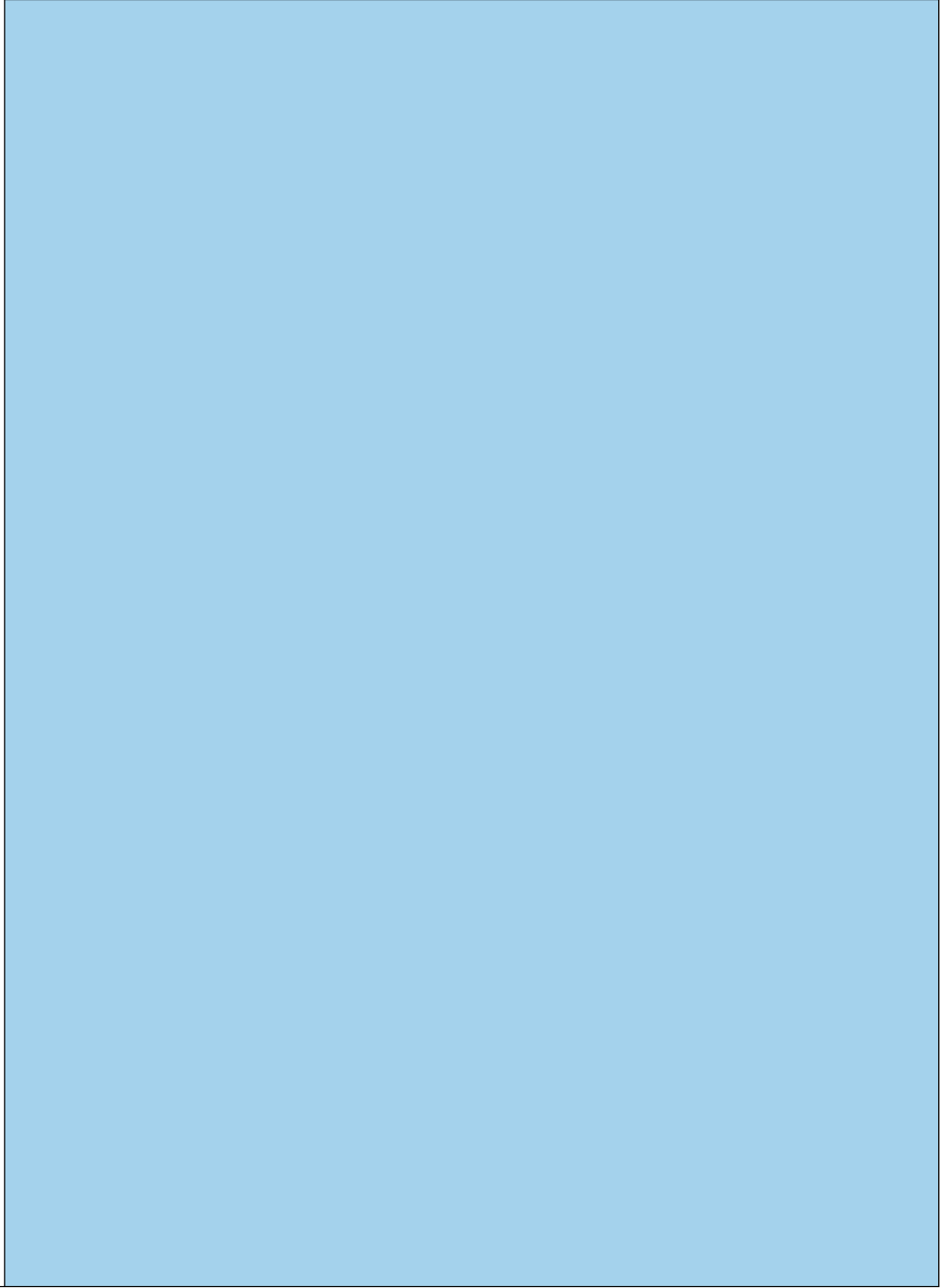
manage teaching and learning processes holistically. and education commission, learning and teaching center, etc.), knowledge management system and expert human resources. Education and teaching processes is carried out under the coordination of senior management; this processes related duties and responsibilities defined. Education and the design, implementation and evaluation of curricula esi ve

Sample Evidence

- *Organizational structure and work flow charts for the management of education and training processes*
- *Principles, rules and calendar for the management of education and training and measurement and evaluation processes*
- *Information Management System*
- *Evidence of monitoring and improvement of the management of education and training processes*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



updating activities
Regarding
principles and guidelines across the organization with the calendar is set.
In programs, learning outcome, curriculum (syllabus), education service mode of delivery (formal, distance, blended, open), teaching method and assessment and evaluation alignment and coordination of all these processes is monitored by the management.



B. Education and Training

B.2. Execution of Programs (Student-Centered Learning, Teaching and Assessment) The unit should apply student-centered and competency-based teaching, assessment and evaluation methods to achieve the targeted qualified graduate qualifications. The unit shall set clear criteria for student admissions, recognition and certification of diplomas, degrees and other qualifications, and consistently apply predefined and announced rules. should apply.

	1	2	3	4	5
<p>B.2.1. Teaching method and Techniques</p> <p>The teaching method is to encourage the learner to be focused on active and interactive learning. All education</p>	<p>There are no student-centered approaches in learning-teaching processes.</p>	<p>In learning-teaching processes the implementation of a student-centered approach oriented principle, there are rules and plans. It is.</p>	<p>Student-centered teaching method techniques throughout the programs are implemented in line with defined processes.</p>	<p>Student-centered practices are monitored and relevant inside with the participation of stakeholders being improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>

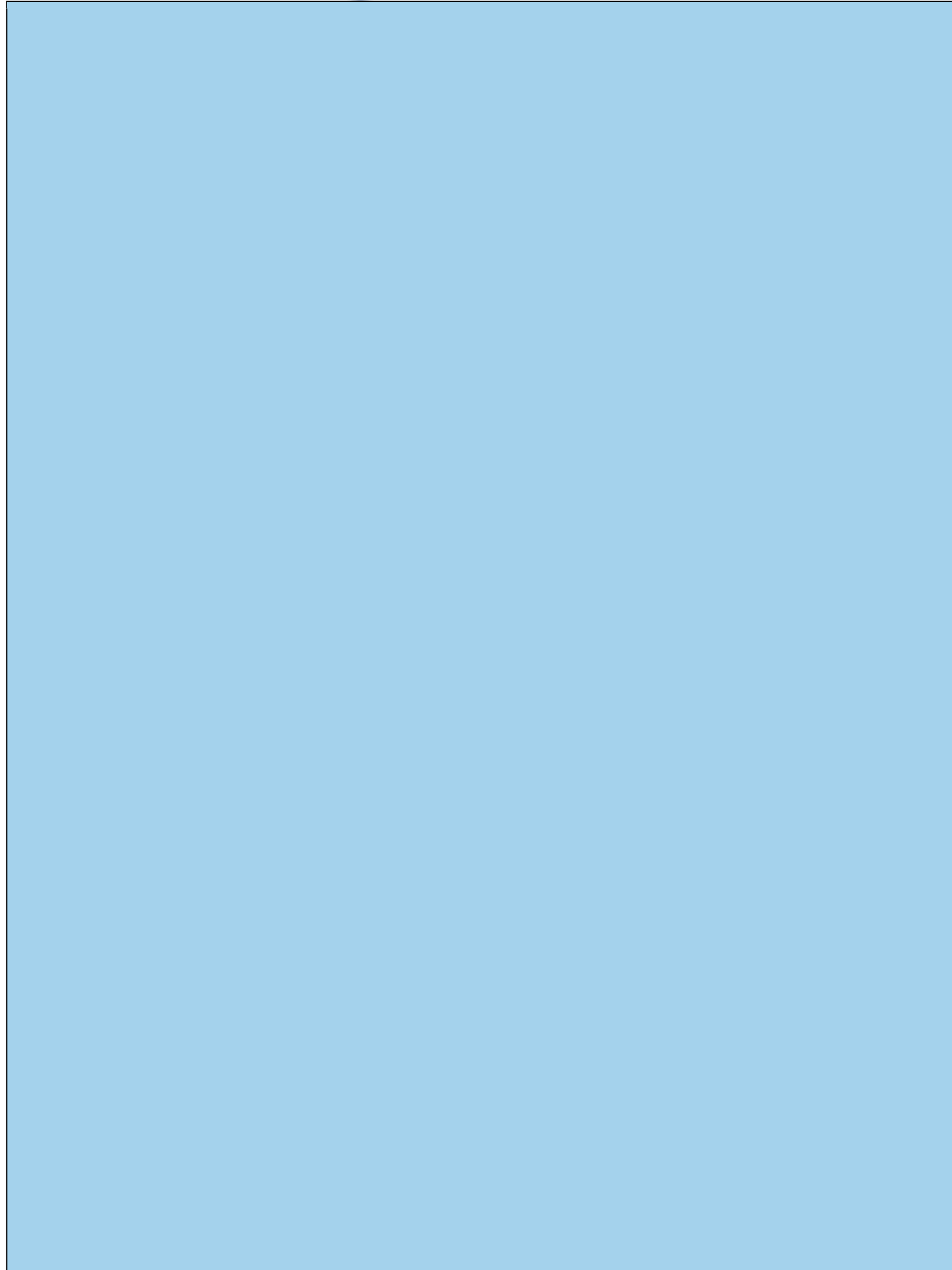
within the types (formal, distance, blended) that education appropriate to the nature of the genre; student-centered, competency-based, process and performance-oriented, interdisciplinary, integrative, case/practice-based learning approaches are included. Student interest in deep learning rather than knowledge transfer, motivation and commitment focused on.

Sample Evidence

- *Presence of student-centered teaching methods in course information packages*
- *Principles and mechanisms related to teaching material development and teaching methods specific to distance education - Defined processes and practices related to active and interactive teaching methods*
- *Practices related to student-centered learning-teaching approach in training of trainers program content*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



Formal education processes covering associate, undergraduate and graduate students; opportunities offered by technology and flipped learning, project-based learning and enriched with such approaches. Involvement of students in research processes supported by curricula, methods and approaches. Implementation of all these processes, control and



B. Education and Training

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

	1	2	3	4	5
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<p><u>B.2.2. Measurement and evaluation</u></p> <p>Student centered assessment and evaluation, competence and performance-based, and students are expected to oppo</p>	<p>Student-centered assessment in programs and evaluation approaches do not exist.</p>	<p>Student-centered assessment and evaluation eye principles, rules and planning.</p>	<p>Student-centered and diversified across programs there are measurement and evaluation practices It is.</p>	<p>Student-centered assessment and evaluation practices are monitored and relevant inside with the participation of stakeholders is being improved</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
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expression as
much as
possible
Measurement
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d continuity of
assessment
multiple
examination
opportunities
and some formative
(formative)
assignments,
projects,
portfolio is
provided by
methods such as.
Course
outcomes
and
suitable
for education
types (formal,
distance,
blended)
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Examination
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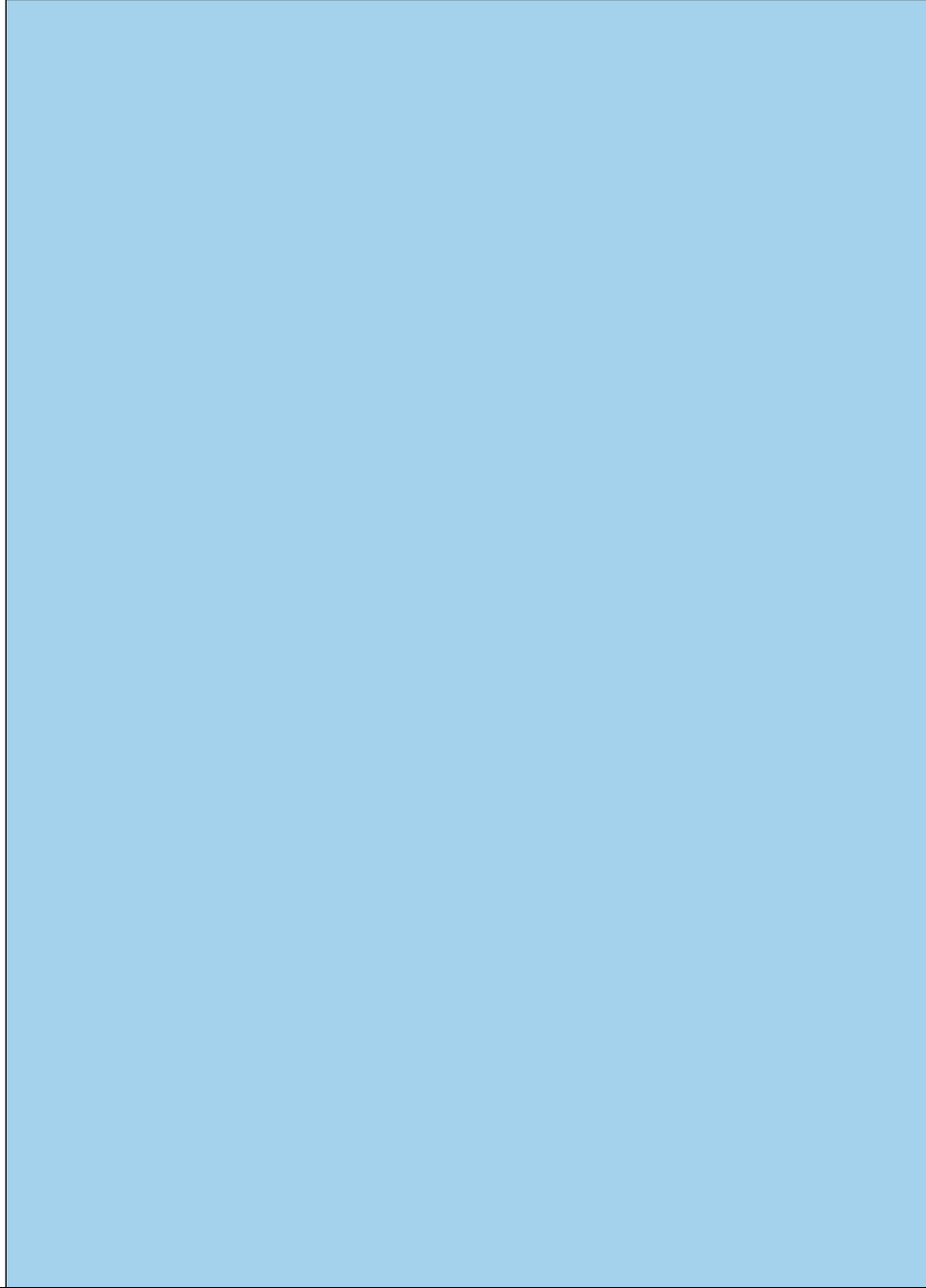
Sample Evidence

- *Examples of applications related to measurement and evaluation diversity in programs*
- *Examples of exams used in formal / distance / blended courses (related to different measurement tools included in the program)*
- *Examples of course information packages showing that assessment and evaluation practices are associated with course outcomes and program competencies and are based on student workload**
- *Mechanisms for disadvantaged groups and special types of assessment, such as online exams*
- *Exam security mechanisms*
- *Evidence of improvement based on monitoring and stakeholder engagement*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

** Must follow the key principles in the 2015 ECTS User Guide.*



exams for disadvantaged groups) mechanisms are available. Measurement and evaluation practices across time and people consistency and reliability are ensured. Unit measurement and evaluation approach and opportunities for student-faculty based on the feedback of this improvements announcement, implementation, control, alignment with targets and measures taken are examined.



B. Education and Training

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

	1	2	3	4	5
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<p><u>B.2.3. Admission, recognition and crediting of prior learning*</u></p> <p>Student admission (centralized placement) from including students outside of</p>	<p>Student admission in the unit, prior learning processes for recognition and credit mdefined.</p>	<p>Student admission in the unit, prior learning principles, rules and affiliated schemes for recognition and crediting</p>	<p>Student admission across the unit, prior learning Recognition and lending There are implementations within the plans regarding</p>	<p>Student admission, prior learning Recognition and lending relate d processes are monitored, improving an d updates announcemen t is being carried out.</p>	<p>There are internalize d, systematic, sustainable and exemplary practices.</p>
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student groups) and defined and advertised has been established. This principle and rules are interrelated with consistent and practices are transparent. Document requests such as diplomas and certificates are meticulously monitored. Recognition of prior learning (formal, non-formal, distance/cross-education and independent learning

Sample Evidence

- *Student admission , recognition of prior learning and principles and rules on crediting*
- *Documentation that student workload-based credits are used in the recognition of prior learning*
- *Evidence of alignment and continuity of practices with defined processes,*
- *Mechanisms by which stakeholders are informed*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

** Must follow the key principles in the 2015 ECTS User Guide.*



knowledge
and skills
acquired
through)
recognition
and credit
are being made

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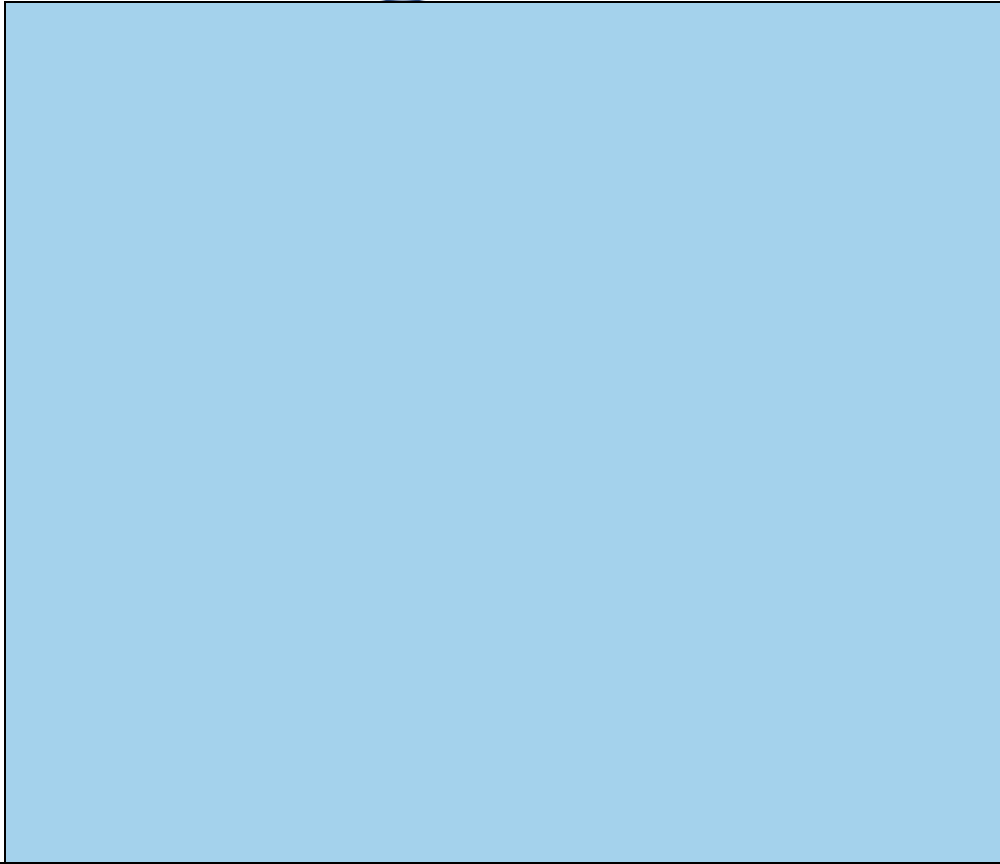
are
practices to
ensure that
there is no

loss.



B. Education and Training					
B.2. Execution of Programs (Student-Centered Learning, Teaching and Assessment)					
	1	2	3	4	5
<p><u>B.2.4. Competence certification and diploma</u></p> <p>Approval of qualifications, graduation requirements, graduation decision processes are clear, understandable, comprehensive and consistently defined and with the public shared. Certification and diploma operations carried out, monitored and necessary measures</p>	<p>Diploma approval and other certification of qualifications related processes is not defined.</p>	<p>Diploma approval and other certification of qualifications comprehensive on consistent and announced first rule and processes.</p>	<p>Diploma approval across the unit and certification of other qualifications. There are applications related to</p>	<p>Practices are monitored and defined processes to be improved.</p>	<p>Internalized, systematic, sustainable and exemplary practices tadr.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Defined processes and current practices for monitoring student academic and career development, diploma approval and certification of qualifications</i> • <i>Criteria applied in the admission of transfer, foreign student exam (YÖS), double major program (ÇAP), minor student admissions other than student groups coming from central placement</i> • <i>Documents showing that student workload credits are recognized in exchange programs without the need for any additional work*</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> <p style="color: red; text-align: center;">* Must follow the key principles in the 2015 ECTS User Guide.</p>					

taken in accordance with this defined process It's being taken.



B. Education and Training

B.3. Learning Resources and Academic Support Services

The unit must have the appropriate infrastructure, resources and environments to achieve its targeted graduate qualifications and to carry out its education and training activities, and ensure that learning opportunities are adequate and accessible to all students. The unit should provide support services for students' academic development and career planning.

	1	2	3	4	5
B.3.1. Learning environment	Unit education-teaching	Unit education-teaching	Unit across learning	Learning sources of	Internalize mish, systematic,



<p><u>sources</u></p> <p>Classroom, laboratory, library, studio;</p> <p>textbooks, online (online) books/documents/ videos etc.</p> <p>sources appropriate qualification and quantitative, accessible and for students' knowledge/use presented. Learning environment and use of resources is monitored and being improved.</p> <p>In unit education and training their needs in its entirety able to respond, user friendly, ergonomic, spacious</p>	<p>does not have sufficient resources to continue its activities.</p>	<p>activities to be able to sustain appropriate qualification for and quantity of learning resources (classroom, laboratory, studio, learning management system, print/e-resource and material, human</p> <p>plans for the creation of resources, etc.) There are.</p>	<p>management of resources domain specific conditions, accessibility and units balance between is to be realized with due consideration.</p>	<p>development Monitoring and improvement of the system and its utilization being done.</p>	<p>sustainable and There are exemplary practices.</p>
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development as
well as assessment
and evaluation and
in-service training
opportunities.
learning
management
system.

Learning
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student-student,
student-teacher
element
an
d student-material
interaction
development.

Sample Evidence

- *Learning resources and the adequacy of these resources, plans and practices for their development*
- *Evidence of accessibility of learning resources (including distance learning)*
- *Examples of learning management system applications*
- *Student feedback tools on the learning resources offered to students (Surveys, etc.)*
- *Evidence of regular improvement of learning resources*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

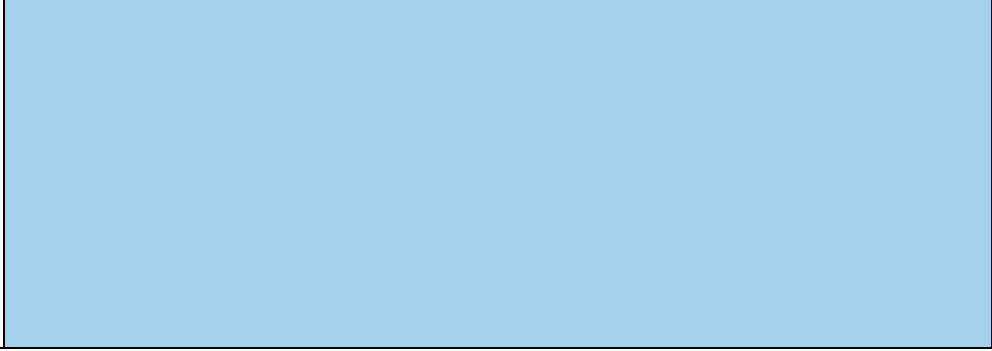


B. Education and Training

B.3. Learning Resources and Academic Support Services

	1	2	3	4	5
<p><u>B.3.2. Academic support services</u></p> <p>Student academic development of following, leading showing, academic problems and career planning</p> <p>a supportive counselor faculty member are available . Counseling system student portfolio like methods Follow-up an d is being improved edir. Students counselors aeropro cessing</p>	<p>In the unit, students' academic development an d there æno support services for career planning.</p>	<p>The unit focuses on students' academic developmen t and career planning processes. Regarding There are defined principles and rules.</p>	<p>In the unit, students' academic development an d support services for career planning defined It is carried out within the principles and rules.</p>	<p>In the unit, students' academic development an d career planning related practices are monitored and monitored with the participation of students. ðbeing improved.</p>	<p>Internalize systematic, systematic, sustainable ir and example can be shown r Applications is found in It is.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Defined processes used in the student counseling system</i> • <i>Academic and technical student counseling mechanisms and defined processes in distance education, if any</i> • <i>Mechanisms for student access to supervisors</i> • <i>Planning and implementation of guidance, psychological counseling and career services</i> • <i>Career center/unit practices</i> • <i>Evidence of student engagement</i> • <i>Results of student feedback tools (surveys, etc.) on services provided to students</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				

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possibilities
(face
face,
online)



are available

Counseling and career center services are available, accessible (face-to-face and online)

an

d made available to students. Adequacy of services is monitored.



B. Education and Training

B.3. Learning Resources and Academic Support Services

	1	2	3	4	5
<p><u>B.3.3. Facilities and infrastructures</u></p> <p>Facilityve infrastructures (dining hall, dormitory, Technology equipped workspaces; health,</p>	<p>In unit appropriate qualification in venicelik facilities and infrastructure do not exist.</p>	<p>Appropriate qualification in the unit and quantity of facilities and infrastructure (dining hall e, dormitory, health, library, transportati</p>	<p>Unit facility across and infrastructure is accessible and they are utilized on the basis of equal opportunity.</p>	<p>Facilityve infrastructure use of monitored and improved in line with the needs.</p>	<p>Internalize mish, systematic, sustainable and exemplary practices r</p> <p>is found in It is.</p>



transportation, informatics services, distance education		on, information and communication infrastructure, remote Education			
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infrastructure) needs appropriate qualification and quantity, accessible and available for students' knowledge/use Presented. Facility		infrastructure, etc.) should not be established and use of a The are plans in place for the future.			
and the use of infrastructures is examined	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Principles and rules for the use of facilities and infrastructure • Applications for access and use • The state of development of facilities and infrastructure in relation to institutional growth (e.g., the relationship between the increase in the number of units and the increase in physical space) • If the unit has distance education programs and applications; infrastructure, facility, hardware and software status for these • Evidence of monitoring, diversification and improvement of facilities and infrastructure services • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 				



B. Education and Training					
B.3. Learning Resources and Academic Support Services					
	1	2	3	4	5
<p><u>B.3.4. Disadvantaged groups</u></p> <p>Disadvantaged, fragile and few represented groups (disabled, poor, Minority, migrants, etc .) Education</p> <p>to the possibilities equality of access, equity diversity and inclusiveness</p>	<p>Access to education opportunities for disadvantaged groups in the unit</p> <p>There are no relevant plans.</p>	<p>Disadvantages</p> <p>I groups education opportunities qualified and fair</p> <p>access to</p> <p>Regarding</p> <p>Planning is found in It is.</p>	<p>Disadvantaged groups education opportunities access to</p> <p>Regarding</p> <p>Applications is being carried out Dir.</p>	<p>Practices for disadvantaged groups to access education opportunities</p> <p>monitored and the views of disadvantaged groups</p> <p>y taking is being improved Dir.</p>	<p>Internalize</p> <p>mish, systematic, sustainable</p> <p>ir and example</p> <p>can be shown</p> <p>r Applications</p> <p>is found in It is.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Planning and implementations related to services to be provided to disadvantaged student groups (representation in boards, barrier-free university practices, practices in distance education processes, if any, etc.)</i> • <i>Documentation of the use of feedback in improvement mechanisms</i> • <i>Evidence of monitoring and improvement of barrier-free</i> 				

with due consideration provided
 r. Remote ed ucationalt str ucture of this groups the need for Consideration by taking was created
 r. University campuses e-needs in line with barrier-free University applications

university practices

- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

are available
 . These groups' access to educational opportunities is monitored and improved in line with their feedback.



B. Education and Training

B.3. Learning Resources and Academic Support Services

	1	2	3	4	5
<p><u>B.3.5. Social, cultural, sporty Activities</u></p> <p>Student communities and these community activities, social, cultural and sports activities</p>	<p>In unit appropriate qualification in venicelik social, lturaland sporting activity facilities are not available.</p>	<p>Social, lturaland sporty Activity possibilities n creation of The are plans in place for the future.</p>	<p>Unit across social, cultural tif Activities is accessible and based on equal opportunity as a means of utilization.</p>	<p>Social, lturaland sporting activity mechanisms is being monitored, needs/tale activities are diversified in line with the requirements and is being improved edir.</p>	<p>There are practices that are internalized , systematic, sustainable and exemplary.</p>

space, budget and guidance support.

Also conducting social, cultural and sports activities and managing administrative organization is in place. Activities are monitored, being improved in line with the needs.

Sample Evidence

- Evidence of planning and execution of social, cultural and sporting activities
- List of annual sportive, cultural, social activities for students during the year (with information such as type of activity, subject, number of participants, etc.)
- Examples of evidence that activities consider accessibility and equal opportunities
- Tools for monitoring social, cultural and sporting activities, monitoring reports, evidence of improvement and diversification
- In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit

B. Education and Training

B.4. Teaching Staff

The institution should be fair and open in all processes related to the recruitment, appointment, promotion and course assignment of teaching staff. The institution should provide opportunities to continuously improve the teaching and learning competencies of its teaching staff in order to achieve the targeted qualified graduate competencies.

	1	2	3	4	5
<u>B.4.1. Assignment and upgrade and assignment criteria</u>	Unit Assignment, upgrade and assignment processes undefined	Appointment, promotion and assignment of the unit Criteria defined; however, in planning, the area	Unit all areas for defined and stakeholder-recognized appointments, promotions and assignments	Appointment, promotion and assignment the results of the implementations are monitored and	Internalize mish, systematic, Sustainable and example can be shown



<p>Teaching instructor course load and the balance of distribution is shared transparently. Unit teaching member Expectation by individuals known as Institution outsiders to give commissioned in the selection of</p>		<p>specific needs have not been examined.</p>	<p>criteria are applied and decision-making (education-teaching staff to work recruitment, appointment, promotion and lesson assignments etc.) are being used. It is.</p>	<p>monitoring results are evaluated and measures are taken.</p>	<p>There are a number of applications.</p>
<p>attention to merit and semester at the end performances of to be evaluated is transparent and is effective. In the unit education and training principles and adaptation to culture is being observed</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Criteria for appointment, promotion and assignment</i> • <i>Practices to ensure harmony between the academic staff's area of expertise and the courses they teach</i> • <i>Evidence of monitoring and improvement</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				



B. Education and Training

B.4. Teaching Roster

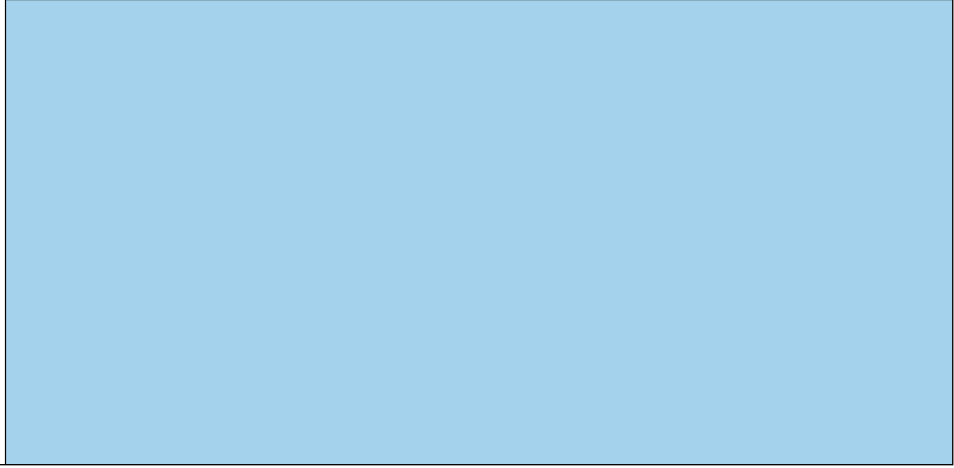
	1	2	3	4	5
<p>B.4.2. Teaching competencies and development</p> <p>Developing teaching competence processes planned on the basis of needs analysis, widely implemented and effectiveness regularly of it. teaching elements of interactive-active lesson giving methods and distance education processes learning and for them to use systematic trainers education</p>	<p>In unit teaching elements of teaching There are no plans to improve its competence.</p>	<p>Unit teaching staff; student-centered learning, distance education, assessment and evaluation, material development and competencies in areas such as quality assurance system plans for the development of is available.</p>	<p>Unit across teaching elements of teaching competence development There are applications for.</p>	<p>Teaching competence Development Monitoring and follow-up of the findings obtained from the applications teaching results and measures should be taken by examining them together with the It is being taken.</p>	<p>Internalize mish, systematic, There are sustainable and exemplary practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> Evidence of planning (scope, delivery method, participation information, etc.) and implementation of training of trainers (including distance learning) Evidence of learning and teaching center practices Documents and documents showing the processes of monitoring the educational performance of the teaching staff (Appointment-promotion criteria, etc.) 				

activities (course, workshop, lecture, seminars etc.) and will take it on/ will realize teaching-learning center structuring Teaching elements of pedagogical

- *Evidence of faculty participation in monitoring and improvement processes*
- *Evidence of monitoring and improvement of teaching competence development processes*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*



technological
competencies are
increased. Unit
teachin
g competence
development
performance is
evaluated.



B. Education and Training

B.4. Teaching Roster

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<p><u>B.4.3. Incentives and incentives for training activities Rewarding</u></p> <p>For academic staff creative/innovative education practices and to increase competition in this field There are incentive and reward processes such as the "good education award". Education and prioritize teaching about Assignment and creative in promotion criteria Education</p>	<p>There are no incentive and reward mechanisms for teaching staff.</p>	<p>Incentive and rewarding mechanisms competency-based, fair and transparent plans are in place.</p>	<p>Incentive and reward practices spread across the unit.</p>	<p>Incentive and reward practices are monitored and improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • Evidence of planning, implementation and improvement to recognize and reward the teaching and learning performance of teaching staff • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 					

activities are included.



C. RESEARCH AND DEVELOPMENT

In units with art fields, art activities should also be evaluated within this scope under the title of Research and Development.

C.1. Management of Research Processes and Research Resources

The unit should manage its research activities in line with the academic priorities determined within the framework of its strategic plan and local, regional and national development goals, in a way that can produce value and be transformed into social benefit. For these activities, appropriate physical infrastructure and financial resources and ensure their effective utilization.

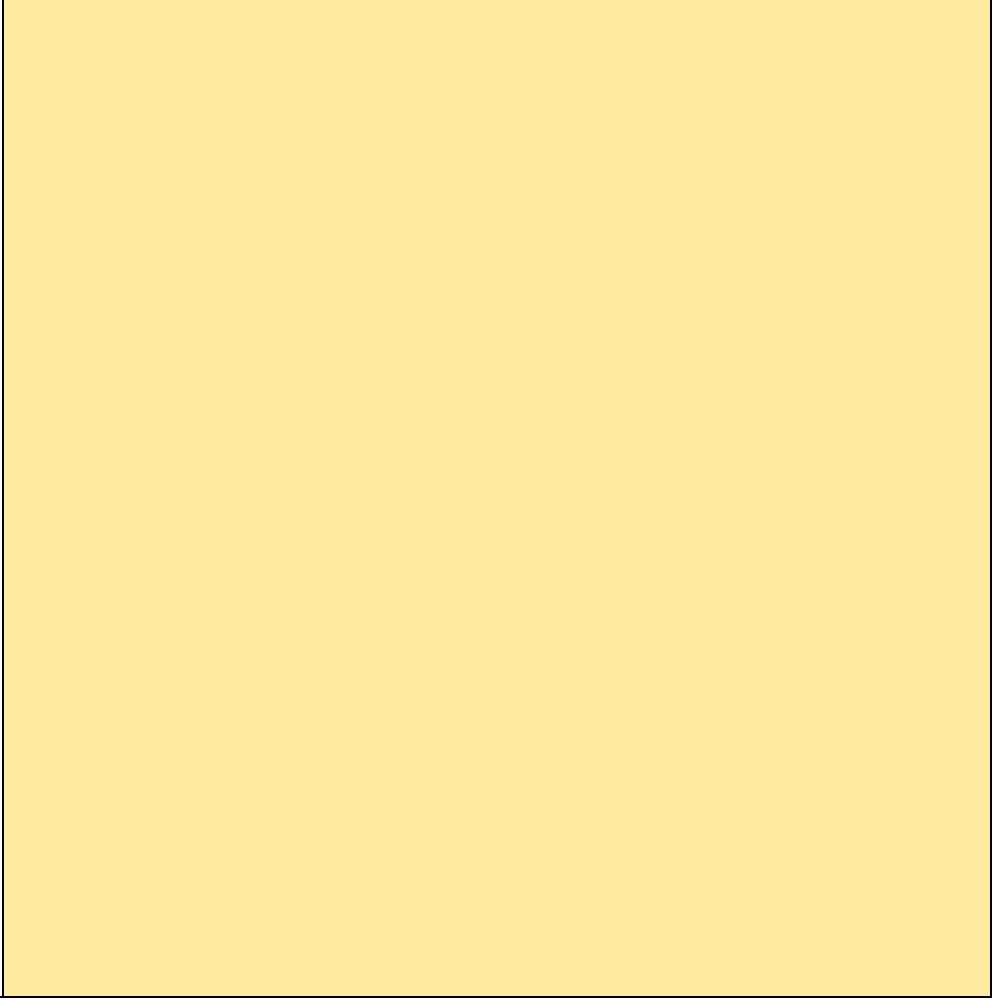
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<p><u>C.1.1. Management of research processes</u></p> <p>Management of research processes the approaches adopted regarding motivation and orientation function how it is designed, short and long term goals how it is clearly and precisely defined, research management team and job descriptions determined; implementations are in line with these institutional preferences is evolving. Scientific research and artistic management of processes activity and success is being monitored</p>	<p>Management of research processes in the unit and organizational structure There is no planning.</p>	<p>Guidance and guidance on the management of the unit's research processes and organizational structure motivation They have plans that take into account issues such as It is.</p>	<p>Management of research processes across the unit and organization structure are implemented in the direction of institutional preferences.</p>	<p>Management of research processes and organizational structure of the unit operability related outcomes are monitored and measures are taken</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • Management of research processes and organizational structure • Research governance model and practices • Evidence that the functioning of research management and organizational structure is monitored and improved • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 					

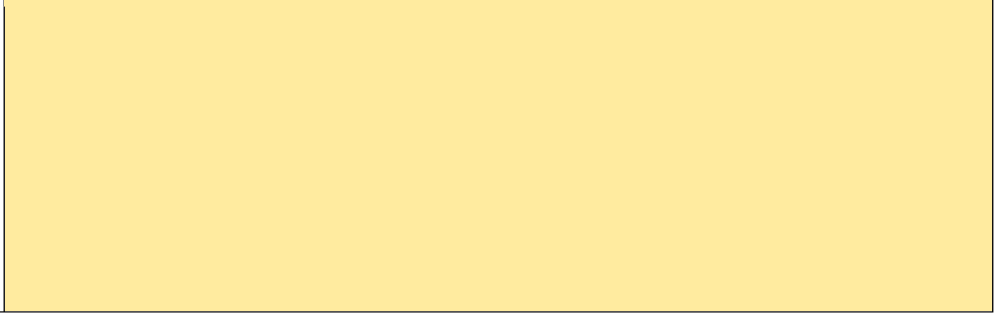
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C.RESEARCH					
D					
DEVELOPMENT					
C.1. Management of Research Processes and Research Sources					
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<p><u>C.1.2. Internal and external Sources</u></p> <p>Unit physical, technical and financial research resources are based on the mission, objectives and with their strategy compatible and is enough. Sources diversity and adequacy monitored and is being improved.</p> <p>New to research for start</p>	<p>Unit research and Development activities does not have sufficient resources to sustain itself.</p>	<p>To be able to continue the research and development activities of the unit for appropriate qualification and quantity of physical, technical and has plans for the creation of financial resources It is.</p>	<p>Unit research and Manages development resources in line with the research strategy and the balance between units.</p>	<p>Adequacy of research resources in the unit and diversity are monitored and improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Research and development budget and distribution</i> • <i>Strategic partnerships for research (public or private)</i> 					

<p>intr a-university coreph ones has and access to is easy. Research potential to develop project, conference participation, travel, expert invitation support, personal Funds motivation to increa se reward and competitive upgrade</p>	<ul style="list-style-type: none"> • <i>Research and development resources for research and development evidence that it is managed in line with its strategy</i> • <i>Evidence that the diversity and adequacy of research resources is monitored and improved</i> • <i>Defined processes regarding internal resources and their utilization (BAP Directive, Internal Resource Utilization Directive, etc.)</i> • <i>Distribution of internal resources among departments</i> • <i>Methods and units established to support the use of external resources</i> • <i>Evidence showing the allocation of external resources</i> • <i>Changes in external resources over the years</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i>
<p>criteria. Internal resources within the university over the years</p>	

change; these possibilities effectiveness, adequacy, development open aspects and the level of fulfillment of expectations are evaluated. Mission and aligned with



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C. RESEARCH AND DEVELOPMENT

C.1. Management of Research Processes and Research Resources

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<p><u>C.1.3. PhD programs vedoktora After Opportunities</u></p> <p>Application processes of doctoral programs, enrolled students and number of graduates and development trends are monitored. Post-doctoral (post-doc) facilities is located in an and unit's own graduates to work The policy of inbreeding is clear.</p>	<p>PhD program of the unit and postdoctoral opportunities are not available.</p>	<p>Research policy, objectives and strategies of the unit with compatible PhD program and postdoctoral there are plans for opportunities It is.</p>	<p>Research policy and objectives of the unit and in line with its strategies and supporting doctoral programs and post-doctoral opportunities are being carried out.</p>	<p>In unit PhD programs and postdoctoral of the possibilities outputs are organized as monitored and being improved.</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Evidence of doctoral programs and postdoctoral opportunities • Number of students/researchers benefiting from these programs and facilities and their distribution by units • Evidence of monitoring and improvement of doctoral programs and postdoctoral opportunities • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 				



C. RESEARCH AND



C.2. Research Competence, Collaborations and Supports

The unit should provide opportunities (training, collaborations, support, etc.) to maintain and improve the scientific research and artistic competence of its teaching staff and researchers.

	1	2	3	4	5
<p><u>C.2.1. Research competencies and development</u></p> <p>The proportion of researchers with a PhD degree, the proportion of distribution of institutions; clustering/accumulation of expertise, research targets overlap with</p>	<p>Unit, teaching elements of Research competence</p> <p>There are no mechanisms for its development.</p>	<p>Unit, teaching elements research competence</p> <p>in plans in place for its development.</p>	<p>Unit across teaching elements narrativization what is the development of competence for the implementation of the program.</p>	<p>In the unit, teaching elements in the development of research competence practices are monitored and teaching follow-up results with elements evaluated together and measures taken It is being taken.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>

The analysis of the subjects and their compliance with the objectives and Academic staff's research and development competence trainings, workshops, project markets etc systematic activities being carried out.

Sample Evidence

- Research competence of academic staff planning for development and practices (supportive trainings, international opportunities, project collaborations, etc.)
- Feedback from lecturers
- Evidence for monitoring and improving the research competence of teaching staff
- In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit

C. RESEARCH AND DEVELOPMENT

C.2. Research Competence, Work unions and Supports

	1	2	3	4	5
<u>C.2.2. National and international joint programs and joint research units</u>	Unit national and there are no mechanisms for establishing joint programs and joint research units at the international	In unit national and international level joint programs and joint research	Unit across national and international joint programs and partn er	In unit national and international level intra- and inter-institutional joint programs and	There are practices that are internalized, systematic, sustainable and exemplary.



<p>Inter-institutional collaborations, interdisciplinary initiatives, mechanisms are in place to encourage joint ventures to create synergies</p>	<p>level.</p>	<p>units and research networks Participation T here are plans and mechanisms for multiple research activities such as establishing collaborations It is.</p>	<p>research activities are carried out.</p>	<p>joint research activities are monitored and evaluated with relevant stakeholders. Being improved.</p>	
<p>is effective. Partner Research or graduate programs, research networks, presence of joint research units, national and international multiple research activities such as collaborations defined, supported and systematically in line with the objectives of the unit by monitoring improvements are being realized.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Mechanisms for establishing joint programs and joint research units at national and international level • Research networks in which the unit is involved, joint programs and research units of the unit, studies produced from joint research • Stakeholder feedback • Evidence for monitoring and improving joint programs and joint research activities • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 				

C. RESEARCH AND DEVELOPMENT

C.3. Research Performance

The unit should periodically measure and evaluate its research activities based on data and publish the results. The findings should be used for periodic review and continuous improvement of the unit's research and development performance.



	1	2	3	4	5
<p><u>C.3.1. Research performance monitoring and to be evaluated</u></p> <p><u>esi</u></p> <p>Unit research activities annual monitored and evaluated on a regular basis,</p>	<p>The unit has mechanisms for monitoring and evaluating research performance.</p>	<p>In unit Research performance n monitoring and evaluation for the development of principles, rules and There are indicators.</p>	<p>Unit across Research performance and evaluate to the place created mechanisms ar is being used is.</p>	<p>In unit Research performance monitored and Related with stakeholders evaluated rek is being improved.</p>	<p>There are practices that are internalized , systematic, sustainable and exemplary.</p>

targets and the reasons for deviations are analyzed.

Unit
university of focus areas

intra-university awareness, university

international recognition;

international visibility, expertise analysis of claim issues,

systematic alignment with objectives as

analyzed.

On the basis of performance

incentive and recognition mechanisms are used.

Competition with competitors,

benchmarking with selected organizations

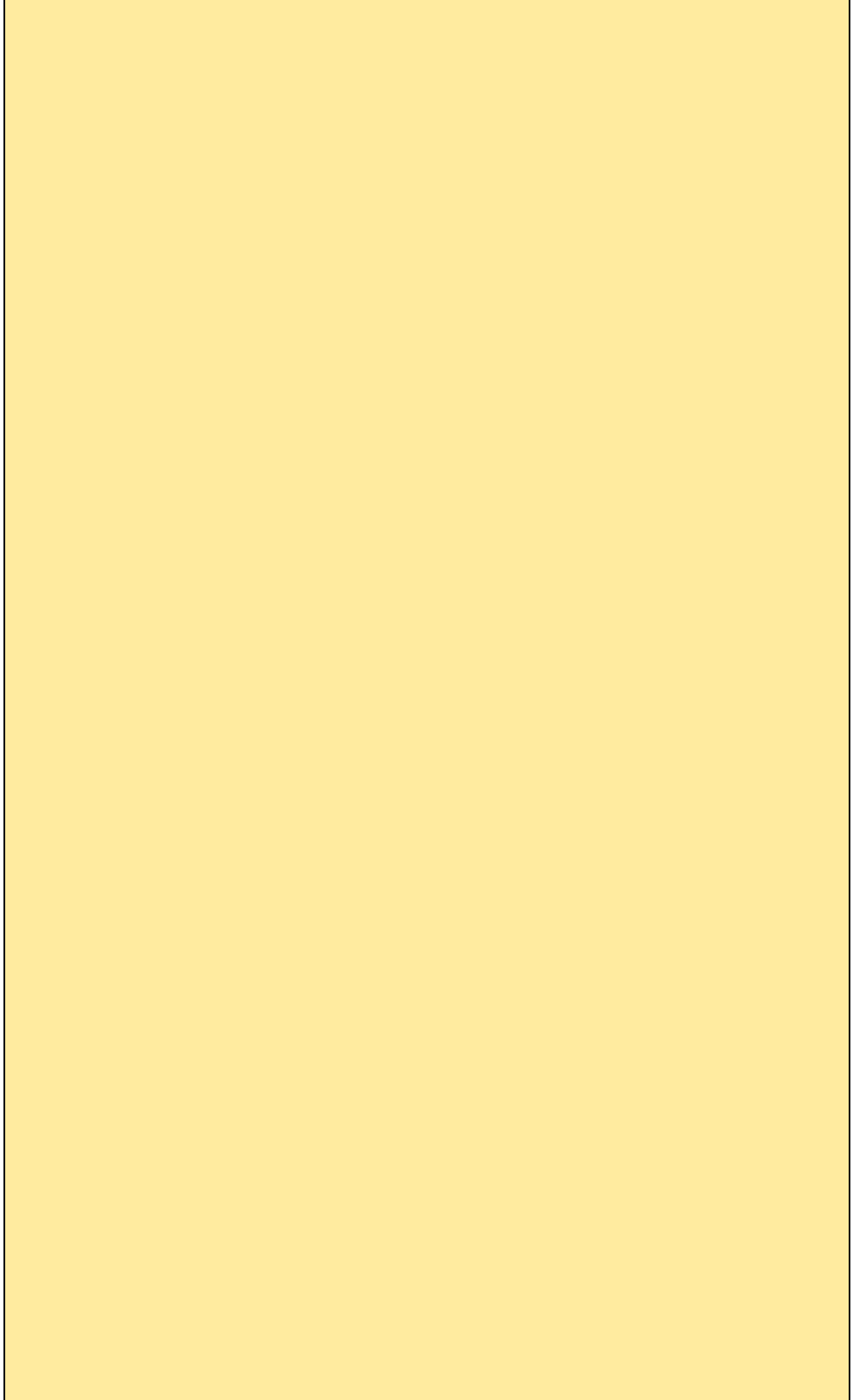
(benchmarking) follow-up is done.

Performance appraisals should be

Sample Evidence

- *Defined processes in place to monitor research performance*
- *Mechanisms established to monitor the achievement of research objectives*
- *Stakeholder feedback*
- *Evidence of monitoring and improvement of research performance*
- *In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit*

systematic
and
lasting is
ensured.



C. RESEARCH AND DEVELOPMENT



C.3. Research Performance					
	1	2	3	4	5
<p><u>C.3.2. Teaching – staff/researcher match performance evaluation</u></p> <p>Teaching staff members are expected to share their research performance; regularly monitoring this defined process is in place and known to relevant stakeholders. Research performance by year is monitored, evaluated and corporate policies used accordingly. They came out, mean values of the group and Scatter and shared transparently. Performance evaluations are</p>	<p>Teaching in the unit</p> <p>There are no mechanisms for monitoring and evaluating the research performance of staff members.</p>	<p>In unit teaching</p> <p>elements of Research performance in monitoring and</p> <p>There are principles, rules and indicators for evaluation.</p>	<p>Unit across teaching elements narrativization Development performance watch and evaluate mechanisms created to is being used is.</p>	<p>Teaching elements n research and development performance is monitored and evaluate d together with the instructors is being improved.</p>	<p>There are internalized, systematic, sustainable and exemplary practices.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Defined processes in place to monitor the research and development performance of academic staff (Regulation, directive, process definition, measurement tools, guidelines, manuals, appreciation-recognition system, incentive mechanisms, etc.)</i> • <i>Analysis reports on research performance of academic staff</i> • <i>Feedback from lecturers</i> • <i>Evidence of monitoring and improvement of research and development performance</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				

systematic and permanent is ensured.

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D. SOCIAL CONTRIBUTION

D.1. Management of Social Contribution Processes and Sources of Social Contribution

The unit should manage its social contribution activities in line with its strategic goals and objectives. It should create appropriate physical infrastructure and financial resources for these activities and ensure their effective use.

	1	2	3	4	5
<u>D.1.1. Social contribution processes management</u>	In unit social contribution processes management and organization	Unit social contribution processes management and organization	Unit across social contribution processes management and	Social contribution in the unit management of processes and	There are practices that are internalized, systematic, sustainable and



<p>Unit the social contribution policy of the unit's social contribution processes management and organizational structure institutionalized</p>	<p>There are plans for its organizational structure.</p>	<p>organization hand structure is implemented in line with institutional preferences.</p>	<p>organizational structure results related to its operability are monitored and measures are taken.</p>	<p>exemplary.</p>
<p>. Social contribution processes management and organizational structure of the organization social contribution with policy compliant, mission definitions determined. Functionality of the structure monitored and connected improvements is being realized edir.</p>	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Management and organizational structure of social contribution processes</i> • <i>Social contribution governance model</i> • <i>Units carrying out social contribution activities and examples of practices</i> • <i>Evidence of monitoring and improvement of the management of social contribution processes and the functioning of the organizational structure</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 			

D. SOCIAL CONTRIBUTION



D.1. Management of Social Contribution Processes and Sources of Social Contribution

	1	2	3	4	5
<p>D.1.2. Sources</p> <p>Resources allocated to social contribution activities (financial, physical, manpower) determined, shared and institutionalized and these are monitored and to be evaluated. It's uneasy.</p>	<p>Unit social contribution activities does not have sufficient resources to sustain itself.</p>	<p>To sustain the unit's social contribution activities for appropriate qualification and quantity of physical, technical and has plans for the creation of financial resources. It is.</p>	<p>The unit manages its social contribution resources in line with the social contribution strategy and the balance between units.</p>	<p>Social contribution in the unit adequacy of resources and diversity are monitored and improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • Research and application centers and other units carrying out social contribution activities • Budget allocated to social contribution activities and its change over the years • Evidence that social contribution resources are managed in line with the social contribution strategy • Evidence that the diversity and adequacy of sources of social contribution are monitored and improved • In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit 				



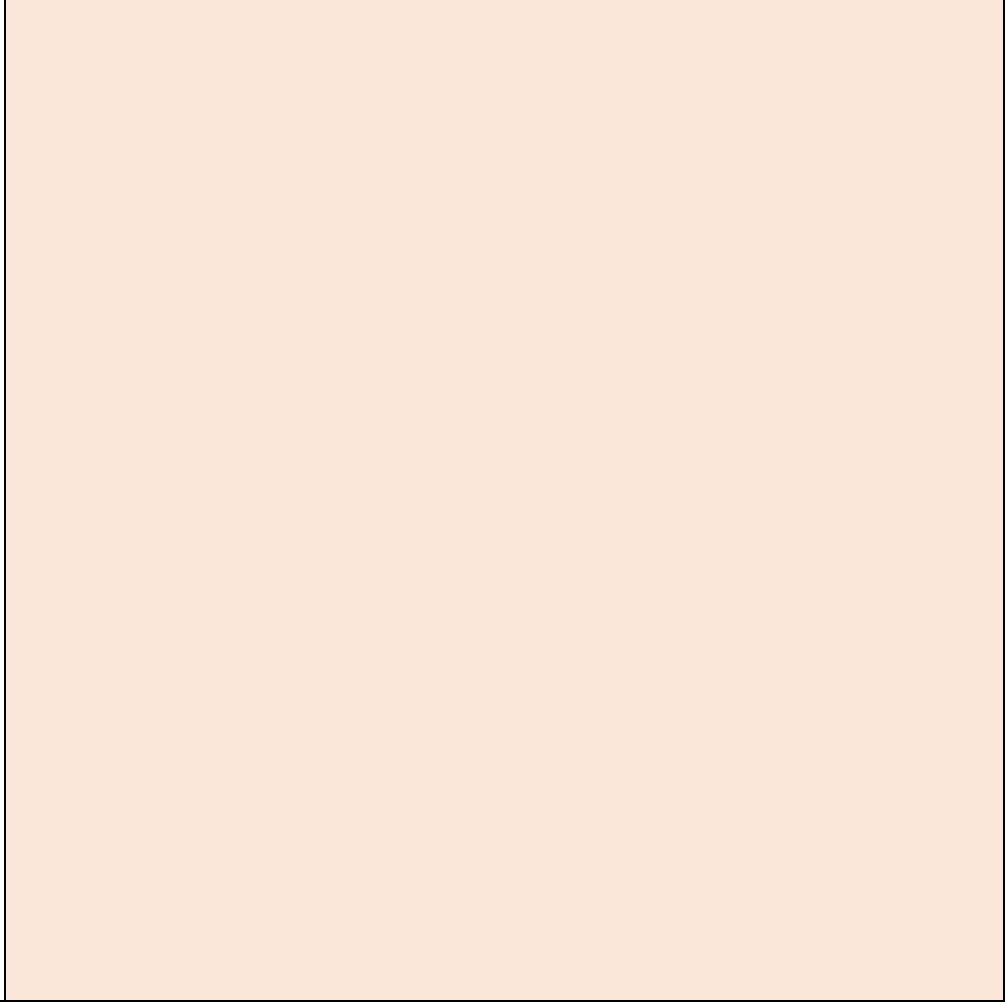
D. SOCIAL CONTRIBUTION

D.2. Social Contribution Performance

The unit should periodically monitor and continuously improve its activities in line with its social contribution strategy and objectives.

	1	2	3	4	5
<p><u>D.2.1. Monitoring and monitoring community contribution performance evaluation</u></p> <p>Unit, UN Sustainable Development Goals in harmony with the society, including disadvantaged groups and the environment able to respond to their needs and and value-creating social contribution activities r. Institutionalization at national and international</p>	<p>Social contribution in the unit monitoring and evaluation of performance mechanisms are not in place.</p>	<p>Social contribution in the unit monitoring and evaluation of performance mechanisms There are principles, rules and indicators for</p>	<p>Unit-wide social contribution performance to monitor and evaluate mechanisms created for is being used is.</p>	<p>Social contribution performance in the unit monitored and evaluated with relevant stakeholders. is being improved.</p>	<p>There are practices that are internalized, systematic, sustainable and exemplary.</p>
	<p>Sample Evidence</p> <ul style="list-style-type: none"> • <i>Social contribution activities in line with the objectives of the organization</i> • <i>Defined processes in place to monitor social contribution performance</i> • <i>Mechanisms established to monitor the achievement of social contribution targets</i> • <i>Stakeholder feedback</i> • <i>Evidence of monitoring and improvement of social contribution performance</i> • <i>In addition to standard practices and legislation; evidence of unique approaches and practices developed in line with the needs of the unit</i> 				

level
colla
borations,
various
publi
c institution
and
organizations
made



assignments
with
within the
organization
receiving
units
Social contribution
activities such as
education, service,
research,
consultancy, etc.
carried out through
Monitoring
mechanisms and
embedded
processes and
sustainable.
There is evidence
of improvement
steps.

