

INTERNAL INSTITUTIONAL

EVALUATION REPORT

ANKARA YILDIRIM BEYAZIT

UNIVERSITY

2024

SUMMARY

The purpose of the Internal Institutional Evaluation Report (IIER) is to monitor the internal evaluation processes for 2024, identify the institution's strengths and areas for improvement, and contribute to institutional quality improvement efforts. The IIER was conducted under the leadership of the Vice Rector responsible for quality, with the participation of the Quality Coordination Office, the Quality Commission, and sub-units.

The Institutional Internal Evaluation Report is the most important output of the institution's self-evaluation efforts. Prepared based on data and evidence, this report conforms to the Leadership, Governance and Quality, Education and Training, Research and Development sections specified in the Higher Education Quality Council's (YÖKAK) Internal Evaluation Report preparation guideline version 3.2.1.

This report includes explanations for a total of 4 main headings, 14 criteria, and 46 sub-criteria under the heading of Social Contribution. Furthermore, the planning, implementation, monitoring, and corrective action related to these criteria have been prepared using 2024 data, in accordance with maturity levels associated with the PDCA cycle. In addition, the Strategic Plan monitoring and evaluation, the Performance Program indicator report, and the Administrative Activity Report have formed the basis for this report.

The university continues its work with all academic and administrative units to improve its quality assurance system and areas for development in education and training, within the scope of the 2018 Institutional External Evaluation. In addition to its accredited programs, the university is also pursuing national accreditation for some programs. Ankara Yıldırım Beyazıt University Quality Coordination Office regularly submits data to numerous international ranking organizations (THE, QS, RUR, URAP, US News and World Report, SCIMAGO, WEBOMETRICS), prepares reports on the university's rankings in Turkey and worldwide, and presents them to senior management.

As part of the preparation process for the 2024 Internal Control, Quality and Information Management System (ICQS) report, a widely attended "Institutional Accreditation Program (IAP) Preparation Workshop" was held before the report was prepared. The workshop, hosted by Ankara Technopark in December 2024, addressed the criteria included in the quality assurance framework of the Higher Education Quality Council. Information regarding the writing of the ICQS report was also shared. The workshop was attended by our Rector, senior university administrators, members of the Quality Coordination Office, unit Quality Commission members, and administrative staff. The University's 2024 ICQS report was prepared based on data collected from the University's academic and administrative units and research centers via the Internal Control, Quality and Information Management System (ORVİKS) module. Members of the Quality Commission, divided into working groups under four main headings, reviewed the documents and evidence uploaded to the ORVİKS automation system, requested new evidence from units when necessary, and finalized the content before uploading it to the YÖKAK Quality Assurance Information Management System. The prepared Internal Institutional Assessment Report was submitted to the Senate for consideration and approval in accordance with Article 17, paragraph 1, subparagraph (b) of the Regulation on Quality Assurance in Higher Education and the Higher Education Quality Board, and the Senate unanimously decided to accept the 2024 Internal Institutional Assessment Report with Senate Resolution No. 2025/05/04 dated 14/03/2025.

Key Findings of the Institution's Self-Assessment Studies

The main findings of the Ankara Yıldırım Beyazıt University Internal Institutional Evaluation Report can be summarized as follows.

1. Leadership, Governance, and Quality:

AYBÜ's leadership, governance, and quality practices are implemented with a transparent, systematic, and sustainable approach through stakeholder participation. In this context, priority has been given to institutional accreditation (KAP, ISO 9001) and program accreditation efforts by YÖKAK (Council of Higher Education Accreditation). Furthermore, a formal application has been submitted for YÖKAK accreditation (KAP). In 2024, internal audit processes were conducted within the framework of the ISO 9001 Quality Management System, and a corrective action procedure was implemented. A Management Review Meeting (MRM) is planned for 2025.

The university uses a Quality Management System (QMS), an integrated information system that links quality processes, strategic planning, and internal control systems, and enables the monitoring and reporting of activities and indicators. As part of efforts to strengthen the Quality Management System (QMS), all documents (processes, workflows, procedures, unit job descriptions, personnel job descriptions) have been prepared using a standard methodology.

2. Education and Training Activities:

The university has made significant progress in monitoring, tracking, and evaluating educational activities, particularly through satisfaction and evaluation surveys. At AYBÜ, educational processes are conducted in accordance with regulations and guidelines, and as of 2024, the standardization of these processes has been strengthened, and easy access to relevant documents has been provided online.

The Education, Curriculum and Program Evaluation Committee, along with relevant committees within academic units, plans, monitors, and evaluates all educational processes before submitting them to the Senate. Regular surveys are conducted throughout the institution regarding educational activities, and the opinions of students and academic staff are gathered to contribute to the evaluation and improvement processes. In 2024, a significant development was the more systematic evaluation and reporting of survey data by academic units and the widespread implementation of improvement activities.

3. Research and Development Activities:

As with all other objectives, the university's strategic plan goals in research and development are measured, monitored, and reported on a quarterly basis. These reports show that significant progress was made in research and development during 2024. Except for the number of patent, utility model, and industrial design applications, all other indicators show significant progress compared to the previous year, and the 2024 targets have been exceeded. The Avesis software is used effectively, and the research performance of faculty members is continuously monitored.

Furthermore, the university has made significant progress in national and international rankings. For example, in the URAP Turkey overall ranking, the university rose four places compared to the previous year, reaching 33rd place. Similarly, progress in research has been observed in the Times Higher Education (THE) World Universities ranking. These advancements have enabled the university to be included in subject-specific rankings for the first time.

4. Social Contribution:

AYBÜ (Aydın Nazilli University) carries out social contribution activities in areas such as introducing and disseminating scientific knowledge to society, organizing courses and seminars supporting quality education, providing health services, producing solutions to social problems such as unemployment, forced migration and addiction, conducting studies for disadvantaged groups, preparing for disasters and providing support to victims, researching historical and

cultural heritage, and organizing cultural and sporting events. Stakeholder contributions are obtained in the planning and execution of these activities, the activities are monitored throughout the year, and tracked through administrative activity reports and performance programs. The number of social responsibility projects carried out within this scope reached 53 in both 2023 and 2024. The number of activities related to social integration and inclusion for disadvantaged groups increased from 15 in 2023 to 19 in 2024. The number of student clubs increased from 122 in 2023 to 130 in 2024. The number of people receiving education at the learning center was recorded as 4,903 in 2023 and 2,547 in 2024. The number of social, cultural, and sports activities was 461 in 2023 and 657 in 2024. According to these results, the targets for "Activities related to social integration and inclusion for disadvantaged groups," "Number of student clubs and societies," and "Number of social, cultural, and sports activities" were exceeded. The target for "Social responsibility projects" was partially achieved. In this context, four targets and 16 measurable performance indicators for societal contribution have been determined in the 2025-2029 Strategic Plan. This new arrangement can serve as an example for other universities. In the 2023 Social Contribution Report, improvements were made in 2024 regarding two of the four areas identified as open to improvement under the heading of societal contribution, based on evaluations conducted with stakeholders. Within this scope, the process of establishing the Social Contribution Coordination Office and preparing its guidelines has been initiated to create the necessary organizational structure for coordinating and improving social contribution activities. The existing Event AYBÜ Portal, used for monitoring social contribution activities, has been updated by 90% and is now ready for use. Improvements are planned for 2025 to enhance the effectiveness of research centers focusing on solving social problems, including improvements to unit web pages for announcing and reporting activities.

INFORMATION ABOUT THE INSTITUTION

1. Contact Information:

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2. Historical Development:

Ankara Yıldırım Beyazıt University was established on July 21, 2010, based on the Decree Law No. 27648 published in the Official Gazette, with the aim of meeting the need for higher education institutions and implementing a contemporary education system.

As of today, AYBÜ has 15 Faculties, 5 Institutes, 1 School, 4 Vocational Schools (MYO), 5 Coordinators, and numerous research centers. AYBÜ operates with 1469 teaching staff, 27 of whom are foreign nationals, 526 administrative staff, 275 contract personnel, and 275 permanent employees. By the end of 2024, it provides education to a total of 27,585 students: 3,497 at the associate degree level (3,400 Turkish and 97 foreign nationals), 19,294 at the undergraduate level (17,616 Turkish and 1,678 foreign nationals), and 4,795 at the postgraduate level (4,322 Turkish and 473 foreign nationals).

Ankara Yıldırım Beyazıt University, established in 2010 in Ankara, the capital of Turkey, and

commencing its educational activities in 2011, is the 5th state university in the country. Educational services at AYBÜ are provided in buildings covering a total area of 216,109.82 m² across several campuses, including the Esenboğa Campus, Bilkent Campus, Çubuk Campus, Cinnah Campus, Etlik Ovacık Campus, Varlık Campus, Esenboğa Annex Building, Milli İrade Campus, 15 July Martyrs Campus, and Tuz Gölü Campus.

3. Mission, Vision, Values and Goals:

The mission and vision statements included in the 2020-2024 Strategic Plan are as follows:

3.1 Mission of Ankara Yıldırım Beyazıt University

Its mission is to cultivate individuals who are open to inquiry and respectful of moral values in the fields of science, culture, sports, and art through quality education provided in the light of universal values; to produce knowledge and technology through its research and offer it for the benefit of society; to create benefits for humanity based on the knowledge and technology it produces with its entrepreneurial spirit; and to contribute to the development of human capital at national and international levels with its sense of social responsibility.

3.2 Ankara Yıldırım Beyazıt University Vision

Its vision is to be a university that contributes to building a better future through the education it provides, successfully carries the vast accumulation of our scholarly tradition to the present day, produces benefits for humanity through its research and projects, gains international prestige, and possesses academic, administrative, and financial autonomy.

3.3 Ankara Yıldırım Beyazıt University has defined its core values and objectives in its 2020-2024 Strategic Plan as follows:

Values

Managerial Values:

Values-Based Management: Institutionalizing the values we have defined and adopted.

Competitiveness and Performance Orientation: Structuring the organization on a competitive and performance-oriented basis and institutionalizing competitiveness within the university.

Being Collaborative: Planning administrative tasks and processes in a collaborative manner, and making decisions together with relevant stakeholders.

Transparency: Managerial transparency and accountability.

Educational Values:

Quality Focus and Perfectionism: Continuously improving the quality of education and providing top-quality training.

International Approach: Presenting educational activities from an international perspective.

Student-Centeredness: Adopting a student-centered approach in educational activities.

Analytical and Innovative Approach: To equip students with analytical and innovative thinking skills, two fundamental qualities required in the information society, by synthesizing them.

Respect for National and Spiritual Values: Being respectful and sensitive to national, spiritual, and universal values in the education and training processes.

Research Values:

Academic Autonomy: Giving importance to the freedom of researchers in their research and educational activities.

Interdisciplinary Approach: Integrating common approaches from different disciplines

into the same processes to offer broad perspectives and make new discoveries.
Encouraging Research Collaborations: To promote intra-university and external, national and international collaborations in scientific activities.
Moral Sensitivity: Striving to meticulously fulfill the requirements of scientific ethics in research processes.

Social Responsibility Values:

Social Responsibility: Encouraging our members to act responsibly towards our national interests and social developments.

Becoming a Solution Partner: To be a solution partner to national and global problems through research and recommendations.

Supporting Local and National Development: Planning and executing its choices and activities in a way that benefits local and national development. Transferring the knowledge produced to society through internal and external stakeholders.

Entrepreneurial Values:

Encouraging Entrepreneurship: Encouraging faculty and students to become entrepreneurs.

Balancing Scientific and Commercial Benefits: Establishing a balance between scientific achievement and concerns and economic benefit in its activities.

Objectives

OBJECTIVE 1: To produce qualified, competitive, and innovative graduates.

Objective 1.1: To produce graduates who are professionally competent and open to development.

Goal 1.2: To have a high occupancy rate in undergraduate programs.

Goal 1.3: To have students in the highest percentile.

Goal 1.4: To provide quality education in a foreign language and increase the number of international students. Goal 1.5: To cooperate with international organizations.

OBJECTIVE 2: To Increase Research-Oriented Scientific Activities

Objective 2.1: Increasing the support and number of scientific research projects.

Objective 2.2: To be included in and rank highly in national and international

ranking indices. **OBJECTIVE 3: To Increase Innovation-Oriented Scientific**

Studies and Entrepreneurial Activities

Goal 3.1: To institutionalize entrepreneurship across the university and create the infrastructure to be among the entrepreneurial and innovative universities.

Objective 3.2: To increase research and development activities.

Objective 3.3: To increase entrepreneurial activities.

OBJECTIVE 4: To contribute to social responsibility projects by collaborating with public administrations, private organizations, and civil society organizations.

Objective 4.1: To develop systems and processes and provide incentives that will enable AYBÜ faculty members, administrative staff, and students to actively participate in social responsibility activities.

OBJECTIVE 5: To develop physical infrastructure and human resources that are aligned with and support the university's education, research, social responsibility, and entrepreneurship strategies.

Goal 5.1: Improve physical infrastructure

Objective 5.2: Ensuring the adequacy of library services.

Goal 5.3: Develop human resources.

Objective 5.4: To improve corporate quality and strategy initiatives.

Goal 5.5: To be a participatory university in institutional development.

A. LEADERSHIP, GOVERNANCE AND QUALITY

1. Leadership and Quality

1. Governance model and administrative structure

The management model adopted by the institution in its management and administrative structure is called "quality governance." This model is a governance model guaranteed by the principle of quality. Within this scope, the university commits to adhering to the following principles: 1) Openness/Transparency (see A.1.5 - Informing the public and accountability) 2) Participation (see A.4 - Stakeholder Participation) 3) Accountability (see A.1.5 - Public information and accountability) 4) Effectiveness (see A.2.2 - Strategic aims and objectives and A.2.3 - Performance management) 5) Quality (see A.1.4 - Internal quality assurance mechanisms).

AYBU's management model and administrative structure have been established within the framework of legal regulations. The diagram showing the management and organizational structure indicates the senior managers and the managers to whom each administrative unit reports.[\[1_OD3\]](#) The top governing bodies consist of the rector, the university senate, and the university board of directors. The university senate, established to fulfill the duties defined in Law No. 2547, comprises the university rector (president), vice-rectors, deans, and one faculty member elected by the faculty councils from each faculty for a three-year term, as well as the directors of institutes and colleges affiliated with the rectorate. The university board of directors consists of the rector as chairman, the deans, and three professors elected by the senate to represent their respective units and fields.[\[2_OD3\]](#),[\[3_OD3\]](#),[\[4_OD3\]](#)

University senate members and university board members are listed on the institution's official website. The Senate meets regularly according to its agenda. During meetings, senate members are encouraged to share their suggestions and experiences, and to raise issues related to their respective units. Solutions to these problems are sought within the available resources and capabilities. Administrative structures, regulations, and work guidelines for various processes, commissions, and groups, as well as job and responsibility definitions, are also established at the unit level. Documents are published in accordance with access guidelines and their currency is ensured.

At the meeting of the Internal Control Monitoring and Steering Committee on April 22, 2024, a decision was made to activate the Quality and Productivity Monitoring System (KAVIS) university-wide, and this improvement decision was successfully implemented in 2025. (See A.1.4 - Internal quality assurance mechanisms, evidence no: [\[13_OD4\]](#))

Each year, the administrative activity report and AYBU's institutional capacity are presented.[\[5_OD4\]](#) It is being monitored. It was stated in the 2023 KİDR report that drafts of new mechanisms to ensure the continuity of the PDCA cycle within the framework of the ISO 9001 management system, in order to monitor and improve the institution's governance and organizational structure practices, were prepared and would be implemented in 2024. The quality system procedures implemented are: internal audit, corrective action, management review. For implementation details, see A.1.4 - Internal quality assurance mechanisms.

Maturity Level:The institution's governance and organizational practices are monitored and improved.

Evidence

[\[1\]\(3\)A.1.1-organizasyon_semasi.docx](#)

[\[2\]\(3\)A.1.1-units.docx](#)

[\[3\]\(3\)A.1.1-senate_members.docx](#)

[\[4\]\(3\)A.1.1-yonetim_kurulu.docx](#)

[\[5\]\(4\)A.1.1-corporate_evaluation.pdf](#)

2. Leadership

At AYBÜ, the development and enhancement of the quality assurance system are significantly aided by solution-oriented approaches and a strong sense of institutional belonging, under the leadership of the AYBÜ Rector and the AYBÜ Quality Coordination Office. The Rector and senior management play a leading role in determining institutional policies and strategies, and the preparation, implementation, monitoring, and evaluation of the strategic plan are carried out under the coordination of the Strategy Department, ensuring the contribution and participation of all units in these processes.

Furthermore, an effective communication network has been established with both senior management and academic and administrative units, as well as personnel within the units, through a solution-oriented and agile management approach. This also applies to our students, both through our email channels and the AYBÜ Information System. "*Message to the Rector*" Through the application, they can communicate directly with senior management. This includes the University Senate/Board of Directors and senior management.

The necessary information is provided by attending the meetings within the presidency.

AYBU's performance is regularly monitored. For example, AYBU was ranked among the world's best universities in two fields in the 2025 Times Higher Education (THE) Subject-Based World University Rankings: in Business and Economics (ranked between 601-800) and Social Sciences (ranked between 801-1000). Furthermore, AYBU also ranked highly in Business and Economics.

It has become one of the top 10 universities in Turkey. In the field of Social Sciences, AYBÜ ranks 16th among universities nationwide. Among private and state universities in Ankara, AYBÜ ranks 3rd in Business and Economics, 4th in Health, 5th in Social Sciences, and 6th in Engineering.

Faculty members from Ayburt Yıldırım University (AYBÜ) achieved great success in the "World's Most Influential Scientists" list, compiled by Stanford University and published by Elsevier on September 16, 2024. In the "Career Impact" category, Prof. Dr. Özcan EREL (Faculty of Medicine), Prof. Dr. Erol ARCAKLIOĞLU, Prof. Dr. Babek ERDEBİLLİ, Özcan KONUR (Retired) (Faculty of Engineering and Natural Sciences), and Prof. Dr. Ahmet Salih YİĞİT (Faculty of Aeronautics and Space Sciences) were included. In the "Annual Impact" category, Prof. Dr. Abdullah YILDIZ (Faculty of Engineering and Natural Sciences) and Prof. Dr. Fatma Meriç YILMAZ (Faculty of Medicine) were also included. The list is determined based on criteria such as total publications and citations, and includes scientists in the top 2% worldwide.

Quality studies are carried out at AYBÜ within the framework of the provisions of the Higher Education Quality Assurance and Higher Education Quality Council (YÖKAK) Regulation. A list of activities carried out by the quality coordination office in 2024 to develop a quality culture at AYBÜ is attached. [\[1_OD3\]](#) On January 18, 2024, an information meeting was held regarding the preparation process of the Internal Institutional Evaluation Report (IIER).

On February 5, 2024, TSE provided training on TS EN ISO 9001:2015 Quality Management System, Risk-Based Process Approach, and Document Management to academic and administrative staff. The Student Quality Society, established under the guidance of Assoc. Prof. Dr. Süheyla Erikli Selek, organized a Social Entrepreneurship event on April 28, 2024. TSE conducted ISO 9001: Internal Audit Training from July 23-25, 2024. On September 12, 2024, AYBÜ internal auditors conducted site visits and prepared an internal audit report. As part of academic visibility efforts, the inclusion of academic publications in AVESIS and Google Scholar was encouraged on April 1, May 17, and July 6, 2024, resulting in an increase in the number of publications. On December 24, 2024, a workshop on quality assurance and the PDCA cycle was held at Ankara Technopark within the scope of the Institutional Accreditation Program (KAP), with the participation of the Rector and academic and administrative staff.

As stated in the section on the evaluation of institutional capabilities and capacity in the activity report of the Quality Coordination Office, the strong support and commitment of senior management to quality processes constitutes a fundamental driving force in developing a quality culture and ensures the sustainability of these processes. Strategic management, ISO 9001:2015 and YÖKAK accreditation processes

Integration offers a holistic approach to compliance with quality standards, which in turn strengthens corporate performance. [2_OD3] Updating the quality manual and incorporating corrective actions, internal audits, and management reviews into the quality management system is one of the most important indicators of the rectorate's and senior management's commitment to improving the quality assurance system and institutionalizing the PDCA cycle. (See 1.4 Internal Quality Assurance Mechanisms)

AYBÜ's senior management continued its activities in 2024 regarding the measurement of management qualities through surveys. According to the academic staff satisfaction survey conducted in 2024, managers' sensitivity to the complaints of academic staff should be seen as a positive leadership indicator. The 71% satisfaction rate indicates that managers effectively use the feedback mechanism.

This shows that 76% of academic staff expressed satisfaction with their ability to reach administrators, reinforcing the perception that administrators are accessible. The positive perception regarding the recognition of academic achievements is also 65%. As part of strategic planning studies, an organizational culture scale was administered to university personnel in 2024, and perceived leadership characteristics were also measured among these questions. According to the personnel's perception, the leadership style of AYBÜ administrators is based on a hierarchical and bureaucratic structure. According to the survey results, administrators are seen as individuals who adhere to bureaucratic procedures and rules (average 4.09/5), and who maintain order (average 3.90/5).

Maturity Level:The organization has effective leadership practices that support the development of a quality assurance system and culture throughout the organization.

Evidence

[\[1\]\(3\)A.1.2-quality_activities.pdf](#)

[\[2\]\(3\)A.1.2-quality_coordinator_evaluation.pdf](#)

3. Capacity for organizational transformation

AYBÜ aims to ensure its sustainability and to be in a position that makes a difference in higher education by responding to the demands of internal and external stakeholders, especially students, and by producing policies to adapt to changing conditions. In this context, a strategic planning process is regularly carried out to ensure continuous improvement through administrative activity reports and measurement and monitoring. The reports and indicators prepared within the scope of the 2020-2024 Strategic Plan are published on the Strategy and

Development Department page. Among these, one of the most important studies related to institutional transformation is the organizational culture analysis at AYBÜ. This analysis was conducted using the "Organizational Culture Assessment Scale" developed by Cameron and Quinn and adapted into Turkish by Mehmet Fatih Köse, under the supervision of Prof. Dr. Hasan Engin.

This study was conducted by Şener and Prof. Dr. Selcen Yüksel. Based on a scale study involving a total of 202 AYBÜ personnel (130 academic and 72 administrative), AYBÜ's dominant culture was identified as "hierarchical" with an average score of 4.08. AYBÜ is among the universities with a more hierarchical culture: Ankara University (average: 4.50), Gazi University (average: 4.47), and AYBÜ (average: 4.29). One advantage of AYBÜ is that, despite its dominant hierarchical culture, it is lower than the hierarchical culture averages of universities with established institutional cultures in Ankara (for example, METU and Hacettepe University have an average score of 4.72).

AYBÜ's score is lower than METU's (3.48 compared to 5.11), but it clearly lags behind in the average innovative team culture compared to METU, and behind Hacettepe University in the average competitive culture compared to Hacettepe University (3.68 compared to 4.81). In conclusion, it has been determined that AYBÜ's average innovative team culture and competitive culture scores are lower than its competitors in Ankara, and that its dominant organizational culture is "hierarchical culture." AYBÜ, aiming to be an innovative and entrepreneurial research university, needs to have an innovative organizational culture. Therefore, AYBÜ needs to undertake a long-term change management effort to shift its dominant "hierarchical" organizational culture towards an "innovative" one. As seen, the need for change within the institution is clearly expressed in the Strategic Plan, which was renewed in 2024 and came into effect in 2025. [\[1 OD4\]](#)

Institutional transformation is currently being achieved within the framework of quality initiatives and is progressing under the responsibility of the Quality Coordination Office. The linking of Strategic Planning and Quality Initiatives is a continuous process at AYBÜ. The Strategic Planning Team includes the Quality Coordinator/Vice Rector as chairperson, and the Vice Rector responsible for Quality and the Assistant Quality Coordinator as members. [\[2 OD3\]](#) The AYBÜ Internal Control Monitoring and Steering Committee includes the assistant quality coordinator among its members. This committee actively works to practically establish the link between strategic planning and quality studies and the internal control system. A meeting is held annually.

The minutes identify shortcomings from the previous year, and improvements to these shortcomings are audited the following year (see section 1.4 Internal Quality Assurance Mechanisms). Therefore, AYBÜ has extended and implemented its corporate change approach holistically through the integrated execution of strategic planning, quality, and internal control activities. All implemented practices are monitored and evaluated through the year-end administrative activity report. The management review meeting, added to the quality system this year, is an important milestone in monitoring and taking corrective action in this corporate change process.

The Senate will convene in 2025 with the YGG (Youth and Sports General Assembly) agenda. In addition to Senate members, administrative unit heads and other academic and administrative staff whose participation has been approved by the Rector's office will also attend the YGG meeting. [\[3 OD3\]](#)

Maturity Level: The change management approach within the organization is widespread and implemented holistically.

Evidence

[\[2\]\(3\)A.1.3-strategic_planning_team.pdf](#)

[\[3\] \(3\) A.1.3-ygg_uygulama.pdf](#)

4. Internal quality assurance mechanisms

AYBÜ adopts and implements an effective, sustainable, and continuously improving institutional quality assurance system. Internal quality assurance mechanisms are continuously monitored and improved through the University Quality Commission, Unit Quality Commissions, accreditation processes, feedback mechanisms, and internal audit processes.

This section will present developments related to program accreditation, mechanisms for ensuring the PDCA cycle, and examples of their application.

Program Accreditation

AYBÜ Quality Coordination Office monitors and supports the accreditation processes of the programs. The process begins with the units preparing and submitting a "Self-Assessment Report" to the Coordination Office. The units propose a peer evaluator for independent evaluation. The Coordination Office checks the evaluator's suitability, contacts them, and sends the report. The peer evaluator completes the reviews and reports the evaluation results. The department applies to the appropriate accreditation body. The Coordination Office manages the process between the faculty and the evaluator.

The following units at AYBÜ have successfully completed their accreditation processes and are entitled to receive accreditation as of 2024: 1) The Faculty of Medicine has received full accreditation for a period of 6 years, separately for both its Turkish and English programs.[\[1_OD4\]](#) 2) The Psychology Department has been accredited for a period of 5 years.[\[2_OD4\]](#) 3) The School of Foreign Languages has been accredited for a period of 5 years.[\[3_OD4\]](#)

The following departments are currently in the application process for accreditation: 1) The Business Administration Department has completed the self-assessment and peer-review processes and has applied to the STAR accreditation body. 2) The Nursing Department has completed the self-assessment and peer-review processes and has applied to the HEPDAK accreditation body. 3) The Theology Department has completed the self-assessment and peer-review processes...

It has completed the evaluation processes and applied to the Theology Accreditation Agency.

Other departments preparing for the accreditation process include those affiliated with the Faculty of Humanities and Social Sciences. Our coordination office has contributed to the process by organizing information meetings regarding the faculty's accreditation process.[\[4_OD2\]](#) In this context, Sociology, History, Philosophy, Turkish Language and Literature, Information and Document Management, Translation and Interpreting (English), Eastern Languages (Arabic)

The Translation and Interpreting Departments have prepared their self-assessment reports, and these reports have been forwarded to peer evaluators through our Coordination Office.

PDCA Cycle and Improvement Efforts

Within the framework of the PDCA (Plan, Do, Check, Act) cycle, a continuous improvement cycle in the Quality Management System, the AYBÜ Quality Coordination Office systematically manages quality processes and continues its improvement efforts. In this context, concrete examples of planning, implementation, evaluation, and improvement processes are listed below.

Planning and Policy Development

AYBÜ Quality Coordination Office continuously operates in accordance with the TS EN ISO 9000:2015 Quality Management Systems Standard and the Higher Education Quality Assurance and Higher Education Quality Board Regulation.

Quality Manual in accordance with the principle of improvement[5_OD4] and Quality Policy[6_OD4] It has been updated.

The quality policy has been revised to directly establish a link between the ISO 9001 Quality Management System, YÖKAK Accreditation, and Strategic Plan studies, and to systematize the PDCA cycle in the University's mission components and critical activities. The quality policy has been shortened to transform it from a rote, externally memorized text into a living and internalized one. Furthermore, the five objectives of our 2025-2029 Strategic Plan—1) education, 2) research, 3) entrepreneurship, 4) social contribution, and 5) institutional development—have been integrated into the quality policy. Thus, YÖKAK criteria, the requirements of the ISO 9001 standard, and the objectives of our Strategic Plan have been brought together. Quality objectives and processes will be prepared in a measurable manner based on this quality policy, within the framework of the performance indicators monitored in the Strategic Plan. Additionally, a commitment to compliance with both ISO 9001 and YÖKAK criteria and requirements, and continuous improvement, has been added to the text to implement the PDCA cycle in all areas.

The quality policy has been updated by the Quality Coordination Office based on feedback obtained through consultations with internal and external stakeholders within the scope of the 2025-2029 AYBÜ Strategic Plan Workshop, Strategic Planning Team meetings, Quality Coordination Office meetings, TS EN ISO 9001 Quality Management System Workshop, and TS EN ISO 9001 Internal Audit Workshop. During the policy development process, the draft text was shared on the Quality Coordination Office website and opened for comments from all units. The quality policy, made accessible to all relevant parties, entered into force with the approval of the AYBÜ Senate. To ensure understanding, dissemination, and implementation in all units, the quality policy has been uploaded to the Quality Coordination Office website and necessary information has been provided.

To ensure the continuous suitability, adequacy, and effectiveness of the AYBÜ Quality Management System, implemented by the AYBÜ Quality Coordination Office, and to determine the procedures and principles for the review and evaluation of the activities by the Administration for continuous improvement, the Management Review Procedure was established on 12/09/2024.[7_OD4] It has been published. The Youth Development Group (YGG) Meeting is held at least once a year after the internal audit (and before the external audit, if any). The first YGG meeting is planned to be held in 2025.

The scope of work carried out by the AYBÜ Quality Coordination Office, including its authority, duties and responsibilities, organizational structure, aims and objectives, fundamental policies and priorities, and information on services provided within the scope of quality, was first specified in the 2024 Unit Activity Report and published on the Coordination Office's website.[8_OD3]

APPLICATION

Between February 5-7, 2024, a training session on the TS EN ISO 9001:2015 Quality Management System was held in the meeting room on the 8th floor of Block B at the Etlik National Will Campus, led by the Quality Coordination Office. The training was attended by the University's academic and administrative staff, the Quality Coordination Assistants and the Quality Coordination writing team, as well as the Quality Coordination administrative staff, and Mesude Özdemir, an expert from the Turkish Standards Institute (TSE). (QMS) provided training on Risk-Based Process Approach and Document Management. During

the training, Quality Management System documents, the quality manual, procedures, and standard forms were examined. In addition, on July 25, 2024, our Coordination Office provided "ISO 9001: Internal Audit Training" to AYBÜ's internal auditors by the Turkish Standards Institute (TSE), which is necessary for auditing and reporting on the adequacy, suitability, and effectiveness of the Quality Management System. Following the ISO 9001 training, the internal audit procedure was written, approved, and implemented.

Control

Within the scope of the ISO 9001 Quality Management System, in order to ensure that AYBÜ's activities are planned and executed in accordance with objectives and policies, programs, strategic plans, performance programs and legislation, to verify the compliance of quality-related activities and their results with the requirements of the Quality Management System (QMS) and planned arrangements, and to monitor the effectiveness and continuity of the QMS, internal auditors from the internal auditor pool and the units to be visited for field visits have been determined.[\[9_OD2,3\]](#) Subsequently, the units to be visited were officially requested via the Electronic Document Management System (EBYS) to prepare the following documents for the audit: policies, values, objectives plans, work programs, annual training plan, job descriptions, work descriptions, workflows, instructions, risk analysis, forms, reports, surveys, and improvement study documents.[\[10_4\]](#) On September 12, 2024, unit visits were conducted as part of the internal audit.

In accordance with Article 17: Evaluation of Internal Control: "The Strategy Development Department must be evaluated at least once a year within the scope of the general requirement for the internal control system of administrations" under the Public Internal Control Standards Compliance Action Plan Monitoring Standards, the Strategy Development Department sent official letters via the Electronic Document Management System (EBYS) to evaluate the internal control systems of university units.[\[11_OD3\]](#) The Coordination Office has submitted a risk assessment form. This form requested that the risk be defined, its causes, possible consequences, and the control measures that should be taken. Accordingly, the Coordination Office completed the risk assessment study and submitted it to the Strategy Development Department.[\[12_O4\]](#).

Prevention and Improvement

The AYBÜ Internal Control Monitoring and Steering Committee meets regularly every year to review the previous year and finalize improvement proposals for taking necessary measures. At the meeting held on April 22, 2024, the improvements foreseen as a result of the controls carried out were recorded in the minutes.[\[13_OD4\]](#) The planned improvements for 2024 and their actual implementation have been included in the 2024 Internal Control Evaluation System Report. Some of the improvements made within this scope are as follows:

The Quality and Productivity Monitoring System (KAVIS) is used by all units, and monthly performance reports are sent to all relevant units via email, enabling units to carry out improvement efforts.

The Signature and Delegation of Authority Directive was submitted to the Legislation Preparation, Review and Evaluation Commission Presidency with our letter dated 17.12.2024 and numbered 331768.

In accordance with the Personnel Department's letter dated 04.02.2025 and numbered E-344516; the training on "Ethical Values and Honesty" was held face-to-face on 12.12.2024 in the Conference Hall of Block C at the Esenboğa Central Campus.

As a result of internal audit field visits conducted on September 12, 2024, some units were notified of nonconformities through Corrective Action Request Forms (CARFs), and they were asked to rectify these nonconformities within the given timeframe.[\[14_OD4\]](#) Some units have

resolved the issues and submitted the improvements to the Quality Coordination Office.[\[15_OD4\]](#)

The AYBÜ Quality Coordination Measurement and Evaluation Commission conducts annual surveys on academic and administrative staff, student and alumni satisfaction, alumni competence, external stakeholder social contribution, course evaluation, and student workload assessment. In this context, on July 29, 2024, the Coordination Office sent an official letter to AYBÜ's academic units requesting that they identify areas for improvement as indicated by the surveys, determine necessary corrective measures and report them, analyze year-to-year changes, examine the impact of corrective actions taken in the previous year (if any), and demonstrate that the continuous improvement process is working effectively. The survey evaluation reports from the units have been received by the Coordination Office and the results have been reviewed by the quality commission.[\[16_OD4\]](#)

Selected Examples from Our Units

Internal quality assurance mechanisms are implemented in all units. Unit quality committees, annual activity reports, job descriptions, and workflow diagrams have been established in all units. Satisfaction surveys are conducted in all units. Unit-based examples and evidence are presented below.

Student Affairs Department

In line with the organizational chart updated in 2023, sub-units were defined for the branches in 2024, and workflows were updated in the Quality Management System (QMS). Within the scope of the KAVIS System, 161 Task Instructions were created for the Student Affairs Department, the duration and points for each task were determined, and assignments were made via KAVIS. Completed tasks are monitored by senior management, and the General Secretariat sends monthly performance reports via email. Email, CİMER (Presidential Communication Center), ATS (Automated Tracking System)[\[17_OD4\]](#) Improvements have been made in line with requests received through petitions and official letters, and suggestions raised in meetings with stakeholders. Furthermore, an International Student Admission Processes Workshop was held on May 30-31, 2024. In addition, physical card production was discontinued as of 2024-2025. The "Campus Card" design for newly registered students has been revamped, and bank/credit card integration has been implemented.[\[18_OD4\]](#) The principles for suspending registration and justifications are in line with the YÖK (Council of Higher Education) principles and unit opinions, under the "Procedures and Principles Regarding Justification Procedures".[\[19_OD4\]](#) It has been simplified under the name [Name of Simplified Process]. The International Student Admission Process was audited by the Internal Audit Unit, and an internal audit was conducted under the coordination of the Quality Management Unit. Effective Communication Strategies training is available via e-Government. It has been provided to the staff.[\[20_OD4\]](#)

Institute of Health Sciences

The Health Sciences Institute Quality Commission, which consists of 16 members, has undergone a membership revision. The members of the thesis review committee have also been updated and their number increased.[\[21_OD3\]](#) The Thesis Writing Guide has been updated and published in accordance with the requests of academic units. Term Project Writing Guide [\[22_OD4\]](#) A working group has been established, and opinions have been sought from the departments.

In addition, a Thesis Writing Rules Check Form was created to ensure standardization in the thesis review process. Improvement efforts (corrective actions) have been initiated regarding the functioning of the Thesis Review Committee.[\[23_OD4\]](#), [\[25_OD4\]](#) Job descriptions for administrative staff have been defined within the Quality and Productivity System (KAVIS),

which includes a performance-based indicator and measurement. Administrative staff are evaluated monthly through monthly performance reports.[\[24_OD4\]](#) A work schedule has been established, including the preparation of the KİDR report, and the processes have been planned according to this schedule.[\[26_OD2\]](#)

Institute of Social Sciences

Systematic mechanisms are implemented to ensure the effectiveness of academic and administrative processes. The Institute's Board of Directors meets regularly every week. The Institute Board conducts evaluations with the departments in the first and second halves of the academic year. In collaboration with REKMER, on November 7, 2024...[Strategy Formulation Workshop \(OD4\)](#) It has been organized by analyzing application and registration data and satisfaction surveys from the last 5 years.

Strengths and weaknesses have been evaluated.

Vocational School of Social Sciences

Regular feedback surveys are conducted with the participation of academic staff, administrative staff, and students. The results are analyzed, and improvement efforts are initiated. These surveys are collected in an automated system, and the results are shared with us through the administrative profile account. Educational processes are continuously monitored through methods such as course evaluation surveys and student satisfaction surveys. As part of the institutional risk management plan, risks that may be encountered in educational processes are analyzed, and preventive and corrective measures are taken.[\[27_OD4\]](#)

Faculty of Aviation and Space Sciences

As recorded in the minutes of the department board meeting dated 06.09.2024, numbered 2024/24, improvement efforts are being carried out and monitored: "Satisfaction surveys sent by the Quality Coordination Office have been evaluated on a unit basis. It was observed that the academic satisfaction rates in the unit were generally above the university average. It was stated that this was due to the improvement activities carried out in the last two years (relocation of the unit to a new location, hiring new personnel, etc.). Information was provided on how to evaluate the course evaluation surveys conducted by students at the end of each semester. Faculty members were asked to evaluate themselves regarding the courses they taught in the last two years and to prepare an improvement report." [\[28_OD4\]](#) TUSAŞ, ROKETSAN, HAVELSAN, TR-MOTOR,

Seminars and information meetings were organized with external stakeholders such as TÜBİTAK-UZAY; the recommendations received were evaluated and improvement processes were carried out.[\[29_OD4\]](#)

School of Foreign Languages

In line with the goal of continuous improvement, our school held its 2024 Summer Workshop.[\[30_OD4\]](#) Attached are drive file reports detailing the improvements made by each workshop group as part of the annual monitoring and improvement reports.[\[31_OD4\]](#)

Faculty of Health Sciences

To evaluate educational programs, meetings are held between departments, faculty management, and stakeholders to ensure broad participation in decision-making processes.[\[32_OD4\]](#)

Library and Documentation Department

The Library and Documentation Department's Unit Quality Commission held 3 meetings in

2024. The usage statistics of the services defined in the 2023 Internal Institutional Evaluation report were evaluated in the Commission meetings in 2024, and improvements were worked on.

Sensitive tasks in line with Control Standards Compliance Action Plans[33_OD4] and risks[34_OD4] The updated information has been shared with stakeholder units.

Maturity Level:Internal quality assurance system mechanisms are monitored and improved in collaboration with relevant stakeholders.

Evidence

- [1](4)A.1.4-[accreditation_type.jpg](#)
- [2](4)A.1.4-[accreditation_psychology.png](#)
- [3](4)A.1.4-[accreditation_audio.jpeg](#)
- [4](2)A.1.4-[itbf_accreditation_meeting.pdf](#)
- [5](4)A.1.4-[aybu_kalite_el_kitabi.pdf](#)
- [6](4)A.1.4-[quality_policy.png](#)
- [7](4)A.1.4-[ygg_proseduru.pdf](#)
- [8](3)A.1.4-[quality_unit_activity_report.pdf](#)
- [9](2,3)A.1.4-[ic_tetkik_plan_formu.docx](#)
- [10](4)A.1.4-[ic_tektik_yazisi.pdf](#)
- [11](3)A.1.4-[risk_tespit_yazisi.pdf](#)
- [12](4)A.1.4-[risk_tespit_formu.xls](#)
- [13](4)A.1.4-[ic_kontrol_tutanagi.pdf](#)
- [14](4)A.1.4-[duf_notification.pdf](#)
- [15](4)A.1.4-[duf_geribildirimi.pdf](#)
- [16](4)A.1.4-[meeting_minutes.docx](#)
- [17](4)A.1.4-[ats_talebi.png](#)
- [18](4)A.1.4-[kampuskart_ornegi.pdf](#)
- [19](4)A.1.4-[excuse_procedures_and_principles.pdf](#)
- [20](4)A.1.4-[duf_talebi.pdf](#)
- [21](3)A.1.4-[writing_commission_text.pdf](#)
- [22](4)A.1.4-[gorus_talebi_yazisi.pdf](#)
- [23](4)A.1.4-[duf_thesis_review_process.pdf](#)
- [24](4)A.1.4-[curve_reporting.pdf](#)
- [25](4)A.1.4-[puko_iyilestirme.pdf](#)
- [26](2)A.1.4-[is_takvimi_planlamasi.pdf](#)
- [27](4)A.1.4-[ogrenci_gorusme_gunu.pdf](#)
- [28](4)A.1.4-[section_board_minutes.pdf](#)
- [29](4)A.1.4-[danisma_kurulu_tutanagi.pdf](#)
- [30](4)A.1.4-[calistay.pdf](#)
- [31](4)A.1.4-[drive.pdf](#)
- [32](4)A.1.4-[unit_consultancy_board.pdf](#)
- [33](4)A.1.4-[sensitive_tasks.xlsx](#)
- [34](4)A.1.4-[risks.xls](#)

5. Informing the public and accountability.

Events held within AYBÜ, as well as news regarding student and staff recruitment, are published on the university's main website (aybu.edu.tr). In addition, each unit has its own webpage, and care is taken to ensure the unit webpages are kept up-to-date through assigned personnel. Sharing news and announcements on the webpage with a wider audience is also important.

For this purpose, social media channels such as Twitter, Facebook, Instagram, LinkedIn, and

YouTube are also used.

AYBÜ narrowly missed the August Top 100 Social Media List of "Social Brands Turkey," ranking 107th out of 1873 corporate accounts, and was one of the institutions with the most engagement based on its social media performance on X. According to "Social Brands Turkey," which is based on corporate accounts, AYBÜ ranked 21st out of 201 universities evaluated in July and August. Overall, AYBÜ's average social media performance ranking among universities throughout 2024 is around 48, placing it within the top 25%. This performance shows that AYBÜ is among the top universities competing in Turkey. AYBÜ has 26.8 thousand followers on Twitter, 34.8 thousand on Instagram, and...

AYBÜ has reached 16,000 followers on Instagram and 27,000 followers on LinkedIn. When AYBÜ's social media performance is evaluated on a platform basis, it is seen that there was significant growth on Instagram and LinkedIn in 2024 compared to the previous year. The number of followers on Instagram increased from 29,000 to 34,800 (approximately a 20% increase) and the number of followers on LinkedIn increased from 21,000 to 27,000 (approximately a 29% increase).

AYBU Information System (ABS)[1_OD3]It is a platform that facilitates academic and administrative processes. Users can manage their accounts, submit permission requests,[Sending a message to the rector \(OD4\)](#) It can perform operations such as these. Application processes can be tracked under Ethics Committee Procedures, while visitor management can be done through Visit Procedures. The ATS Procedures module provides access to the fault tracking system.[Press and News Operations tab \(OD4\)](#) It allows for the management of news notifications. News notifications deemed to be newsworthy are reported through this tab. Near Miss Incident Reporting Procedures are used to record occupational health and safety notifications. With its user-friendly interface, the ABS system provides centralized management for AYBÜ personnel and students, offering various web applications for managing academic, administrative, and student processes digitally.

ATS (Automated Transactions System) is a communication channel from the ABS system to the Department of Information Technology regarding IT-related information technology.[\[2_OD4\]](#) Following these requests, the necessary procedures are carried out. These procedures are recorded by our relevant personnel and stored in the ABS system.

In addition to its website and social media accounts, the Faculty of Business Administration has launched an innovative initiative to inform the public and has published a newsletter.[\[3_OD4\]](#)

Faculty of Aviation and Space Sciences website[Contact Information \(OD2\)](#) It is located there. In addition, all faculty members' institutional email addresses and contact information are available on their Avesis pages. Students can use this contact information to communicate with faculty members or the Faculty Secretariat. Furthermore, surveys are conducted with students every semester through the student information system. Students can convey their requests and complaints to the unit administration through several different methods. The effectiveness of these channels is monitored, and necessary corrective measures are taken. For example, the faculty's x account was created due to the emergence of such a need. Students can also send emails or WhatsApp messages to the department head, the dean's office, and faculty members through their class representatives, and receive periodic updates throughout the year.[orientation meetings \(OD4\)](#) and they can obtain information by visiting the offices in person.

The Faculty of Law demonstrates meticulous attention to detail in terms of informing the public and being accountable, as required by its academic integrity policy and the principle of transparency. In particular...[website \(OD3\)](#) All announcements made through this platform are shared with the public via the faculty's social media accounts such as Twitter, LinkedIn, and

YouTube to reach a wider audience. The faculty's website, which provides services in Turkish and English, includes nine categories: Faculty, Student Management System (KYS), Academic Staff, Students, Publications, Events, Trainings, Centers, and Postgraduate Studies. The Faculty category includes the administrative structure and academic staff.

Administrative staff information is shared. In the QMS section, however...[Orvix File Tree \(OD3\)](#) The unit duties, workflows, and staff responsibilities within the law faculty are shared with the public in much greater detail. The Academic Staff section contains information on academic staff, while the Student section includes course schedules, legislation, and examination rules. The Publications section lists journals and books published by the faculty, while the Events category announces mock trial competitions and career training programs. The Training section includes programs such as Mediation and Legal English Training, and the Centers category lists the Center for Commercial and Intellectual Property Law and the International Arbitration and Enforcement Center.

It is dedicated to the Research Center. The postgraduate section covers programs conducted under the Public Law and Private Law Departments.

The first event, aimed at increasing academic visibility, was held on March 28, 2024, under the leadership of the Quality Coordination Office. [Academic Visibility Meeting \(OD4\)](#) This has been accomplished. In this context, all units have initiated updating and improvement efforts, primarily focusing on AVESIS. For example, the Faculty of Humanities and Social Sciences places special emphasis on ensuring that the information shared with the public is up-to-date and accurate. It has undertaken improvement efforts to ensure the accuracy of the academic staff's information in the Academic Data Management System (AVESIS).[\[4 OD4\]](#) Faculty of Humanities and Social Sciences, Website and Social Media

The Commission requested that members check the department's web pages and social media channels before attending the meeting, and made improvements to the timeliness and accuracy of public information tools on April 30, 2024.[\[5 OD4\]](#)

The Library and Documentation Department's report on the processes it carried out in 2024.

The Strategy Development Department, Ankara Governorship, Turkish Statistical Institute, etc., periodically inform their internal and external stakeholders about their activities. In addition to the activity report, they have also prepared and shared an Institutional Briefing. The Library Documentation Department provides library services, announcements, and event news through its website. The website is kept up-to-date.

Visiting data is being collected and monitored.[\[6 OD4\]](#)

The Faculty of Engineering and Natural Sciences informs internal and external stakeholders via its institutional email address. Department websites are updated periodically, and information such as exam schedules and course schedules are announced to students through the respective web pages. Announcements are also posted on the faculty's notice boards.[\[7 OD3\]](#) or on screens [\[8 OD3\]](#) Announcements, warnings, etc., regarding job opportunities, scholarships, internships, seminars, and current academic publications of faculty members are made to students.

As part of the Student Affairs Department's digital transformation efforts, the goal is to support our services with digital and smart solutions by analyzing frequently encountered questions and requests and designing and developing decision tree algorithms and artificial intelligence models accordingly, and to ensure that the chatbot is accessible from both web and mobile devices with a user-friendly interface. To this end, the application for the project titled "Smart Student Services: Decision Tree Algorithm and AI-Supported Chatbot Development," prepared by the relevant faculty member at our request, has been completed under the "1001 – Scientific and Technological Research Projects Support Program," and we are awaiting the result.

The information on the Health Sciences Institute website is updated regularly. To ensure this,

the web committee members have been updated.[\[9_OD2.3\]](#)Announcements and updates are evaluated and published by the institute's web committee. Therefore, the information on our institution's website is updated periodically. In 2024, 6 news items, 33 announcements, and 2 events were shared on the Health Sciences Institute website. Various other channels are also used to inform internal and external stakeholders. Announcements and information are shared via EBYS, OBS, social media, and email.

This information can also be shared with internal and external stakeholders.

Public information is a principle adopted by all departments of the Faculty of Health Sciences. The Nursing Department website provides accurate, up-to-date, relevant, and easily accessible information. To ensure this, the Nursing Department Web Commission has members, and its working procedures and principles have been determined.[\[10_OD2.3\]](#)

The Institute of Social Sciences announces up-to-date information regarding the procedures and processes of its graduate programs to our stakeholders on our website. Announcements regarding the educational and teaching processes determined in the academic calendar are made on our website in a timely and clear manner. Announcements regarding student admission and finalization processes are announced on our website in a transparent and verifiable manner.[being updated \(OD3.4\).](#)

The Vocational School of Social Sciences considers informing the public and accountability as fundamental principles. Students and stakeholders are regularly informed through social media, the website, and official announcement channels. The website and social media accounts provide up-to-date, accurate, and accessible information, and regular updates are shared regarding events and academic processes.

[\[11_OD3\]](#)

The AYBÜ Faculty of Medicine Instagram page has surpassed 3000 followers.[\[13_OD4\]](#)

Student request and complaint forms created within the School of Foreign Languages are used and monitored on a daily and weekly basis.[\[14_OD3\]](#)

Accountability

All news regarding events and activities within the university, as well as student and staff recruitment, is published in a clear, up-to-date, and easily accessible manner on both the main page of AYBÜ and the official websites of academic and administrative units. In accordance with the Law on the Right to Information and related regulations, requests for information regarding all academic and administrative units affiliated with the University are answered by the General Secretariat in coordination with the relevant unit. Furthermore, in accordance with the regulations in Law No. 5018 on Public Financial Management and Control and its secondary legislation, information (reports, results, information, documents, forms, etc.) that needs to be transmitted to relevant institutions such as the Ministry of Finance, the Court of Accounts, and the Ministry of Development is sent through official channels.

In accordance with the Right to Information Act and related regulations, all information requests concerning academic and administrative units affiliated with the University were answered by the General Secretariat in coordination with the relevant unit. The number of requests received by the Rectorate in 2024 was 382. Furthermore, in 2024, 22 Senate meetings and 33 Board of Directors meetings were held, resulting in a total of 163 Senate decisions and 464 Board of Directors decisions. The preparation of the agendas for these meetings, the organization of the meetings, the writing of the decisions taken in these decision-making bodies, their transmission to the relevant units, their protection and safekeeping were all carried out under the responsibility of the unit. All documents received by the AYBÜ Rectorate are registered and evaluated by the Incoming Documents Office before being forwarded to the relevant units. The number of document transactions carried out through the Electronic

Document Management System (EBYS) within this process is indicated in the table below:

Ankara Yıldırım Beyazıt University Rectorate 2024 Documents

Report: EBYS outgoing documents: 18,461 EBYS incoming documents: 38,066 EBYS approval letters: 6,849 KEP incoming documents: 11,121 KEP outgoing documents: 5,947 EBYS inter-departmental incoming documents: 193,602 EBYS inter-departmental outgoing documents: 98,666.

The Strategy Development Department has adopted the principle of informing the public, and the following documents are published on the Department's website in accordance with relevant legislation and within the legal deadlines: Strategic Plans, Performance Programs, Unit Activity Reports, Administrative Activity Reports, Budget Realization Reports, Corporate Financial Status and Expectations Reports, Public Investment Monitoring and Evaluation Reports, Basic Financial Statements, Balance Sheets, Cash Flow Statements, Operating Results Statements, and MYMY Statements. The Department's website aims to provide accurate, up-to-date, relevant, and easily accessible information.

It is provided; the necessary mechanism for this is in place. In addition, reports are sent to the stakeholders specified within the framework of the relevant legislation. [\[12_OD4\]](#)

Year-end activity reports are prepared in accordance with regulations for each unit and shared on the website.

The Department of Construction and Technical Affairs publishes up-to-date data on all its activities on its website for public information and accountability purposes. Furthermore, it utilizes information and technological resources such as EKAP (Electronic Public Procurement Platform), KBS (Public Expenditure and Accounting Information System), HYS (Expenditure Management System), EBYS (Electronic Document Management System), and KA-YA (Public Investments Information System) to ensure transparency in internal and external audits through database content and filing/archiving methods.

In accordance with the provision in Law No. 5018 on Public Financial Management and Control, which states that "...those responsible and authorized in the acquisition and use of all types of public resources are responsible for the effective, economical, efficient and lawful acquisition, use, accounting, reporting of resources and for taking necessary measures to prevent misuse, and are obliged to be accountable to the authorized authorities," this information/documents shared with the public are open to internal and external audit.

The latest versions of the university's regulations regarding education and training processes are made available to stakeholders on the website, the Student Information System (ÖİBS), and the Electronic Public Information Management System (KAYSİS). As a result of coordination with academic units, in 2024, 111 agenda items were presented to 18 meetings of the AYBÜ Senate and 40 agenda items to 20 meetings of the University Board of Directors. The decisions from these meetings are forwarded to the relevant units according to their subject matter, and the necessary actions are followed up. In 2024, the Education, Curriculum and Program Evaluation Commission (EMPK), whose secretariat services such as preparing agendas, organizing meetings, archiving meeting minutes and participant lists, and forwarding meeting decisions to relevant units are carried out by the Presidency, discussed 106 agenda items in its 14 meetings. In 2024, our Student Affairs Department processed a total of 16,936 documents, including 10,412 incoming and 6,524 outgoing. Additionally, 115 applications received through the Presidential Communication Center (CİMER) and the Public Ombudsman Institution (KDK) were answered in coordination with the relevant departments. [\[15_OD4\]](#)

The AYBÜ Internal Control Monitoring and Steering Committee meets regularly every year to evaluate the previous year and finalize improvement proposals for taking necessary measures. At the meeting held on April 22, 2024, the planned improvements resulting from the audits were recorded in the minutes. Following the internal audit field visits conducted on September

12, 2024, some...

The nonconformities were reported to the units via the Corrective Action Request Form, and they were asked to resolve the nonconformities within the given timeframe. (OD4) Some units have resolved the nonconformities and sent the improvements to the Quality Coordination Office. (OD4) (For evidence, please see section 1.4. Internal Control assurance mechanisms)

Maturity Level:The institution's public information and accountability mechanisms are monitored and improved in line with stakeholder feedback.

Evidence

- [\[1\]\(3\)A.1.5-abs.png](#)
- [\[2\]\(4\)A.1.5-ats.PNG](#)
- [\[3\]\(4\)A.1.5-business_bulletin.pdf](#)
- [\[4\]\(4\)A.1.5-avesis_guncellemeleri.xlsx](#)
- [\[5\]\(4\)A.1.5-control_meeting.pdf](#)
- [\[6\]\(4\)A.1.5-brifing.pdf](#)
- [\[7\]\(3\)A.1.5-announcement_board.jpeg](#)
- [\[8\]\(3\)A.1.5-digital_pano.jpeg](#)
- [\[9\]\(2,3\)A.1.5-webkomisyonupdf.pdf](#)
- [\[10\]\(2,3\)A.1.5-web_basic_method.pdf](#)
- [\[11\]\(3\)A.1.5-announcements.pdf](#)
- [\[12\]\(4\)A.1.5-strategy_reports.pdf](#)
- [\[13\]\(4\)A.1.5-tip_instagram.png](#)
- [\[14\]\(3\)A.1.5-request_complaint.pdf](#)
- [\[15\]\(4\)A.1.5-cimer_basvurulari.pdf](#)

2. Mission and Strategic Objectives

1. Mission, vision and policies

AYBÜ possesses sufficient expertise in strategic planning and in defining its mission, vision, and policies within this scope. During the strategic plan preparation periods and annual evaluation processes, it adheres to the "Procedures Regarding Strategic Plans, Performance Programs, and Activity Reports to be Prepared by Public Administrations" published under Law No. 5018 on Public Financial Management and Control.

The company's Mission, Vision, and quality policy have been updated within the framework of the "Regulation on Principles".[\[1_OD3\]](#) During these update efforts, AYBÜ (Aydın Nazilli University) organized a very important event: the "AYBÜ Strategic Plan Workshop for 2025-2029 with Internal and External Stakeholders" was held on Saturday, March 2, 2024, at 10:00 AM in Teknopark Ankara. The workshop, organized by the Strategic Planning Team, brought together internal and external stakeholders at 12 tables, each with approximately 8 people, to gather information about AYBÜ's strengths, weaknesses, opportunities, and threats. The opening speeches of the workshop were given by İvedik OSB President Hasan GÜLTEKİN and Rector Prof. Dr.

This was done by Ali Cengiz KÖSEOĞLU. The university's mission is to provide high-quality education and training by embracing a quality assurance approach that values ethical values, fosters critical thinking and active learning, and presents science and technology for the benefit of society, while upholding our institutional values.

Its aim is to ensure that appropriate standards are met and maintained in its programs, and to provide high-quality education in accordance with national and international standards.[\(FROM3\)](#). The updated mission, vision, and strategy development department's website and the Strategic Plan have been published.[\[3_OD4\]](#)

In order to develop a quality assurance culture and quality improvement processes, and to make

the university's education and management processes more efficient, increase student satisfaction, and ensure compliance with national/international standards within the scope of the quality assurance system, the Coordinator has updated the Quality Policy, which reflects the university's general understanding and principles regarding quality. This policy was adopted by the University Senate after consultations with internal stakeholders. [\[2_OD3\]](#) The updated quality policy, in line with the positive decision, has been published on the Quality Coordination Office website. [\(OD4\)](#)

AYBU's internationalization strategy is defined. [\(FROM3\)](#)

A draft guideline for social contribution has been created to monitor and improve the management and organizational structure of social contribution processes. [\[4_OD2\]](#) Once the draft directive is approved, one of our goals is to establish a community contribution coordination office to ensure that all kinds of educational, informational and awareness-raising, research and development, and other scientific activities aimed at meeting the needs and benefit of society—including social, cultural, artistic, environmental, sports, and health activities—are transformed into social contributions at local, regional, national, and international levels.

Quality assurance system, education and training, research and development, community service and management system.

It values these processes. It aims to contribute to a holistic understanding of education and teaching through the university's educational policy. [\(FROM3\)](#).

Maturity Level: Practices implemented in line with the mission, vision, and policies are monitored and evaluated together with stakeholders, and corrective measures are taken.

Evidence

[\[1\]\(3\)A.2.1-ust_yazi.pdf](#)

[\[2\]\(3\)A.2.1-quality_policy_article.pdf](#)

[\[3\]\(4\)A.2.1-mission_vision.pdf](#)

[\[4\]\(2\)A.2.1-draft_social_contribution_guideline.docx](#)

2. Strategic aims and objectives

AYBÜ has a culture of strategic planning. The 2025-2029 strategic plan was prepared in 2024 and came into effect in 2025. [\[1_OD3\]](#), [\[2_OD3\]](#), [\[3_OD4\]](#) Strategic aims, objectives, and the units responsible for achieving and collaborating with these objectives have been determined. The current Strategic Plan was prepared by taking into account the views of all stakeholders and conducting a detailed evaluation of the previous Strategic Plan. Annual monitoring is carried out, and the monitoring and evaluation results are included in the annual Activity Reports. To monitor all units, the performance of the responsible units is tracked through the Quality Management System.

AYBÜ monitors, measures, and evaluates each objective in its strategic plan together with its stakeholders. [Drink and AYBU Strategic Plan Workshop 2025-2029 with our External Stakeholders \(OD5\)](#) It has content and broad participation that could serve as an example for other universities in this regard.

AYBU, strategic plan [\[4_OD4\]](#), [\[5_OD4\]](#) administrative activity report [\[6_OD4\]](#) By transparently and timely sharing its performance programs (see 2.3. performance management) on the Strategy Development Department's website, it exemplifies both accountability and its duty to inform the public.

AYBÜ periodically organizes training seminars to share its experience in strategic planning with other universities. On September 9, 2024, Prof. Dr. Hasan Engin Şener, a faculty member of the Faculty of Business Administration and Assistant Quality Coordinator, provided Strategic Planning Training to Muş Alparslan University. [\[7 OD3\]](#)

Maturity Level: The organization monitors its implemented strategic plan and evaluates it together with relevant stakeholders, reflecting this in future plans.

Evidence

[\[1\]\(3\)A.2.2-make 2020.pdf](#)

[\[2\]\(3\)A.2.2-targets 2020.pdf](#)

[\[3\]\(4\)A.2.2-updated aims targets2025.pdf](#)

[\[4\]\(4\)A.2.2-previous strategic plan.pdf](#)

[\[5\]\(4\)A.2.2-2025 strategic plan.pdf](#)

[\[6\]\(4\)A.2.2-2024 administrative activity report.pdf](#)

[\[7\]\(3\)A.2.2-sp egitimi.pdf](#)

3. Performance management

At AYBÜ, indicators such as Strategic Plan monitoring, Program Budget Performance Program monitoring, and YÖKAK monitoring, as well as data related to the Public Internal Control Standards Compliance Action Plan, are monitored through the Quality Management System. Processes are carried out in accordance with the guidelines specified in the Program Budget-Based Performance Program Monitoring Guide, the Regulation on Activity Reports to be Prepared by Public Administrations, and the Institutional Internal Evaluation Report Preparation Guide. The Administrative Activity Report includes information on Strategic Plan monitoring and Performance Programs prepared according to Program Budget principles. [\[1 OD4\]](#)

Academic visibility, [\[2 FROM3.4\]](#), [\[3 FROM3.4\]](#), [\[4 OD3.4\]](#) Besides being a process that enables researchers' work to gain greater recognition, citations, and collaborations in the scientific community, it is also a critical indicator in measuring the university's academic performance, its ranking in international rankings, and its research effectiveness. Under the leadership of the Quality Coordination Office, academics have been enabled to create up-to-date and accessible profiles on platforms such as ORCID, Scopus, Web of Science, and Google Scholar.

In addition to standard practices, there are also practices specific to AYBÜ. A Quality and Productivity Monitoring System (KAVİS) has been established to track the tasks of university administrative staff as outlined in their job description forms. Administrative staff complete the completion of assigned tasks through KAVİS. [\[5 OD4\]](#) KAVİS sends monthly reports to the units' email addresses showing their unit performance. Based on these reports, unit managers identify ways to improve the performance of personnel whose performance level is below the unit average, aiming to increase the average performance of both the personnel and the unit in the following performance period.

In accordance with Law No. 657 and the Civil Servants Registry Regulation, performance evaluation criteria and measurable, meaningful performance indicators have been determined and announced to the personnel at AYBÜ (Aydın Ayvalık University). Within this scope, the “Administrative Personnel Performance Evaluation Form” was created by the Strategy Development Department in 2023 to measure the performance of the University's administrative personnel and to make necessary improvements. The form consists of 20 evaluation items under 6 main headings and five criteria. University units conduct performance evaluations of personnel once a year, covering the periods of January-June and July-December.

For personnel whose performance level has been determined by unit managers, issues such as shortcomings, areas of inadequacy, and areas of high satisfaction are discussed with the relevant administrative personnel to improve their development, motivation, and success level. For personnel whose performance level is below the unit average, measures to improve their performance levels in subsequent periods are identified, aiming to increase the average performance of both the personnel and the unit in the next performance evaluation period.

The university's unit managers assess the performance levels of personnel, and these assessments aim to improve personnel development, motivation, and success by consulting with relevant administrative staff regarding areas of weakness, areas of high satisfaction, etc. For personnel whose performance levels fall below the unit average, measures to improve their performance in subsequent periods are identified, with the goal of raising the average performance of both the personnel and the unit in the next performance evaluation period. The Personnel Department is continuing its work on a draft directive concerning the procedures and principles for rewarding administrative staff in the university's units who demonstrate exceptional effort and work, exceeding the expectations of their peers.

Maturity Level:The effectiveness of performance indicators and performance management mechanisms within the organization is monitored, and improvements are implemented based on the monitoring results.

Evidence

[\[2\]\(3,4\)A.2.3-academic_visibility_1.pdf](#)

[\[3\]\(3,4\)A.2.3-academic_visibility_2.pdf](#)

[\[4\]\(3,4\)A.2.3-academic_visibility_3.pdf](#)

[\[5\]\(4\)A.2.3-kavis_gorev_bitisi_islemi.pdf](#)

[\[1\]\(4\)A.2.3-2024_performans_programi.pdf](#)

3. Management Systems

1. Information management system

AYBÜ has an infrastructure that continuously improves its information and technological resources and adapts to today's digital transformation processes. As of 2024, the university has a strong IT infrastructure with a total of 2257 desktop computers, 1017 laptops, 440 integrated computers, and 704 printers and readers. In addition, it has various technological devices such as 504 projectors, 590 cameras, and 1577 telephones.

It is used to support academic and administrative processes. AYBÜ uses various information systems and software for the effective management of administrative and academic processes. The university has a digital infrastructure in many areas such as financial management, student affairs, library services, information security, distance education, and research management.[\[1 FROM3,4\]](#)

The IT Department manages the university's technical infrastructure with systems such as Oracle, MS SQL Server, VMware Virtualization, and Owncloud. Within this framework, systems like Internal Control and IKOS are actively used in the Electronic Document Management System (EBYS), and data analysis is conducted to improve processes. Migrating the university's .ybu email addresses to the aybu domain has increased information security and accessibility. Furthermore, internet access, mail applications, maintenance and repair requests are centrally managed through ABS (AYBÜ Information System), offering a user-friendly structure.[\[2 FROM3,4\]](#) All improvements are being implemented on the ATS system, where maintenance and repair requests are received.

In distance education processes, Moodle and BigBlueButton (BBB) systems provide

uninterrupted live lesson services while ensuring compliance with the Personal Data Protection Law (KVKK). The Moodle-based Distance Education Management System is used for sharing course content, exams, and educational materials. The Moodle Education Management System (MEYS) runs on AYBÜ's servers, and all information and records produced by MEYS are kept within our campus and under AYBÜ's control. As of the 2022-2023 Academic Year, the Education Management System has been updated to Moodle 4.0. In the previous version, all resources were accessible from within the campus via the euzem.aybu.edu.tr website. The use of all data and records produced by Perculus+, a video conferencing application recommended for use by instructors in online/virtual courses, complies with the Personal Data Protection Law No. 6698 (KVKK). Transactions are carried out in accordance with requests from the distance education units of the institutions. Approval is obtained from the institution's distance education unit before each transaction. Accordingly, private and personal data is stored encrypted. Furthermore, in accordance with the Personal Data Protection Law (KVKK), all data is stored on servers located within Turkey. In the AYBUZEM System...[\[3_OD3\]](#) Creative Commons (CC) is a non-profit organization that provides free legal tools to facilitate the sharing and reuse of creativity and knowledge. To this end, it offers a collection of open licenses. These licenses are open to everyone and free of charge. At AYBUZEM, these licenses are used for all courses, including those deemed suitable for distance education in higher education institutions, as well as for make-up courses, and for activities such as sharing assignments, lecture notes, and resources. [\[7_OD3\]](#), [\[8_OD3\]](#).

The Student Affairs Department digitally manages student registration and administration processes using the Proliz Student Automation system. The Student Affairs Information System (ÖİBS) manages processes such as registration, diplomas, course schedules, transfers, and graduation procedures within an integrated structure. The Electronic Document Management System (EBYS) ensures the distribution, tracking, and archiving of internal and external correspondence. The university's strategic plan and performance management are monitored digitally through the Student Management System (KYS). The Electronic Document Management System (ABS) manages digital student IDs, staff leave status, and academic processes, while the Integrated Public Finance Management Information System (BKMYBS) manages staff payments.

It monitors this. Two-factor authentication, VPN access restrictions, and data security measures are implemented for student and staff safety. To ensure the security of personal data, each employee assigned to carry out the relevant processes in the system and identified as a user is required to sign a Confidentiality Commitment Document. [\[4_OD3\]](#) All student transactions, including registration, graduation, diplomas, tuition fees, equivalency, disciplinary records, requests for excused absence/freezing of registration and uploading related documents, course registration, curriculum progress tracking, horizontal transfer/international student/postgraduate applications, alumni portal, reporting, surveys, etc., are carried out through the integrated Student Information System (ÖİBS). Diploma printing and delivery are also handled through this system. [Appointment system \(OD4\)](#) This is provided through the coordination of the Student Affairs Department with academic/administrative staff.

In 2024, over 400 minor and major improvements were made to the system, which is actively used by students. While no security vulnerabilities were found during year-end checks at the Student Affairs Information System (ÖİBS), a series of security measures were implemented to ensure the system operates more securely and to prevent data leaks and user errors. All units were informed via official letter dated 03.12.2024 and numbered E-44256571-300-326170, and the relevant documents were provided. As can be understood from all these efforts, the PDCA (Plan-Based Action Plan) regarding the security, confidentiality, and reliability of the ÖİBS is continuously implemented.

It is being translated. Some of the measures taken within this scope are listed below as examples. Multi-factor authentication method has been adopted for administrative user login to the Private Information System (PIS), and two-factor authentication via the e-Government

Portal has been implemented for this purpose, and the guide prepared by the PIS has been sent to all units.[\[5_OD4\]](#) Access to the Student Information System (SIS) administrative interfaces from outside the campus is only possible via VPN (Virtual Private Network) service, and the VPN is prepared by the Information Technology Department.

The Installation Guide is available as an open access document on the webpage.[\[6_OD3\]](#) .

The Library and Documentation Department facilitates access to academic resources through platforms such as the Yordam Automation System, TÜBESS, and KİTS. AYBÜ supports academic and scientific research with a strong library infrastructure. As of 2024, the university library has a total of 6,046,403 library resources, including 107,470 printed books, 6,015 purchased e-books, and 5,932,918 electronic resources accessible through EKUAL. The university's access to academic resources has been strengthened through its collaboration with TÜBİTAK ULAKBİM. Within this framework, 730,000 foreign academic journals under 10,000 titles and 16,500 Turkish scientific journals have been added to the library. However, 746,500 printed journals were transferred to the Presidential National Library as of 2024. The university subscribes to 17 different academic databases, including AYEUM, JSTOR, ProQuest, Sage Journals, Lexpera, İdeal Online, DataTurkey, and Uptodate. Additionally, free access is provided to international databases such as Web of Science, Scopus, Science Direct, IEEE, Taylor and Francis, SpringerLink, Wiley Online Library, and Turnitin under the TÜBİTAK ULAKBİM (EKUAL) program. Information Management Systems handle services such as catalog searching, lending, book reservation, loan extension, book request, member registration, etc., as well as library technical operations including cataloging and classification, acquiring usage statistics, inventory counting, label printing, collection management, etc. [Yordam Library Automation System \(OD3\)](#) [\[9_OD3\]](#) It is in use. Periodic update and maintenance agreements are made for the Yordam Automation System.[\[10_OD3\]](#) Because libraries operate on an open shelf system, books are protected by the GEMINI Security System. Security doors undergo periodic maintenance and repairs, and the system is continuously improved. For access to electronic publications... [Integrated Search System EDS \(OD3\)](#) For 24/7 access to electronic publications from outside the campus, without location or time restrictions. [VETIS Off-Campus Access System \(OD3\)](#) It is used to store scientific and intellectual works originating from AYBÜ in the AYBÜ Open Access System and make them available to the scientific community. [Open Access \(Academic Data Management System\) DSPACE \(OD3\)](#) Systems are monitored periodically and services are improved. The Electronic Document Management System (EDMS) is used to facilitate our unit's collaboration and communication with other units. The Library Documentation Department uses the EDMS to manage library services, announcements, and event news. [Library web page \(OD3\)](#) This is done through [website address]. The website is kept up-to-date and visitor data is monitored.

The internet-based applications used by the Personnel Department are: Personnel System, EBYS, ABS, SuperFax, KAVİS, e-Budget, HİTAP, CBİKO, YÖKSİS, Contribution Information System, Announcement Information System, UYS, İKOS, SMİS, KBS, Digital Tax System, MYS, TKYS.[\[11_OD3\]](#)

Data related to the institution's important activities and processes are collected, analyzed, reported, and used for strategic management. Within the Strategy Development Department, all operations and transactions of the Accounting, Final Accounts, and Reporting Branch are carried out using the Public Personnel Expenditure Management System, Expenditure Management System, Integrated Public Financial Management Information System, Treasury Cash Demand System, Movable Asset Registration Management System, Management Information System, Single Treasury Institutions Account Information System, and Identity Management System; while operations and transactions of the Budget and Performance Program Branch are carried out using the E-Budget, Public Investments Information System, and Savings Measures Information System. All data collection and monitoring processes related to the Strategic Plan, Performance Program, Public Internal Control Standards Compliance

Action Plan, and Internal Institutional Evaluation Reports prepared within the scope of Quality are carried out through the Quality Management System used by our institution.

AYBÜ continues to strengthen its information security and digital infrastructure through the principle of continuous improvement (PDCA cycle). Many examples can be given in this regard.

Ethics Committee Module: The project has largely achieved its goals in terms of saving time and reducing workload by digitizing the ethics committee application process. Providing easy access to applications for committee members and chairpersons, and enabling online comments/reviews, has contributed to speeding up the processes. Applicants have been able to track the status of their applications in real time through the system, which has increased the transparency of the process.[\[12_OD4\]](#)

Event module: This is software written in-house from scratch. The previous version of Event was written by a graduate student and lacked many of the current features. For example, location and reservation management pages, QR code management for events, linking events to social responsibility projects, and approval workflow methods. The aim of the Event project is to digitize event planning and management processes, creating an easy and fast communication platform between event organizers and participants.

The aim is to create a platform that brings together all stages of event management, from announcement and registration to post-event feedback collection. It also offers reporting and analysis tools that enable organizations to manage their event processes more effectively.[\[13_OD4\]](#)

Our SSL certificate has been updated to ensure secure and encrypted connections to our web servers that provide internet-accessible services.[\[14_OD4\]](#) To protect the university from internal and external threats and to ensure regulated and orderly operation of internal internet usage, our institution uses a Fortigate 401F firewall. It was installed on June 13, 2024, and is licensed until June 15, 2027. To prevent any interruptions to the institution's internet connection in case of a malfunction, two firewalls operate in a redundant configuration.[\[15_OD4\]](#)

All cabinets located throughout the Esenboğa Campus have been reorganized.[\[16_OD4\]](#) As part of the wireless network upgrade work at the Esenboğa Campus, 240 high-capacity access point devices with WiFi 6 technology have been installed and put into service. The existing access point devices were WiFi 4 technology devices.[\[17_OD4\]](#) Due to increased usage resulting from wireless network upgrades, the bandwidth at the Esenboğa Campus was increased a total of three times in 2024, reaching 800 Mbps. At the Bilkent Campus, the bandwidth was increased from 100 Mbps to 150 Mbps due to increased usage resulting from the expansion of wireless access points.[\[18_OD4\]](#) As part of the wireless network upgrade efforts at Bilkent Campus, 19 additional access points have been installed and put into service.

The AYBÜ Electronic Mail Service Usage Guidelines have been updated.[\[19_OD3\]](#)

Personnel in the systems unit received training in cybersecurity regarding firewalls and peripherals; and in SAN and NAS systems regarding servers, storage, SAN switches, and NAS devices.[\[20_OD3\]](#)

Maturity Level:The integrated information management system within the organization is monitored and improved.**Evidence**

[\[11\]\(3\)A.3.1-applications.pdf](#)

[\[12\]\(4\)A.3.1-ethics_board.pdf](#)

[\[13\]\(4\)A.3.1-event.pdf](#)
[\[14\]\(4\)A.3.1-publicpreview.jpeg](#)
[\[15\]\(4\)A.3.1-lisans.jpeg](#)
[\[16\]\(4\)A.3.1-cabinet.pdf](#)
[\[17\]\(4\)A.3.1-wireless_network.pdf](#)
[\[18\]\(4\)A.3.1-his_degisimi.jpeg](#)
[\[19\]\(3\)A.3.1-yonerge.pdf](#)
[\[20\]\(3\)A.3.1-certificate.pdf](#)
[\[1\]\(3,4\)A.3.1-information_technological_resources.pdf](#)
[\[2\]\(3,4\)A.3.1-abs_screens.docx](#)
[\[3\]\(3,4\)A.3.1-aybuzem.pdf](#)
[\[4\]\(3\)A.3.1-privacy_commitment.docx](#)
[\[5\]\(4\)A.3.1-double_factor_verification_guide.pdf](#)
[\[6\]\(3\)A.3.1-vpn_installation_guide.pdf](#)
[\[7\]\(3\)A.3.1-decision_example.pdf](#)
[\[8\]\(3\)A.3.1-uzaktan_ogretimle_yapilan_dersler.pdf](#)
[\[9\]\(3\)A.3.1-help.pdf](#)
[\[10\]\(3\)A.3.1-maintenance_request_text.pdf](#)

2. Human resources management

In line with human resources management, the institution's personnel needs are taken into consideration, along with the requests of the various departments.[\[13 OD3,4\]](#), [\[14 OD3,4\]](#) Simultaneously, to meet the growing needs in proportion to the increasing number of students in newly opened Faculties, Departments, Main Branches, and Programs, personnel recruitment plans are made, and academic and administrative personnel are recruited through necessary studies and correspondence with the Presidency and the Council of Higher Education (YÖK). In-service training is also provided for the professional competence, personal development, and motivation of the personnel.

Training sessions are organized. Various surveys are conducted and analyzed.

The Learning and Teaching Center (ÖĞMER) provides training to our faculty members in areas such as Measurement and Evaluation, Problem-Based Learning, Instructional Technologies, and Educational Material Preparation, thereby contributing to their academic and pedagogical development.[\[1 OD4\]](#) Training sessions are regularly organized by the Press and Corporate Communications Directorate.[\[2 OD3\]](#), [\[3 OD3\]](#) or Faculties [\[4 OD3\]](#) is announced by and Requests are being collected. After the trainings, satisfaction surveys are conducted among the academics who received the training.[\[5 OD4\]](#), [\[6 OD4\]](#) This information is collected through various channels. An analysis of the needs of academics has been conducted, and various training seminars have been organized in line with both their requests and the areas of expertise of the instructors who can provide the training. It has been determined that there is a widespread need for these trainings throughout the university, and accordingly, preparatory work for the Train-the-Trainer Certificate Program has been initiated.[\[7 OD3,4\]](#) In addition, the Train-the-Trainer Certificate Program has been added to the appointment and promotion criteria. The results from the satisfaction surveys were very high, indicating that the trainings were positively received by academics. In line with this feedback, work continues to ensure the sustainability and expansion of the scope of the training programs.[\[8 OD3,4\]](#) In addition, equipment such as video production software, microphones, and audio equipment were purchased for the training of instructors.

In 2024, 62 training sessions were provided to administrative and academic staff on various topics, with a total of 2962 personnel participating. During 2024, the Administrative and Financial Affairs Department provided the following training sessions to personnel: “Approaches to Animals, Animal Behavior and Methods of Protection from Animals” on

November 18, 2024; “Zero Waste Awareness” on February 28, 2024 and March 6, 2024; and “Fire Extinguishing” on October 16, 17, 2024, November 13, 2024 and December 11, 2024. Additionally, university personnel participated in training sessions delivered through the Presidency Human Resources Office's Distance Learning Portal. Surveys are conducted after the training sessions by the AYBÜ Personnel Department to measure satisfaction with the training.[\[9_OD3,4\]](#), [\[10_OD3,4\]](#), [\[11_OD3,4\]](#), [\[12_OD3,4\]](#).

The Library and Documentation Department organized various training programs for academic staff in 2024 to contribute to the development of a research culture. Within this scope, the "Literature Review Techniques and Practical Research Tips" training, conducted for the Faculty of Engineering, supported researchers in effectively accessing the literature and conducting knowledge-based studies. Furthermore, in the field of health sciences, access to the "UpToDate Advanced" medical database was provided.

Online user training was conducted, aiming to strengthen researchers' access to clinical information. In addition, through the monthly webinar series "How to Conduct and Publish Research?" launched in collaboration with SAGE publishing house, researchers were provided with comprehensive guidance on the publication process. This series, which includes seminars on topics such as methodology selection, journal selection, open access publishing, reference management, digital research techniques, and responding to peer reviews, contributes to improving researchers' publication skills and gaining international visibility.[\[15_OD3\]](#)In addition, 191 database training sessions were conducted in 2024.[\[16_OD4\]](#)

While recruitment of personnel to AYBÜ (Aydın Yıldırım Beyazıt University) is carried out both through open recruitment and transfers, the needs of the units are taken into consideration. In internal assignments, priority is given to assigning personnel to units where they can work harmoniously and efficiently, thus best meeting the institution's needs. In assignments and appointments made by the Personnel Department, the suitability of the person who will assume the position is considered, and individual performance and qualifications are evaluated in accordance with objective criteria (KPSS, YDS, etc.) and the principle of transparency. Furthermore, in the recruitment of administrative personnel, details regarding the nature of the job and the area of responsibility are determined, and the compatibility between the graduate fields that will best serve the institution and the planned area of work, or work experience verifiable in certificates or SGK (Social Security Institution) service records, is taken into account. In the recruitment of academic personnel, procedures are carried out in accordance with the Additional Conditions for Promotion and Appointment to Faculty Positions.

The recruitment, promotion, and advancement of personnel are carried out in accordance with the relevant legislation, taking into account individual performance. The appointment and promotion of academic personnel are governed by Law No. 2547 and its secondary legislation, while the appointment and promotion of administrative personnel are governed by Law No. 657 and its secondary legislation, considering criteria such as merit, emphasis on personal development, performance in their duties, and representational ability. In 2024, two computer operator appointment exams were held on April 29, 2024, and September 27, 2024, resulting in the appointment of 14 personnel to computer operator positions. Furthermore, appointments are made to higher education institutions and other relevant bodies.

A total of 81 personnel participated in the 2024 Central Written Examination for Promotion and Title Change for higher education institution staff, including 32 Computer Operators, 14 Service Staff, 2 Security Guards, 2 Librarians, 20 Clerks, 5 Supervisors, 1 Driver, 4 Technicians, and 1 Administrative and Technical Staff Member.

Maturity Level:Human resources management practices throughout the organization are carried out in accordance with defined processes.

Evidence

- [\[1\]\(4\)A.3.2-ogmer egiticlerin egitimi.xlsx](#)
- [\[2\]\(3\)A.3.2-bilgi_mesaji.pdf](#)
- [\[3\]\(3\)A.3.2-sesletim_kursu.pdf](#)
- [\[4\]\(3\)A.3.2-education_announcement_message.pdf](#)
- [\[5\]\(4\)A.3.2-application_email.pdf](#)
- [\[6\]\(4\)A.3.2-app_andmore.pdf](#)
- [\[9\]\(3,4\)A.3.2-anket_egitim_cap_yandal.pdf](#)
- [\[10\]\(3,4\)A.3.2-anket_egitim_goreve_baslama_emeklilik.pdf](#)
- [\[11\]\(3,4\)A.3.2-anket_ebys_egitim.xlsx](#)
- [\[12\]\(3,4\)A.3.2-anket_gorev_suresi_uzatma_egitimi.pdf](#)
- [\[13\]\(3,4\)A.3.2-kadro_talep_yazisi.pdf](#)
- [\[14\]\(3,4\)A.3.2-kadro_talebi_idari.pdf](#)
- [\[7\]\(3,4\)A.3.2-session_list.pdf](#)
- [\[8\]\(3,4\)A.3.2-anket_degerlendirme.xlsx](#)
- [\[15\]\(3\)A.3.2-sage_education_series.pdf](#)
- [\[16\]\(4\)A.3.2-2024_database_trainings.xlsx](#)

3. Financial management

The management of financial resources is carried out through programs such as Program Budget, E-Budget, Mys, Kbs, and Ka-ya, whose infrastructure is provided by the Ministry of Treasury and Finance and the Presidency of Strategy and Budget, covering all units. Budget preparation processes take place as a result of budget requests prepared by all units according to the program published each year. Processes related to the management of financial resources are monitored through the Program Budget Performance Program, which involves quarterly data collection and monitoring, and the Corporate Financial Status and Expectations Report, which includes the institution's budget implementation results for the first six months of the fiscal year, expectations and targets for the second six months, and its activities. Since financial resources are managed through treasury grants provided by the Ministry of Treasury and Finance, even if the processes are aligned, problems arise in achieving aims and objectives due to insufficient allocation of resources. The results of monitoring financial resources are evaluated with internal stakeholders and shared with external stakeholders such as the Ministry of Treasury and Finance and the Presidency of Strategy and Budget, and necessary measures are taken.

Within the scope of the Central Government Budget Law, the budget allocations assigned to AYBÜ (Aydın Yıldırım Beyazıt University) are determined annually by the Strategy Development Department (SGDB) budget, taking into account the aims and objectives set forth in the Strategic Plan, in line with the university's needs. The SGDB is responsible for the procurement of cleaning and stationery supplies for all university units, as well as investments in laboratory equipment, machinery, furnishings, and office supplies. Furniture purchases are carried out. The services received are monitored and controlled, and are examined through internal and external (Court of Accounts) audits. Preliminary financial control activities are carried out by the Strategy Development Department within the framework of the Public Financial Management and Control Law No. 5018 and the Procedures and Principles Regarding Internal Control and Preliminary Financial Control published by the Ministry of Finance, as well as the Directive on Internal Control and Preliminary Financial Control Operations. The Department has adopted a problem-solving approach, prioritizing the interests of the Public and the University in meeting the goods and services needs of all our units, ensuring the appropriate use of resources according to need with all its personnel, and acting in an open, transparent, and competitive manner in procurements.

2024 Corporate Financial Status and Expectations Report[[1_OD4](#)] 2024 Budget Performance Report[[2_OD4](#)]This information is published in a timely and transparent manner by the AYBÜ

Maturity Level:The processes for managing financial resources within the institution are monitored and improved.

Evidence

[\[1\]\(4\)A.3.3-2024_financial_situation.pdf](#)

[\[2\]\(4\)A.3.3-2004_butce_gerceklesme.pdf](#)

4. Process management

At AYBÜ, efforts to update quality processes are ongoing. Within this scope, the quality manual has been updated, and new quality system procedures (corrective action, internal audit, management review) have been approved and put into effect. (See 1.4. Internal quality assurance mechanisms). One of the issues raised and requested to be corrected as a result of the internal audit is processes. The definition and approval of these processes...

Subsequently, the PDCA cycle, implemented in four key areas, will be added to the quality system as a formal document.

At AYBÜ, in addition to all defined processes, continuous updating is carried out, and all tasks are documented in written form as instructions using the KAVIS system. This is considered an important example of best practice in terms of both performance systems and the systematic internalization of organizational memory.[\[1_OD4\]](#) To introduce the use of KAVIS, an online training session was held for Faculty/Institute/Vocational School Secretaries via AYBUZEM on Tuesday, June 25, 2024, at 15:00.[\[2_OD3\]](#) Data entries in the KAVIS system have been monitored, and a letter has been written regarding the regular creation of task workflow definitions and daily task assignments.[\[3_OD4\]](#) The KAVIS Productivity and Standardization workshop was held to reach common decisions and ensure standardization regarding the prepared instructions.[\[4_OD3\]](#) The approval process for the task instructions uploaded to the KAVIS system has been monitored by the general secretariat, and a letter has been sent regarding the approval of these documents by December 20, 2024, through a commission to be established taking into account the AYBÜ Document Management Procedure.[\[5_OD4\]](#) All these practices demonstrate that KAVIS is updated with the principle of continuous improvement (PDCA cycle) and adopts an effective management approach.

In addition, risk assessment processes have been completely updated as part of the risk assessment studies.[\[6_OD4\]](#)

At AYBÜ, workflow diagrams and job descriptions have been created for all units without exception and shared with the public through the units' websites. As an example, the processes, workflows, and instruction headings of the Information Technology Department are presented in the appendix.[\[7_OD3,4\]](#)

To give a broader picture, it's important to emphasize that AYBÜ's quality system has a total of 1592 workflow entries from 48 units. For example, the School of Foreign Languages has entered 108 workflow entries, the Student Affairs Department 100, the Personnel Department 86, the Vocational School of Social Sciences 80, and the Faculty of Architecture and Fine Arts 70.[\[8_OD3,4\]](#), [\[9_OD4\]](#).

Maturity Level:Process management mechanisms within the organization are monitored and improved through evaluation with relevant stakeholders.

Evidence

[\[2\]\(3\)A.3.4-meeting_text.pdf](#)

[\[3\]\(4\)A.3.4-verigi_girisleri.pdf](#)

[\[4\]\(3\)A.3.4-minutes_curve.pdf](#)

[\[5\]\(4\)A.3.4-kavis_onay.pdf](#)

[\[6\]\(4\)A.3.4-risk_tespiti.pdf](#)

[\[7\]\(3,4\)A.3.4-example_processes.pdf](#)

[\[8\]\(3,4\)A.3.4-is_akislari.pdf](#)

[\[9\]\(4\)A.3.4-is_akislari_istatistik.xlsx](#)

[\[1\]\(4\)A.3.4-kavis.pdf](#)

4. Stakeholder Engagement

1. Internal and external stakeholder participation

AYBÜ has an institutional culture and leadership approach that supports a quality assurance culture and encompasses all units and processes. "Stakeholder focus" is enshrined in AYBÜ's quality handbook.

This is one of the principles. Improvements are made based on the results obtained from academic, administrative staff, student, and alumni satisfaction surveys. Employers' opinions on graduate qualifications are also evaluated. All practices are carried out within the scope of holistic quality management, and the results are monitored through satisfaction surveys. In order to ensure cooperation with public and private sector institutions and increase stakeholder participation, the "AYBÜ Advisory Board Directive" has been adopted and is regularly reviewed.

This is being implemented. Stakeholder relations have been strengthened through advisory board meetings held in academic units. Internal stakeholders can submit their opinions and requests in writing, and appropriate arrangements are made. In addition, the opinions and requests of all internal and external stakeholders are also collected through satisfaction surveys. Stakeholder satisfaction rates are one of the most important performance indicators of the strategic plan, and our internal and external stakeholders, whose data is measured regularly every year, are: academic staff, administrative staff, students, alumni, and other external stakeholders. All internal and external stakeholder satisfaction surveys conducted at the university are monitored by the quality board. Improvement efforts are initiated when necessary, taking into account the results obtained from these surveys. General satisfaction surveys are shared on different platforms once a year between November and February, and stakeholder participation in the survey is ensured.

In addition to surveys, suggestion/complaint boxes have been created with online QR codes, and the results are monitored instantly by the General Secretariat.

Emails from administrative, academic, and student sources are forwarded to gensek@aybu.edu.tr. The administrator of gensek@aybu.edu.tr forwards these emails to the relevant departments according to their subject matter, with a response time of 15 days. Responses from these departments are then followed up by the General Secretariat. In addition to general correspondence, relevant Activity Reports, Briefings, and related information and documents requested by various institutions and organizations have been prepared and sent. Furthermore, the Internal Control Action Plan and Unit Performance Program have been followed up and submitted to the Rector's Office.

In accordance with the Right to Information Act and related regulations, all information requests concerning academic and administrative units affiliated with the University have been answered by the General Secretariat in coordination with the relevant unit. The number of requests received by the Rectorate in 2024 was 382. The 33 protocols and agreements signed in 2024 to ensure cooperation in all areas, including joint scientific studies, education, and culture, are also documented.[\[1 FROM3,4\]](#)

The Public Health Institute has various activities including conferences, field trips, field work,

and collaborations with other related institutions.[\[2_OD3\]](#)

The Faculty of Aviation and Space Sciences has established an Advisory Board to improve the participation processes of internal and external stakeholders. The Board was established to facilitate cooperation with public and private sector institutions and organizations and to improve relations between them. An advisory board meeting will be held in 2024.[\[4_OD4\]](#) And stakeholder visits were conducted.[\[3_OD3\]](#) Internal stakeholder engagement is ensured through activities such as student club events, orientation and information meetings, and faculty and department board meetings. Internal and external stakeholder surveys are regularly conducted and evaluated by the university's measurement and evaluation committee. Within the unit, student course evaluation surveys are reviewed annually by the department head, and improvements needed in this area are identified and implemented during department board meetings with faculty members.

The Technical Sciences College Unit Advisory Board Meeting was held on January 12, 2024, at 2:00 PM in the VIP meeting room of Teknopark Ankara İvedik OSB.[\[5_OD3\]](#) A discussion was held with Sadık YAMAÇ, the owner and Chairman of the Board of Directors of CyPOINT Information Technologies Inc., the founding partner of UDAT Uran Defense and Advanced Technologies Inc., and former General Manager of Havelsan, who was born in Çubuk, on the past, present, and future of technology, his business experiences, and the future of the defense and information technology sectors. The seminar, attended by the College Director Dr. Abdullah ORMAN and faculty members, proved to be a productive event. Also present were the Dean of the Faculty of Aviation and Space Sciences, Prof. Dr. Veli ÇELİK, the Deputy Director of the Vocational School of Technology, Lecturer Hacı Murat ÖZDEMİR, and the Head of the Department of Motor Vehicles and Transportation Technologies, Prof. Dr.

A conference focusing on innovation, career planning, and internship/job opportunities was held with the participation of Recep Yiğit, Selin Eren from İNFİNİA Engineering Inc., and faculty members from the vocational school. As part of the university's new vision strategies to provide students with a better educational experience, to be closely involved with the sector, and to increase and sustain university-sector collaborations, technical field trips continue. Within this scope, final-year students from the Multidimensional Modeling and Animation Program at the Vocational School of Technical Sciences, along with program faculty members Dr. Faruk Mert, H. Murat Özdemir, and Ekrem Pala, visited ATOM – Animation Technologies and Game Development Center located in METU Technopark and the TRT General Directorate.

The Faculty of Law places great importance on collaboration with both internal and external stakeholders. Examples include: seminars and events organized as a result of collaboration meetings with Tashkent State University of Law; mediation training programs, conferences with speakers from outside the faculty, and faculty promotions through visits to high school students as part of community services; and students preparing for and achieving success in Moot Court Competitions. Furthermore, student and academic exchanges are maintained through the Erasmus and Mevlana programs, and cross-workshops are organized to enhance academic interaction.[\[6_OD3,4\]](#)

In 2004, an advisory board meeting was held at the Faculty of Humanities and Social Sciences, and a detailed analysis and recommendations document was recorded in the minutes.[\[7_OD4\]](#) The faculty departments have each written a report evaluating the satisfaction surveys. (For information regarding student surveys, please see A.4.2. Student Feedback) The AYBÜ Translation and Interpreting Department has written a report evaluating the academic satisfaction survey.[\[8_OD4\]](#)

The Faculty of Business Administration organized a General Orientation Program for first-year students on September 26, 2024, for the 2024-2025 Academic Year. Additionally, the Academic Insight Series I Seminar was held on June 12, 2024, and a breakfast event was organized for academic and administrative staff on April 20, 2024. Finally, on May 24, 2024,

fourth-year students presented their graduation projects.

[\[9_OD3\]](#) As part of the preparations for AYBÜ's 2025-2029 Strategic Plan, a workshop on the AYBÜ Strategic Plan for 2025-2029 was held with approximately 100 participants, moderated by Business Administration faculty members Prof. Dr. Hasan Engin Şener and Assoc. Dr. Semih Ceyhan. Additionally, Assoc. Dr. Semih Ceyhan, a faculty member of the Business Administration Faculty, also moderated the AYBÜ Social Sciences Institute's Strategic Determination Workshop. The Business Administration Faculty members played a significant role in this process.

Her role as moderator demonstrates her active contribution to the faculty's management processes and her integration of academic expertise into strategic planning and stakeholder engagement processes.[\[10_OD4\]](#)

The Faculty of Architecture and Fine Arts strengthens its collaboration with various institutions and organizations through protocols, educational projects, visits, and agreements. Within the scope of Workplace Training, regular communication is maintained with stakeholders, and their feedback is utilized.[\[11_OD3,4\]](#)

The Advisory Board of the Faculty of Engineering and Natural Sciences at Ayburt University (AYBÜ) held a meeting on December 4, 2024, at 10:00 AM in the Cinema Hall on the 2nd floor of Block A. The meeting addressed issues related to improving collaboration and relationships with the faculty's stakeholders. Furthermore, evaluations were conducted based on requests and suggestions from stakeholders, with the aim of increasing, improving, and disseminating quality in education, teaching, research, and community service. The meeting also discussed proposals for strengthening the faculty's academic and sectoral collaborations and for continuous improvement processes.[\[12_OD4\]](#)

Institute of Health Sciences: Our internal stakeholders include graduate students, Department Heads, Division Heads, Personnel Department, Student Affairs Department, External Relations Unit, Faculty Deans under the Institute's umbrella, AYBÜ Rectorate, and AYBÜ Legal Counsel. An internal stakeholder meeting was held as part of the quality improvement processes.[\[13_OD3\]](#) The institute's external stakeholders include others.

These stakeholders include universities, university hospitals, and Provincial Health Directorates. Within this framework, a meeting was organized within our institute with the participation of external stakeholders.[\[14_OD3,4\]](#) The 2024 internal stakeholder satisfaction survey was conducted, and the results are presented in tables.[\[15_OD3,4\]](#) Thirty-one participants took part in the evaluation held as part of the "Orientation and Getting to Know Each Other Meeting" on September 18, 2024, and the evaluation results have been reported.[\[16_OD4\]](#)

A "Unit Advisory Board" meeting was held on October 10, 2024, at the Etlik Milli İrade Campus, chaired by the Faculty Dean, Prof. Dr. Emrah AKBAŞ, with the participation of the Department Heads and Unit Quality Commission members of the Faculty of Health Sciences.[\[17_OD3\]](#) Nutrition and Dietetics undergraduate education

The department board holds monthly meetings to gather feedback from internal stakeholders on program topics such as curriculum, distance learning, practical courses, and internships, and keeps minutes of the decisions made.[\[18_OD3,4\]](#) The Nursing Department and the Accreditation Commission held external stakeholder meetings with the administrators of Ankara Bilkent City Hospital and Ankara Etlik City Hospital. The Child Development Department systematically and sustainably conducts internal and external stakeholder participation. On January 15, 2024, the department head and assistants participated in an evaluation meeting with internal stakeholders within the scope of the "Turkey Child Rights Strategy Document and Action Plan (2023-2028)". On February 2, 2024, an external stakeholder meeting was organized with special education institutions. Department faculty members have participated in various activities aimed at increasing academic visibility. On

March 28, 2024, Research Assistant Rveyda Kurnaz participated in an event at AYB. She participated in the Academic Visibility Strategies Applied Training organized by the Quality Coordination Commission. From March 4-7, 2024, she served as a jury member alongside Assoc. Prof. Dr. Fatma Elif Ergin and Assoc. Prof. Dr. K. Bra Kaynak Ekici at the TBTAK 55th High School Students Research Projects Competition Malatya Regional Exhibition. On May 16, 2024, she attended the 2nd Academic Visibility Meeting. On May 20th, as part of Child Development Specialists Day, she participated in a presentation on "Child Development Specialist-Family Collaboration and Hospital-Centered Developmental A panel on "Monitoring" was organized. Furthermore, the head of the department, Assoc. Prof. Dr. Fatma Elif Ergin, participated in the 2nd Ankara National Education Management Congress with an oral presentation titled "A Case Study for a Democratic School Climate." On July 12, 2024, she made assessments on the effects of sharing children's photos and videos on social media in the "Homeland Train" program. Assoc. Prof. Dr. Burin Aysu, a faculty member of the department, took part in the "Virtuous in the Light of Science: A Journey to the Future with Science Festival" event, supported under the 4007 - Science Festivals Support Program. The department organizes meetings with external stakeholders within the scope of field applications to obtain their views and suggestions and carries out improvement studies accordingly.[\[19_OD3\]](#)

The Faculty of Political Science has established an Advisory Board to increase the participation of internal and external stakeholders in decision-making, governance, and improvement processes. This board meets regularly to develop collaboration and carry out joint projects with representatives from the public and private sectors.[\[20_OD3\]](#) Through events organized under the name SBF Meetings, the faculty encourages the exchange of information among academic staff, students, and external stakeholders. These meetings, held at regular intervals,

It plays an important role in gathering opinions that will contribute to the faculty's internal quality assurance system.[\[21_OD3\]](#)

At the Strategy Determination Stakeholder Workshop organized by the Institute of Social Sciences, issues related to the Institute's overall strategy were evaluated with the participation of our active students, alumni, international students, and academic and administrative staff, in light of data regarding graduate programs.[\[22_OD3,4\]](#)

The Vocational School of Social Sciences adopts a strong collaborative approach with internal and external stakeholders and conducts regular meetings, workshops, and surveys to ensure stakeholder participation in decision-making, governance, and improvement processes. It has established various feedback mechanisms to gather the views of students and external stakeholders. The best example of this is the unit activity meeting we held in 2024. A news image from the meeting, which took place on October 2, 2024, and was attended by experts in their fields, is attached.[\[23_OD3\]](#) Specifically, it carries out projects in collaboration with the business world and local governments. It supports students' professional development through activities such as vocational trips, sectoral visits, panels, and seminars, and facilitates direct interaction with industry representatives. Furthermore, contacts with institutions such as the ubuk Commodity Exchange, the Ankara Chamber of Commerce, and local municipalities allow us to understand the expectations of the business world and update and improve our educational programs accordingly.[\[24_OD3\]](#) Active participation in quality processes is ensured by holding regular academic and administrative board meetings with academic and administrative staff who are internal stakeholders. Student expectations and suggestions are integrated into the processes by including student representatives in institutional decision-making mechanisms. In addition to student consultations, our Research Projects Office Coordinator, Prof. Dr. Hseyin, also participates.

Tutar was hosted as an internal stakeholder within the unit.[\[25_OD3\]](#)

The Faculty of Sports Sciences has actively participated in both internal activities and extensive collaborations with international institutions and organizations. These activities demonstrate the importance the unit places on internal and external stakeholder participation. The faculty contributes to the academic and professional fields through the studies and collaborations conducted by students and faculty members with external stakeholders at national and international levels. For example, a project with Gençlerbirliği SK titled “Technical Details in Professional Football; Match Analysis”

A "Performance Tracking Seminar", a "Technical Details in Professional Volleyball: Match Analysis" seminar with the Ziraat Bank Volleyball Team, and an Orientation Program within the Faculty of Sports Sciences were organized. Furthermore, participation in the 20th Deaflympics Winter Olympic Games was ensured in cooperation with the Turkish Deaf Federation and the International Deaf Federation.[\[26_OD3,4\]](#)

At Şereflikoçhisar Berat Cömertoğlu Vocational School, stakeholder participation meetings are held to ensure the involvement of internal and external stakeholders in decision-making, governance, and improvement processes.[\[27_OD3,4\]](#)

As a medical faculty, our largest external stakeholders are the Ankara Provincial Health Directorate and its affiliated hospitals. Contact with Ankara Bilkent City Hospital and Ankara Yenimahalle Training and Research Hospital, where students also do their internships, is maintained daily, particularly by the student affairs unit. This collaboration will be updated with a new protocol in the coming period. Currently, Atatürk Training and Research Hospital is also involved.

The hospital continues to operate according to the protocol established in its time. The organizational, management, and operational procedures of the faculty, in accordance with the standards for organization, management, and execution, and in line with the structure of the educational program, have been clearly shared with all stakeholders. Student representatives also participate in the Faculty Board and Faculty Management Board meetings where decisions concerning students are made. The decisions of the Faculty Board and Faculty Management Board are archived electronically and in print by the Faculty Secretary, who also serves as the rapporteur for these boards. These decisions are also shared electronically with relevant stakeholders (faculty members, students) upon request. Focus group surveys are periodically conducted for internal stakeholders (academic/administrative staff/students).[\[28_OD3,4\]](#),
[\[29_OD3,4\]](#)

The Turkish State Conservatory of Music holds meetings with our stakeholders and takes action based on their opinions.[\[30_OD3,4\]](#)

The feedback received from our internal stakeholders, students and faculty, at the School of Foreign Languages consists of SWOT analyses, responses to preparatory course evaluation forms, student request/complaint forms, and meetings with class representatives.[\[31_OD4\]](#),
[\[32_OD4\]](#)

Maturity Level:The functioning of stakeholder engagement mechanisms is monitored and related improvements are implemented.

Evidence

[\[1\]\(3,4\)A.4.1 protocols.pdf](#)

[\[2\]\(3\)A.4.1-public health.pdf](#)

[\[3\]\(3\)A.4.1-havacilik.pdf](#)

[\[4\]\(4\)A.4.1-consultation board minutes.pdf](#)

[\[5\]\(3\)A.4.1-technical sciences consultation.pdf](#)

[\[6\]\(3,4\)A.4.1-legal paydas.pdf](#)

[\[7\]\(4\)A.4.1-meeting_report.pdf](#)
[\[8\]\(4\)A.4.1-mtb_anket_degerlendirme.pdf](#)
[\[9\]\(3\)A.4.1-business.pdf](#)
[\[10\]\(4\)A.4.1-figure_catx.pdf](#)
[\[11\]\(3,4\)A.4.1-architecture.pdf](#)
[\[12\]\(4\)A.4.1-engineering_study.pdf](#)
[\[13\]\(3\)A.4.1-sbe_icpaydas.pdf](#)
[\[14\]\(3,4\)A.4.1-sbe_tutanak_dispaydas.pdf](#)
[\[15\]\(3,4\)A.4.1-sbe_icpaydas_memnuniyet.pdf](#)
[\[16\]\(4\)A.4.1-sbe_orientation.pdf](#)
[\[17\]\(3\)A.4.1-danisma_kurul.docx](#)
[\[18\]\(3,4\)A.4.1-nutrition_dietetics.pdf](#)
[\[19\]\(3\)A.4.1-sbe_paydas.pdf](#)
[\[20\]\(3\)A.4.1-sbf_danisma.pdf](#)
[\[21\]\(3\)A.4.1-sbf_bulusmalari.png](#)
[\[22\]\(3,4\)A.4.1-invitation.pdf](#)
[\[23\]\(3\)A.4.1-danisma.png](#)
[\[24\]\(3\)A.4.1-mesleki_gezi_toplanti.pdf](#)
[\[25\]\(3\)A.4.1-bap.png](#)
[\[26\]\(3,4\)A.4.1-spor.pdf](#)
[\[27\]\(3,4\)A.4.1-activities.pdf](#)
[\[28\]\(3,4\)A.4.1-tutanak_ornegi1.pdf](#)
[\[29\]\(3,4\)A.4.1-tutanak_ornegi2.pdf](#)
[\[30\]\(3,4\)A.4.1-conservatory_consultancy.pdf](#)
[\[31\]\(4\)A.4.1-foreignlanguages1.pdf](#)
[\[32\]\(4\)A.4.1-foreignlanguages2.pdf](#)

2. Student feedback

At AYBÜ, student feedback is considered a fundamental component of the processes involved in designing, updating, and evaluating programs and courses. In this context, AYBÜ provides an online Course Evaluation Form via OBS for each course at the end of each semester.

The survey is distributed to students, and their satisfaction levels are measured by gathering their feedback. Additionally, each question in the survey includes sections where students can write their opinions and suggestions.

Satisfaction surveys, including student feedback, are important indicators of the strategic plan, and annual evaluations were already included in the administration's activity report each year. This year, for the first time, the AYBÜ Quality Coordination Office sent official letters to the units requesting that "all survey results be reviewed and evaluation reports be prepared that include areas for improvement and corrective measures." [\[1_OD4\]](#) It has been requested.

Examples of student feedback by unit are presented below.

To systematically gather student feedback (course, instructor, degree program, service, and overall satisfaction level, etc.) regarding the teaching processes of undergraduate and graduate courses offered within the Faculty of Aviation and Space Sciences, course evaluation surveys are conducted at the end of each semester via the student information system (SIS), and the results are shared with the unit administration. In addition to these surveys, periodic meetings are held with department students to collect student feedback on both the curriculum and its implementation. Students also provide feedback through class representatives. Survey results are evaluated, and feasible improvement activities are identified and implemented. For example, the negative effects of delayed exam results were assessed, necessary warnings were given to the instructors teaching the courses, and measures were taken to ensure faster results

announcement.[\[2_OD4\]](#)

The Faculty of Humanities and Social Sciences has prepared a report containing survey evaluations and improvement suggestions, based on an official letter from the Quality Coordination Office.[\[3_OD4\]](#) In addition, various departments within the Faculty conduct and evaluate separate and program-specific surveys. For example, in the Psychology department, as part of accreditation studies, information regarding undergraduate students' experiences with their graduation projects (internship or thesis) (achievements, satisfaction, and dissatisfaction) is collected every academic year after they submit their projects. Similarly, fourth-year students nearing graduation are expected to complete an exit survey aimed at evaluating the education they received. Feedback results play a significant role in decision-making processes. A systematic platform has been established to document the feedback and improvement cycle.[\[4_OD4\]](#) The Sociology Department analyzed whether the relevant program outcomes were achieved based on student feedback. The study found that AYBÜ Sociology undergraduate students demonstrated a high level of participation in the areas of field-specific competence, field-specific knowledge, field-specific skills, learning, independent study and responsibility-taking competence, communication, and social competence.[\[5_OD4\]](#) Similarly, detailed survey evaluations were conducted in the Information and Document Management, English Translation and Interpreting, History, and Turkish Language and Literature departments.

The Faculty of Business Administration aims to continuously improve the quality of education by regularly evaluating student satisfaction and opinions. Student feedback regarding courses, instructors, degree programs, services offered, and overall satisfaction levels is collected using various and systematic methods. The validity and reliability of the methods used in this process are ensured, and care is taken to ensure that the data obtained is highly representative and consistent. Complaint and suggestion mechanisms for students to submit feedback have been diversified, and the fair and effective functioning of these mechanisms is regularly monitored. Furthermore, active student participation in decision-making processes is encouraged, and improvement efforts are implemented based on the feedback received. This system creates a dynamic structure that supports a culture of quality within the faculty. For example, following the results of student satisfaction surveys, computers have been added to all classrooms. In addition, projection devices are regularly checked and improved.

Within the Faculty of Architecture and Fine Arts, student feedback is considered a fundamental component of the processes related to the design, updating, and evaluation of programs and courses. In this context, at the end of each semester, a Course Evaluation Form is sent to students online via OBS for each course, and student opinions are gathered to determine their satisfaction levels.

This is being measured. Furthermore, each question in the survey includes areas where students can write their opinions and suggestions. Detailed information about the survey content is available on the AYBÜ Quality Coordination Office website. The results obtained from the surveys and evaluation forms are shared with the relevant faculty members and academic/administrative supervisors, and necessary adjustments are made taking feedback into account. At AYBÜ, each advisor has access to the information of the students they advise through a student information system.

There is a page dedicated to this. In addition to this university-wide practice, our academic units also have their own page.

To gather feedback specific to educational fields, a survey form is created, and responses are collected using various methods such as faculty and advisor consultation hours. Necessary adjustments are made in consultation with the department's student representative.[\[6_OD4\]](#)

The Faculty of Engineering and Natural Sciences website contains the Faculty's contact information. In addition, the institutional email addresses and contact information of all faculty

members are available on their Avesis pages. Students can use this contact information to communicate with faculty members or the Faculty Secretariat. Furthermore, surveys are conducted among students each semester through the student information system. Based on student requests, faculty members are provided with necessary information to ensure the smooth running of courses, exams, and other educational processes. Actions taken in response to student petitions and emails are also communicated to students through the relevant channels.[\[7_OD3\]](#)

Department of Student Affairs: At AYBÜ, student feedback mechanisms are defined and operated within the framework of the petition and information access law.[\[8_OD3\]](#) These mechanisms include: Quality Commission Student Representative, Unit/Program Board Student Representative, Student Satisfaction Survey, Course Evaluation Survey, Alumni Survey, Suggestion Box, email and social media accounts, Message to the Rector, and Feedback and Suggestion Tracking Form. [\[9_OD3\]](#) This can be given as an example. In 2024, services related to student affairs were provided for the first time.

To evaluate requests and improve relevant processes, a "Student Affairs Department Satisfaction Survey" was administered to academic/administrative staff and students, and it is planned that this survey will be conducted regularly in the future. Subsequently, based on the survey results and suggestions, requests regarding Student Information System (ÖİBS) user transactions have begun to be received through the AYBÜ Information System. Based on student feedback, and in line with petitions received from international students regarding the adjustments made to tuition fees in 2024, the matter was re-evaluated in the relevant committees and some improvements were made.[\[10_OD4\]](#)

Institute of Health Sciences: Student requests are received through the institute's official email account, written applications, and the Student Information System (OBS). At the Institute Directorate, student requests are evaluated within the framework of the regulations, and when deemed necessary, they are discussed and decided upon by the institute administration or the institute board, and then archived. The duties and responsibilities of administrative and management staff in operating these processes are clearly defined, and the relevant work is carried out systematically. Graduate students' satisfaction with their courses is evaluated at the end of each semester.[\[11_OD4\]](#) In addition, a satisfaction survey regarding the courses offered via distance learning at the Institute of Health Sciences was prepared for faculty members and students and presented to the participants.[\[12_OD3\]](#)

Faculty of Health Sciences: Student feedback (courses, instructors, degree programs, services, and overall satisfaction levels, etc.) is systematically collected through various means, effectively utilized, and the results are shared. Feedback is gathered from students regarding the theoretical application of courses, course objectives, clinical practice, instructors, supervising nurses, clinical practice environment, and laboratory settings.[\[13_OD4\]](#) As the Head of the Nursing Department, we hold general evaluation and feedback meetings regarding the educational process with the participation of student representatives and all classes to address student issues. In this context, an evaluation and feedback meeting was held in the spring semester of the 2023-2024 academic year with the participation of class representatives and the Nursing Department representative. During this meeting, feedback was collected and reported from students regarding undergraduate courses, clinical practices, laboratory practices, faculty members, administrators and management processes, the accreditation process, and any other issues they wished to raise concerning the educational process.[\[14_OD4\]](#) This report has been sent via email to the relevant departments, course instructors, and teaching staff to facilitate necessary improvements. In the 2023-2024 academic year, a meeting was held with 3rd-year Nursing students at their request to discuss issues related to a particular course. Following this meeting, and in line with the report, the Nursing Department held face-to-face meetings with the instructors and staff teaching the course to discuss the student-reported problems and

request necessary improvements. In the Fall semester of the 2024-2025 academic year, separate meetings were held with all four classes to gather feedback on various topics related to undergraduate courses, clinical practices, laboratory practices, teaching staff, administrators and management processes, the accreditation process, and the educational process. The meeting reports for these meetings with 1st, 2nd, 3rd, and 4th-year students are attached.[\[15_OD4\]](#) In the Physiotherapy and Rehabilitation (PTR) Department, student feedback was systematically collected and used in decision-making processes. The feedback was collected and analyzed by the Measurement and Evaluation Committee.[\[16_OD3\]](#) Child Development Department and Speech and Language Therapy Student feedback is also systematically collected and analyzed in the department.

The Faculty of Political Science actively uses social media accounts (Twitter, LinkedIn, Instagram, YouTube) and its website to communicate with students and gather feedback. In addition, career counselors have been assigned to each department to support students' career development and collect feedback on academic processes. Career counselors aim to obtain feedback from students through individual meetings and use this feedback in process improvement efforts.[\[17_OD3\]](#)

Suggestions, complaints, and requests from students enrolled in Doctoral, Thesis-based, and Non-thesis Master's Programs within the Institute of Social Sciences are received via the internal telephone numbers and official email address of the Institute's administrative staff. Additionally, student satisfaction surveys are conducted through the student information system.[\[18_OD3\]](#), [\[19_OD3\]](#) The collected data is discussed in the Institute's relevant committees and workshops, and efforts are made to improve the processes. This was discussed at the 3rd table in the Social Sciences Strategy Determination Workshop held by our Institute in 2024.[\[20_OD2\]](#) Active and alumni students participated and their feedback was utilized.

As the Vocational School of Social Sciences, we place great importance on maintaining continuous, one-on-one communication with our students. We systematically collect and evaluate students' opinions regarding courses, instructors, and general services. Within this framework, our student feedback mechanisms are operated and effectively utilized in various ways. The report submitted to the General Secretariat and attached hereto is provided.[\[21_OD4\]](#) Evidence number [number] documents this effort. The students' requests are regularly recorded.

We take this information under control, include it in the evaluation processes, and implement the necessary improvements. In particular, we meticulously examine the course evaluation form results received through OBS and use this data to improve the educational processes.[\[22_OD4\]](#) Furthermore, students are frequently interviewed individually to listen to their expectations and suggestions, adopting a solution-oriented approach. Various communication channels have been established for students to submit complaints and suggestions, and their fair and effective operation is regularly monitored. Student requests and suggestions are seriously considered through both social media channels and a 24/7 active WhatsApp channel.

In the Faculty of Medicine, feedback is received from students through meetings held by student representatives, semester coordinators, and the dean's office, as well as through surveys, and necessary adjustments are made in line with this feedback.[\[23_OD4\]](#)

The School of Foreign Languages regularly holds meetings with class representatives.[\[24_OD3\]](#)

Maturity Level: Practices for collecting student feedback are monitored in all programs and improved based on student participation. The results of this feedback are reflected in decision-making processes.

Evidence

- [\[1\]\(4\)A.4.2-evaluation_request_text.pdf](#)
- [\[2\]\(4\)A.4.2-aviation_survey_evaluation.pdf](#)
- [\[3\]\(4\)A.4.2-psychology_assessment.png](#)
- [\[4\]\(4\)A.4.2-exit_survey_evaluation_report.pdf](#)
- [\[5\]\(4\)A.4.2-sociology_output_evaluation_report.pdf](#)
- [\[6\]\(4\)A.4.2-ogrencilerle_toplantilar.pdf](#)
- [\[7\]\(3\)A.4.2-information_giving.png](#)
- [\[8\]\(3\)A.4.2-bilgiedinme.png](#)
- [\[9\]\(3\)A.4.2-opinion_suggestion_follow-up_form.pdf](#)
- [\[10\]\(4\)A.4.2-uyk_karar_ornegi.jpg](#)
- [\[11\]\(4\)A.4.2-icpaydas_memnuniyet_anketi.pdf](#)
- [\[12\]\(3\)A.4.2-distance_education_satisfaction_survey.pdf](#)
- [\[13\]\(4\)A.4.2-evaluation_master_text.pdf](#)
- [\[14\]\(4\)A.4.2-class_representatives_meeting.pdf](#)
- [\[15\]\(4\)A.4.2-ogrencilerle_toplanti.pdf](#)
- [\[16\]\(3\)A.4.2-physiotherapy.pdf](#)
- [\[17\]\(3\)A.4.2-career_consultant.png](#)
- [\[18\]\(3\)A.4.2-yl_survey.docx](#)
- [\[19\]\(3\)A.4.2-doctor_surveys.docx](#)
- [\[20\]\(2\)A.4.2-masa_duzeni.pdf](#)
- [\[21\]\(4\)A.4.2-sbmyo_ogrenci_geribildirimleri.pdf](#)
- [\[22\]\(4\)A.4.2-kurul_tutanaklari.pdf](#)
- [\[23\]\(4\)A.4.2-student_suggestions.pdf](#)
- [\[24\]\(3\)A.4.2-meeting.pdf](#)

3. Alumni relations management

The Career Planning and Management Application and Research Center has created a platform for alumni on its website. Various opportunities will be offered to students and graduates, and dialogues will be established to support their career journeys. Students and graduates can register on the site by completing their CV information and have the opportunity to find jobs in their fields. Taking into account the regulations in the Personal Data Protection Law (KVKK), the center continues its efforts to activate the alumni pool in coordination with the student affairs department and the alumni association. Four training programs were conducted in 2024 through the Career Planning and Management Application and Research Center. [\[1 OD3\]](#) In addition, it organized the Career Summit in 2024. [\[2 OD4\]](#) Graduates can also access psychological counseling services through the "karmar" website. A Graduate Information System exists to facilitate communication and build more effective relationships with alumni. The AYBÜ Alumni Portal currently has 4,659 associate degree, 17,613 undergraduate, and 7,030 postgraduate graduates registered. [\[3 OD3\]](#) Graduates can easily create their professional resumes through the Online CV Preparation section on this portal. They can also easily request and receive their transcripts through the Document Request section. This aims to facilitate communication between graduates and the institution, as well as among themselves, and to keep them informed about developments within the institution. Data entry into the system is voluntary, and if a healthy data flow is established, it will be possible to track the employment rate of graduates and the employment demands of employers. AYBÜ Alumni Cards are issued to graduates who request them. In 2024, "Alumni Cards" were prepared and distributed to 100 graduates. With this card, graduates have advantages such as the use of various study and sports facilities, and access to our libraries on-site. As an improvement made this year based on feedback received, the responsibilities of the cardholder have been added to the Alumni Card Application Form. [\[4 OD2,3\]](#)

As in every year, the graduation ceremony and cap-throwing ceremony were held in

In addition to the alumni portal, a "Graduate Competency Survey" is conducted annually online on a voluntary basis to gather feedback from employers as external stakeholders regarding the competencies acquired by our graduates, and a satisfaction survey for graduates is also administered. The results are evaluated by our Quality Coordination Office. According to the AYBÜ 2024 Graduate Satisfaction Survey results, 50% of graduates were generally satisfied with their education, while 30% stated they were not satisfied. Only 35% of graduates stated that they would choose AYBÜ again if they were to choose a university again, while 45% stated they would choose a different university. However, the rate of choosing the same department again is higher at 62%. The rate of recommending the university to new students remains at 39%, while 37% do not recommend AYBÜ. These data show that graduates have a higher level of satisfaction with their own departments, but they are undecided about the overall desirability of the university.

It would be beneficial to repeat the analysis with a larger sample. However, these results indicate that AYBÜ needs to strengthen alumni relations, career support, and academic development opportunities to increase alumni satisfaction and sense of belonging.

The Faculty of Dentistry has been graduating students since 2021. We monitor the success rates of our graduates in the DUS (Dental Specialty Examination). A graduate portal is available at obs.aybu.edu.tr for tracking graduates. Graduate satisfaction and competency surveys are also used to monitor our graduates. According to the 2024 DUS success performance, our graduates rank slightly behind Hacettepe and Ankara Universities in Ankara, but ahead of the Health Sciences University.[\[6_OD4\]](#)

At our Public Health Institute, prospective graduates are registered in the AYBÜ Alumni Information System, and planning, tracking, and reporting are carried out based on various criteria. Furthermore, both the Institute and their advisors maintain continuous contact with the graduating students.[\[7_OD3,4\]](#)

The Faculty of Aviation and Space Sciences graduated its first regular class in June 2024. Since then, a total of 37 students have graduated. These students passed the preparatory class in the first semester and graduated early. [graduates with our four students \(OD2\)](#) The Faculty maintains continuous communication with our graduates and monitors their job application and/or postgraduate program application processes. Furthermore, within the "alumni information system" provided by Ankara Yıldırım Beyazıt University, employment information such as job placement, education continuation, income level, and employer/alumni satisfaction is systematically and comprehensively collected, evaluated, and planned for use in institutional development strategies. This year, questions regarding job application processes and salary information have been added to the alumni satisfaction survey, which is regularly conducted by the measurement and evaluation committee, and the survey results have begun to be shared with the relevant departments. Annual meetings with alumni are planned to be held at the department level.

Social media applications such as LinkedIn, X, and Instagram are actively used to maintain communication with alumni. The AYBÜ Faculty of Law account features information about conferences, symposiums, and workshops held at the faculty. Additionally, the news section of the faculty website shares information about visits to the Dean by former alumni, including details about their careers and other relevant information. For example, a visit to the Dean's office by a 2020 graduate who is now working as a judge is included. [links \(OD3\)](#) The following information is attached. The achievements of our Faculty of Law graduates are being monitored. Our graduates are excelling with their success in the 2024 Ministry of Justice Judicial Examination. Our graduates have become the fifth most successful Faculty of Law graduates.[\[8_OD4\]](#)

Our departments within the Faculty of Humanities and Social Sciences conduct and evaluate alumni surveys. AYBÜ English Translation and Interpreting Department[9_OD4]Department of Arabic Translation and Interpretation[10_OD4]Department of Information and Document Management[11_OD4] They have administered and evaluated alumni surveys. In addition, experience-sharing events with alumni are held as part of the activities organized by the AYBÜ Psychology Club.[12](4)A.4.3-graduate_stories.pdf

The Faculty of Business Administration closely monitors the career development and employment status of its graduates. Data such as graduate placement rates, continued education status, income levels, and employer/graduate satisfaction are regularly collected and analyzed. This data guides strategic decision-making at the departmental and faculty levels and helps improve the quality of education. Furthermore,

Thanks to strong ties with our graduates, opportunities for university-industry collaboration are being developed. The Faculty of Business Administration monitors the success of our graduates. In terms of KPSS-1: General Aptitude - General Culture performance, our graduates from the Business Administration (EA) undergraduate program achieved an average score of 71.60, placing them among the top 10 in state universities.[13_OD4] Our International Trade graduates ranked in the top three with an average score of 70.16.[15_OD4] Our Management Information Systems graduates achieved the fifth highest score in their department at a state university with 69.97 points.[14_OD4] Our Finance and Banking department ranked first among its departments with an average score of 67.36 in the same exam.[16_OD4]

Communication with graduates of the Faculty of Engineering and Natural Sciences is carried out through the alumni information system by the AYBÜ Career Planning and Management Application and Research Center. Continuous communication is maintained with graduates through communication groups created by faculty members. Graduate members (Işın Su Yıldız, Bahadır Türkyaman, Muratcan Adatepe) have been added to the Advisory Board. (See section 4.1. Internal and external stakeholder participation)

A "Graduate Tracking Commission" has been established within our Institute of Health Sciences to monitor postgraduate graduates and maintain collaborative relationships with stakeholders. As part of this commission, a "Graduate Tracking and Satisfaction Survey" has been created to track graduates. Work is ongoing to increase the number of members representing the departments within the institute, along with defining the procedures and principles of the commission.[17_OD3]

In the Faculty of Health Sciences, employment information of graduates, such as job placement, continuation of education, income level, and employer/graduate satisfaction, is systematically and comprehensively collected, evaluated, and used in institutional development strategies. In this context, students are required to register on the alumni portal during the graduation process. Furthermore, department faculty members...

They maintain communication with students through social media and WhatsApp groups. The Nursing Department of the Faculty of Health Sciences has an Alumni Tracking Committee, and the working procedures and principles of the committee are given in the appendix.[18_OD2] A social media group (WhatsApp) titled "Our AYBÜ Graduates" was opened on October 25, 2024, by the members of the AYBÜ Alumni Monitoring Committee. Graduates can add each other. The "Ankara Yıldırım Beyazıt University Nursing Department Graduate Evaluation Form" is shared in the group. Job postings are also announced.

The participation link for the "Form" has been sent to our graduates working in other institutions and organizations via official letter. The "Career Days" program was held on May 15, 2024, in the Conference Hall of the Etlik National Will Building, organized by the Nursing Department Scientific and Social Activities Organizing Committee and the Career Planning Committee.[19_OD3,4] In the Audiology department, employment information of graduates,

including job placement, continuing education, and the institutions they work for, is systematically and comprehensively collected, evaluated, and used in institutional development strategies. Data is collected from our graduates via email, telephone, social media, and surveys. Evidence regarding our activities for our graduates is presented in the appendix. [\[20_OD3\]](#) The Department of Speech and Language Therapy administered and evaluated a graduate survey. [\[21_OD3\]](#)

The Faculty of Political Science monitors alumni relations through the "Alumni Information System/Alumni Portal." We also track the achievements of our graduates. Our Political Science and Public Administration graduates achieved a score of 75.28 on the KPSS-1 General Aptitude-General Culture exam, ranking 4th among Political Science and Public Administration departments in state universities. [\[22_OD4\]](#) Graduates of the International Relations department scored 73.45 on the same exam, placing them 6th among state universities. [\[23_OD4\]](#) Our economics graduates ranked 6th among state universities in their department with a score of 71.54. [\[24_OD4\]](#) Lastly, our Finance department graduates ranked 5th among graduates of state university finance undergraduate programs with a score of 71.08. [\[25_OD4\]](#)

As the Vocational School of Social Sciences, we place great importance on maintaining communication with our graduates. However, we do not have a systematic graduate tracking system. While there is a graduate tracking system within the university, an independent system has not been established at the vocational school level.

Despite this, we continue to maintain contact with our alumni on an individual level. We periodically invite our alumni to our institution to learn about their career paths and provide them with the opportunity to share their work experiences with our current students. In this context, on November 12, 2024, a graduate of our Civil Aviation Cabin Services Program shared her experiences with our active students through a seminar. [\[26_OD3,4\]](#)

AYBÜ Technical Sciences Vocational School ensures the highest standards of student experience by placing student feedback at the center of the institution's quality assurance and continuous improvement processes. This system supports students in contributing to the institution's future, making the institution more transparent, accountable, and student-centered. We received some proud news from the Technical Sciences Vocational School: Tarkan Kubilay ERTUĞRUL, a 2024 graduate and valedictorian of the Multidimensional Modeling and Animation Program, won a prize in Technical Timing at the ENHANCER ANIMATION HACKATHON.

He achieved great success by coming second in his category. This is the success story of Tarkan Kubilay ERTUĞRUL, the first place winner of AYBU Technical Sciences Vocational School. ["Success achieved through determination and love" on TRT news channel. title \(OD4\)](#) It was published by [publisher name].

Maturity Level:The institution has alumni tracking systems in place across most of its programs.**Evidence**

[\[1\]\(3\)A.4.3-frames.pdf](#)

[\[2\]\(4\)A.4.3-career_2024.pdf](#)

[\[3\]\(3\)A.4.3-portal.pdf](#)

[\[4\]\(2,3\)A.4.3-graduate_card_application.pdf](#)

[\[5\]\(3\)A.4.3-graduation.pdf](#)

[\[6\]\(4\)A.4.3-DUS.pdf](#)

[\[7\]\(3,4\)A.4.3-public_health_graduate_tracking.pdf](#)

[\[8\]\(4\)A.4.3-adalet.pdf](#)

[\[9\]\(4\)A.4.3-mt_mezun.pdf](#)

[\[10\]\(4\)A.4.3-arabic_graduate.pdf](#)

- [\[11\]\(4\)A.4.3-bby_mezun.pdf](#)
- [\[12\]\(4\)A.4.3-graduate_stories.pdf](#)
- [\[13\]\(4\)A.4.3-business_success.pdf](#)
- [\[14\]\(4\)A.4.3-YBS_basari.pdf](#)
- [\[15\]\(4\)A.4.3-uti_basari.pdf](#)
- [\[16\]\(4\)A.4.3-finansbanka_basari.pdf](#)
- [\[17\]\(3\)A.4.3-sbe_mezunizlemekomisyonu.pdf](#)
- [\[18\]\(2\)A.4.3-graduate_procedure_principles.pdf](#)
- [\[19\]\(3,4\)A.4.3-career.docx](#)
- [\[20\]\(3\)A.4.3-audiology.pdf](#)
- [\[21\]\(3\)A.4.3-language_speech_therapy.pdf](#)
- [\[22\]\(4\)A.4.3-sbky_basari.pdf](#)
- [\[23\]\(4\)A.4.3-uluslar_basari.pdf](#)
- [\[24\]\(4\)A.4.3-economics_success.pdf](#)
- [\[25\]\(4\)A.4.3-finance_success.pdf](#)
- [\[26\]\(3,4\)A.4.3-graduation_presentation.png](#)

5. Internationalization

1. Managing internationalization processes

Managing internationalization processes at AYBÜ refers to activities encompassing international collaborations, student and academic staff mobility, and aligning educational programs with international standards, all in line with the university's goal of becoming a globally competitive and recognized educational and research institution.

AYBÜ (Aydın Nazilli University) has identified internationalization as one of its fundamental goals in its 2025-2029 Strategic Plan. In line with this, AYBÜ, acting with the vision of becoming a globally recognized education and research institution, aims to increase international collaborations, support student and academic staff mobility, and align its educational programs with international standards. This strategic approach will enhance AYBÜ's competitiveness in the international arena and support its contribution to global knowledge. At the "2025-2029 AYBÜ Strategic Plan Workshop," held on March 2, 2024, at Teknopark Ankara with broad participation from internal and external stakeholders, AYBÜ's strengths and weaknesses were discussed, and the key issues were reported in a SWOT analysis. Internationalization processes and resources were also among the issues discussed in this report. [\[1_FROM3,4\]](#)

AYBÜ conducts its internationalization efforts within the framework of the activities of the International Relations Coordination Office and the International Student Office. The management and organizational structure of the International Relations Coordination Office, a fundamental unit in the internationalization processes, is shared on our website. The International Relations Coordination Office has been restructured with the new International Relations Coordination Office Directive adopted by the AYBÜ Senate on November 29, 2019. This new structure has been actively implemented as of 2020. The International Student Office has updated the International Student Application, Admission and Registration Directive for Associate and Undergraduate Programs with the decision of the Ankara Yıldırım Beyazıt University Senate dated May 8, 2020.

It should be noted that there is a responsible person for each exchange program. [coordinator \(OD2\)](#) There are also coordinators in each faculty/institute and college, and a department in each academic program. [Erasmus coordinator and assistant coordinator \(OD2\)](#) In 2024, the coordinator lists were updated, and significant steps were taken to involve our academic units in the processes through organized information and consultation meetings. In order to conduct

internationalization processes more effectively and on a broader scale in 2024, it is planned to establish internationalization working groups at the university, faculty, and college levels, particularly composed of members with international experience. These groups will organize regular meetings and activities with our internal and external stakeholders within the scope of internationalization.

In managing the internationalization processes of AYBÜ, the Erasmus+ KA 131 and Erasmus+ KA 171 student and/or academic/administrative staff learning/internship/teaching/training mobility programs are based on the Erasmus+ KA 131 and Erasmus+ KA 171 handbooks published annually by the Turkish National Agency. For the 2024 Erasmus+ KA 131 student and/or academic/administrative staff learning/internship/teaching/training mobility programs, the handbooks published by the Turkish National Agency are used as a basis. [2024 Contract Period From the Erasmus+ KA 131 Handbook for Higher Education Institutions \(OD2\)](#) Similarly, the Turkish National Agency has published the 2024 Erasmus+ KA 171 student and/or academic/administrative staff learning/internship/teaching/training mobility programs. [Erasmus+ KA 171 Contract Period 2024 From the Handbook for Higher Education Institutions](#) The following practices have been utilized: International Visiting Faculty Member, Postdoctoral Researcher and Graduate Student Admissions. [International Visiting Lecturer Staff, Postdoctoral Researcher and Graduate Student Application Guidelines](#) [2 OD3] This is being carried out within the scope of the Memorandum of Understanding (Bilateral Cooperation Agreement) at the university.

Student and academic staff mobility is facilitated within the scope of the agreement signed between AYBÜ and its partner institution. [MoU protocols](#) [3 FROM3,4] This is carried out within the scope of the aforementioned handbooks and guidelines. Those who are eligible for student and staff mobility can be found on the website of the International Relations Coordination Office. [Announcements \(OD3\)](#) The results are announced transparently. To avoid errors in identifying students and/or staff eligible for international mobility, a draft list is first published, giving students and staff time to object to this draft list; any objections are then evaluated, and the final results are announced. This allows us to monitor and improve the correct implementation of exchange programs within our unit.

Regular evaluation and planning meetings were held at the External Relations Coordination Office with the participation of all personnel. [\[4 OD\]](#) In order to monitor and improve ongoing processes, orientation sessions and workshops are organized to assess the current state of internationalization activities for academic and administrative staff and to provide guidance for future activities. [\[5 OD4\]](#) In addition, satisfaction surveys were conducted for all students and staff who participated in the mobility program in 2024. [\[6 OD3\]](#) The results were discussed for evaluation purposes in meetings held within our coordination office. In addition, surveys were administered to students before and after presentations in information meetings held for students to learn about their knowledge and opinions regarding Erasmus+ programs. [\[7 OD3\]](#) Finally, a SWOT analysis report, covering all processes carried out in 2024 and guiding the work for 2025, was created with the participation of all our personnel. [\[8 OD4\]](#)

At AYBÜ, the management and organizational structure of internationalization processes are institutionalized, and activities are consistent with the published AYBÜ Internationalization Policy. The international collaborations and partnerships of our institution, as well as the procedures for international exchange programs, are handled by the International Relations Coordination Office; field-degree and academic qualification determination exams for diplomas obtained abroad are conducted by our relevant Boards in the fields determined by the Council of Higher Education (YÖK); and the procedures for the YLSY Scholarship Program are handled by the Personnel Department.

The Student Affairs Directorate handles all matters related to the admission of international students to AYBÜ. Specifically, the procedures for incoming and outgoing students

participating in the Erasmus Program and/or related collaborations are carried out within the framework of the relevant board decisions of our academic units and the effective coordination of these units. Furthermore, our academic units have coordinators and assistants responsible for Erasmus/Mevlana exchange programs.

As of the end of 2024, AYBÜ offers 100% English-language instruction in a total of 77 programs, 23 at the undergraduate level and 54 at the graduate level. The Faculty of Law continues its 30% English-language program, a first among state universities. Additionally, the History Program offers 30% English instruction and the Theology Program offers 30% Arabic instruction. Based on the principle that students should be proficient in at least one foreign language at an advanced level, AYBÜ provides its students with internationally accredited English language training through protocols with organizations such as Oxford, TOEFL, Pearson, and City&Guilds, offering them a significant advantage in their future employment. Indeed, AYBÜ attracts high-quality students with this opportunity. Furthermore, AYBÜ offers Arabic Preparatory courses coordinated by the Faculty of Theology and Turkish Preparatory courses run by the Language Education Application and Research Center.

The International Student Branch within the Student Affairs Office monitors the processes and procedures for students accepted from abroad. Requests are reviewed quickly and processed through our institutional communication channels directly targeting these students. The international student admission processes at AYBÜ are followed by this unit.[\[9_OD3.4\]](#) Accordingly, international student applications are received through an online system and are primarily reviewed for compliance with application requirements based on the documents submitted. Candidates with incomplete documents are given a daily error message through the system to make corrections.

The message is sent and information is provided via email. Candidates who are deemed eligible for student status after the relevant committee review are sent an acceptance letter. Some of the work done in 2024 to improve these processes is summarized below.

Prior to the international student admission process for AYBÜ's associate and undergraduate programs for the 2024-2025 academic year, and in order to enhance the competencies of our personnel responsible for both document review and registration procedures, representatives from relevant institutions will meet on May 30-31, 2024. A workshop titled "Evaluation of AYBÜ International Student Admission Processes" was held, with participation and presentations from the Council of Higher Education (YÖK), the Ministry of National Education (MEB), and the General Directorate of Population and Citizenship Affairs.[\[10_OD4\]](#) Our unit, through the Measurement and Evaluation Commission within the Quality Commission, has received approval for the admission of international students to AYBÜ's associate and undergraduate programs for the 2024-2025 Academic Year.

The commission's opinion on the reliability/validity of the exams and score thresholds used in evaluating applications, as well as equivalence/conversion tables to ensure these exams are considered on a common scale, were requested. As a result of the joint evaluation, the minimum score thresholds for the exams were raised, and a conversion table was also prepared.[\[11_OD4\]](#)

Tuition fees charged to international students have been comprehensively evaluated over the years, and the fee policy has been amended in accordance with the relevant board decisions.[\[12_OD4\]](#) As part of the student admissions process from abroad, applications from international candidates were received online within the relevant calendar framework. A total of 2430 applicants from 90 countries – 137 for associate degree programs and 2293 for undergraduate programs – had their application documents individually pre-reviewed to ensure compliance with the published application guide. Candidates with incomplete documents were informed via daily error messages and emails

through the system, allowing them to make corrections. During the registration process, information desks coordinated by the Presidency provided candidates with information on matters such as residency, health insurance, the academic calendar, dormitory and campus information, while faculty members from the School of Foreign Languages and DILMER provided information about preparatory courses.

The acceptance letters sent to international student candidates upon their acceptance are renewed through a joint effort with our Information Technology Department. [International Student Results Description System](#)” (FROM3,4) It has been put into service.

In addition to students who applied for residence permits for the first time, residence information forms were prepared by the unit for 1630 students who had residence permits in previous years and wanted to extend them, upon their request. On the other hand, work has been continued to encourage the contributions of administrative staff to the internationalization process, and the number of staff participating in Erasmus+ Learning Mobility in 2024 was one (1) and the total number was five (5). The total number of students participating in the learning mobility was 76, with 67 going and 9 arriving.

Maturity Level:The managerial and organizational structures of internationalization processes are monitored and improved.

Evidence

[\[1\]\(3,4\)A.5.1-gzft.pdf](#)

[\[2\]\(3\)A.5.1-yonerge.pdf](#)

[\[3\]\(3,4\)A.5.1-mou.pdf](#)

[\[4\]\(3,4\)A.5.1-dib_resmi_yazi.pdf](#)

[\[5\]\(4\)A.5.1-ka171_calistay.pdf](#)

[\[6\]\(3\)A.5.1-student_surveys.pdf](#)

[\[7\]\(3\)A.5.1-orientation_feedback_survey.xlsx](#)

[\[8\]\(4\)A.5.1-gzft_ustyazi.pdf](#)

[\[9\]\(3,4\)A.5.1-guide.pdf](#)

[\[10\]\(4\)A.5.1-calistay.png](#)

[\[11\]\(4\)A.5.1-uo_acceptance_criteria_evaluation.pdf](#)

[\[12\]\(4\)A.5.1-tuition_fees_feedback.jpg](#)

2. Sources of internationalization

Internationalization resources encompass the management, allocation, and improvement processes of the financial, physical, and human resources that AYBÜ uses to implement its internationalization strategies. Financial resources obtained through various international cooperation projects, primarily Erasmus+ KA131 and KA171 projects, student and academic staff mobility, and resources allocated to international students are key components of this process.

At AYBÜ, internationalization is managed in accordance with the physical, technical, and financial resources and institutional strategies of the International Relations Coordination Office. Data regarding the physical, technical, and financial resources of the AYBÜ International Relations Coordination Office can be found in the Unit's 2024 Fiscal Year Activity Report, which is attached. [\[1 FROM3,4\]](#) In 2020, the Coordination Office improved its physical and technical conditions and now provides services in a more spacious and technologically equipped environment, in 5 different rooms within the Rectorate Building.

She is the coordinator of the Erasmus+ KA131 and KA171 Programs, which are ongoing in 2024, and whose project numbers are 22024-1-TR01-KA171-HED-000424761, 2024-1-TR01-KA131-HED-000221090, 2024-1-TR01-KA131-HED-000222996,

2024-1-TR01-KA131-HED-000222703, 2023-1-TR01-KA131-HED-

It has twelve separate projects with contract numbers 000135210, 2023-1-TR01-KA131-HED-000147907, 2023-1-TR01-KA131-HED-000147173, 2023-1-TR01-KA171-HED-000167415, 2022-1-TR01-KA131-HED-00000059509, 2022-1-TR01-KA131-HED 00000064914, 2022-1-TR01-KA131-HED-00000065415, 2022-1-TR01-KA171-HED-000072005. Information on the projects can be found on the European Commission's Mobility website.

This information can be viewed via the Beneficiary Module. In addition to these projects, the International Relations Coordination Office is also a partner in the following Erasmus+ KA131 projects coordinated by TIMEF: 2021-1-TR01-KA131-HED-000030980, 2022-1-TR01-KA131-HED-000064181, and 2023-1-TR01-KA131-HED-000146917; and 2021-1-TR01-KA131-HED-000011796 and 2023-1-TR01-KA131-HED-000145866. The total project budget has shown a slight increase over the years. The total budget was calculated as €353,620 in 2022, €362,500 in 2023, and €359,065 in 2024.

In 2024, the number of students who came to Turkey through exchange programs was 9; the number of students who went abroad through exchange programs was 176; the number of academic and administrative staff who went abroad through exchange programs was 99; and the number of academic and administrative staff who came to Turkey through exchange programs was 5. The total number of organizations with which agreements were made in 2024 was 50.

At AYBÜ, financial, physical, and human resources allocated to internationalization within an institutional framework and managed in line with relevant strategies are monitored and evaluated in terms of quantity and quality. In this context, two additional staff members fluent in foreign languages were added to the International Student and Communication Branch within the OİDB (Student Affairs Directorate) in 2024 to meet the needs identified. Furthermore, the amount of tuition fees to be collected from international students each year is determined by the AYBÜ Board of Directors in accordance with the Presidential Decree on the Determination of Contributions and Tuition Fees to be Collected as Student Contributions to Current Service Costs in Higher Education Institutions in the 2024-2025 Academic Year, and the relevant processes are carried out by the Presidency. When determining these amounts, the relevant provisions of Presidential Decree No. 8703, "On the Determination of Contributions and Tuition Fees to be Collected as Student Contributions to Current Service Costs in Higher Education Institutions in the 2024-2025 Academic Year," field research for equivalent programs, as well as CPI rates and exchange rates are taken into consideration. In line with this, a comprehensive study was conducted in 2024 for current and newly enrolled students, and student contribution/tuition fee payments are monitored and evaluated through the Student Affairs Information System. The amounts deposited into the University's relevant account are officially reported weekly to the Strategy Development Department. [\[2 OD3\]](#)

Maturity Level:The allocation of internationalization resources within the organization is monitored and improved.**Evidence**

[\[1\]\(3,4\)A.5.2-dib_activity_report.pdf](#)

[\[2\]\(3\)A.5.2-ogrenim_ucretleri_karar.pdf](#)

3. Internationalization performance

Internationalization performance encompasses the monitoring, evaluation, and improvement processes of AYBÜ's international collaborations, student and academic staff mobility, foreign language education programs, international student rates, and activities carried out in line with institutional strategies. Within this scope, the university's policies for improving

internationalization processes, the activities of academic and administrative units, and collaborations with international organizations are systematically reported. For example, as stated in the 2024 Administrative Performance Report, the exchange of academic and administrative staff in particular is highlighted.

There has been a significant increase in the utilization rate of the programs, with the targeted number of 45 participants reaching 99, achieving a performance of 316%. Similarly, the number of agreements with international organizations exceeded the target of 225, reaching 365, achieving a success rate of 345.61%. These data demonstrate that AYBU has made significant progress in international collaborations and that its policies supporting academic mobility have been effective.[\[1 OD4\]](#)

The International Relations Unit Coordination Office is open to development and change in terms of both human resources and physical facilities. Performance analyses of the activities carried out by the Coordination Office are regularly presented in meetings with unit heads, academic unit coordinators, and the responsible vice-rector. Therefore, it shapes and diversifies its work in line with the conditions of the day and the interests, needs, and expectations of stakeholders. In this sense, it strives to reach the maximum number of internal and external stakeholders with the help of technology.[\[2 OD3\]](#) With external stakeholders

The shared Erasmus+ International Credit Mobility (KA 171-HED) AYBÜ Partner Information Form can be given as an example.[\[3 FROM3,4\]](#) This form provides information to our stakeholders about our internationalization strategy. AYBÜ's internationalization strategy is based on increasing student and academic staff mobility, raising the international student ratio, aligning its curricula with global standards, and strengthening international research collaborations. To make these strategies sustainable, the university aims to increase collaborations, secure new funding sources, and maintain the quality of education at global standards. Similarly, the Erasmus+-HED Program Partner Information Form Survey that we send to external stakeholders allows us to learn about their internationalization strategies and act in line with common goals. Working with external stakeholders who share common internationalization strategies plays a major role in the acceptance of our Erasmus+ KA 171 projects submitted to the Turkish National Agency. In this context, AYBÜ participated in a conference in France aimed at enriching its Erasmus+ KA131, Erasmus+ KA171, and MoU partnerships.[EAIE'ye Participation as coordinator \(OD3\)](#) This has been achieved. At the fair, where we had the opportunity to make various contacts with representatives of existing Erasmus+ and MoU program partner universities and officials of potential partner universities, one-on-one meetings were held with representatives of different countries and universities, primarily from Europe, during the meetings and visits organized by our coordination office. In these meetings, student and staff mobility within the framework of Erasmus+ KA131, Erasmus+ KA171 and MoU Exchange Programs, different projects and academic collaborations were discussed, and the scope of existing agreements was expanded, resulting in new cooperation agreements for AYBÜ.

The vice-rector responsible for coordination, the coordinator, and the coordination staff participated in many national and international meetings, events, and symposiums in 2024, contributing to increasing the number of external stakeholders of the university while also providing AYBÜ students and staff with information about current developments in exchange programs.[\[4 OD3\]](#)

AYBU International Relations Coordination Office; in addition to standard practices and regulations implemented in all universities, a Guideline for International Visiting Faculty Members, Postdoctoral Researchers and Graduate Students.[\[5 OD2\]](#) Thanks to this, it is possible for international postgraduate students and researchers who want to work at AYBÜ to conduct their studies within a specific guideline. This situation serves as an example of the unique approaches and practices that the university has developed in line with its needs.

AYBÜ's involvement with the Turkic Council (Organization of Turkic States) is also noteworthy.

The membership application of the Union of Universities (TURKUNIB) was unanimously accepted at the 7th General Assembly, hosted by the Azerbaijan State University of Economics, the current chair of the Union. As the AYBÜ International Relations Coordination Office, we have received approval for our application to join the Orhun Exchange Program in 2024, become a part of TURKUNIB, and also for membership in BUA. This Union, which includes numerous universities from the Balkan region and Turkey, aims to create a broad cooperation network, conduct joint scientific studies in various fields, and facilitate the transfer of knowledge and experience between institutions. Following its membership in TURKUNIB, AYBÜ aims to expand its partner network, particularly within the framework of Erasmus+ and EU programs, and to implement collaborations with prestigious higher education institutions in joint degree programs, academic, sports, and cultural fields through its BUA membership.

AYBÜ's internationalization performance is monitored periodically within the framework of the indicators specified in the 2020-2024 Strategic Plan, and there is a target of "Target 1.4: To provide quality education in a foreign language and increase the number of international students" and four different indicators for monitoring this target. The current achievement values of the relevant indicators are as follows: "1.4.1. Number of programs offering education in a foreign language: 82, 1.4.2. Ratio of students studying in programs offering education in a foreign language to the total number of students: 45%, 1.4.4. Number of international students: 2247, 1.4.5. Ratio of the number of international students to the total number of students: 0.08". In the newly published 2025-2029 Strategic Plan, in addition to the necessary emphasis on internationalization in the objectives, two targets are included: "H1.4: To increase the internationalization level of the university" and "H2.4: To strengthen national and international collaborations". The percentage of international students among all students enrolled at AYBÜ according to their level of education is also shown.

When examined, the percentages are 3% for associate degree programs, 9% for undergraduate programs, and 10% for postgraduate programs (OD4). To increase the effectiveness of these students, ensure diversity across a wide range by including qualified students from all over the world, and make internationalization sustainable, a country quota is applied in international student admissions. Accordingly, as of the end of 2024, there are 1857 international graduates from 93 countries and 2247 international students currently studying from 109 countries. The total number of students participating in mobility programs (incoming and outgoing) through Erasmus, bilateral agreements, and other reasons is 76 (OD4). The ratio of international students to total students is 8.1%. [\[6 OD4\]](#) Within the scope of accepting students from abroad, in 2024, according to the relevant calendar, 137 students from 90 countries were accepted through the online system, including preliminary students.

A total of 2430 applicants, including 2293 undergraduates, had their application documents individually pre-reviewed to ensure compliance with the announced application guide. Applicants with incomplete documents were informed via daily error messages and emails to make corrections through the system. Acceptance letters were prepared for applicants who were accepted. In addition, registration was also completed for 137 students: 43 from the Turkish scholarship quota, 2 from the government scholarship quota, and 92 from the international postgraduate acceptance quota. Our announcement for the new academic year is on our website.

When published on the website, the application guide and announcement posters, prepared simultaneously in English and Turkish, are sent to the foreign missions/international organization representatives in our country and to the education attachés/councils of countries abroad to be shared on their respective platforms. The fact that we have many program options that are taught entirely in a foreign language in undergraduate and graduate programs plays an important role in the preference of AYBU by international student candidates. In this context, one of the new programs opened in 2024 was the Sociology Undergraduate Program, which is

taught entirely in English. We currently have 284 active programs, and % of these are... 29 of them offer education in a foreign language. Finally, as part of our internationalization efforts, accreditation studies are ongoing in our academic units, and the process of using the TYÇ logo on the diplomas of graduates of our 3 currently accredited programs is underway.

Furthermore, the budget of projects supported by national and international organizations, measured within the scope of scientific research projects (PG2.1.2), increased from an initial value of 4.5 million TL to 60.98 million TL during the monitoring period, indicating that the target was exceeded by 2,259.39%.[\[7_OD4\]](#) This data reveals that funding for scientific research has been significantly increased, and AYBU has made considerable progress in expanding its research capacity.

AYBU's internationalization strategy is concretely observable in its performance in the Times Higher Education (THE) World University Rankings. Although the university is ranked in the 1501+ band overall, it demonstrates its global competitiveness in various disciplines, ranking in the 601-800 band for Business and Economics, the 801-1000 band for Social Sciences, the 1001+ band for Clinical and Health Sciences, and the 1001-1250 band for Engineering. In particular, the International Outlook indicator shows that the university has increased its global connections. The scores, rising from 45.1 in Business and Economics and from 31.7 to 36.8 in Social Sciences, prove the increased international student and academic staff mobility and the university's greater global visibility. The International Outlook indicator also increased from 33.7 to 35.5 in Clinical and Health Sciences, while the international outlook rate in engineering is 36.7.[\[8_OD4\]](#)

Maturity Level:Internationalization activities are monitored and improved within the organization.**Evidence**

- [\[1\]\(4\)A.5.3-pg1.5.png](#)
- [\[2\]\(3\)A.5.3-dib_paydas_listesi.pdf](#)
- [\[3\]\(2,3\)A.5.3-information_form.pdf](#)
- [\[4\]\(3\)A.5.3-dib_etkinlikler.pdf](#)
- [\[5\]\(2\)A.5.3-international_guideline.pdf](#)
- [\[6\]\(4\)A.5.3-evaluation_international.pdf](#)
- [\[7\]\(4\)A.5.3-international_project.png](#)
- [\[8\]\(4\)A.5.3-the_ranking.pdf](#)

B. EDUCATION AND TRAINING

1. Program Design, Evaluation, and Updating

1. Design and approval of programs

Currently, AYBU has a total of 283 active programs, including 22 associate degree programs, 50 undergraduate programs, 109 master's programs with thesis, 43 master's programs without thesis, and 59 doctoral programs. The language of instruction varies according to the nature of the program. Accordingly, in addition to programs taught entirely in Turkish, there are also programs within the Faculty of Aviation and Space Sciences, Business Administration, Engineering and Natural Sciences, and Political Sciences.

While most programs are taught entirely in English, some programs, such as law, theology, and history, offer 30% of their content in English or Arabic.

In accordance with the mission and vision outlined in the institution's 2020-2024 Strategic Plan and relevant legislation, the type of education, purpose, program competencies, the relationship of courses to these competencies, and the alignment of these competencies with the Turkish Qualifications Framework (TYYÇ) for all these programs have been published on the website

under the AYBÜ Bologna Information Package in both Turkish and English, making them available to prospective students, students, and the public.(OD3)Furthermore, each course syllabus defines the content, teaching and instructional methodology, the weighting of assignments, projects, field work, laboratory work, and similar activities, as well as the learning objectives and outcomes, and evaluation criteria. Course registrations for the relevant semester are opened accordingly.[1_OD4], [2_OD4].

These programs are prepared and updated taking into account framework documents such as the university's mission-vision and education policy, 21st Century Skills, the Turkish Qualifications Framework, the National Curriculum Development Plan (if any), field-specific international standards, accreditation body criteria, and specific field competencies, in addition to top-level policy documents.(OD3)For example, the core data published in 2023.

In line with the training programs (SYB-UÇEP, ANE-UÇEP), the curricula of the Sports Management and Coaching Training Programs within the Faculty of Sports Sciences have been adapted and put into practice as of the 2023-2024 academic year.[3_OD4]The curriculum of the Aerospace Engineering Program was also updated to comply with the MÜDEK criteria and put into effect in the same academic year. As an example of the programs updated in 2024 in line with the relevant UÇEP preparation studies, the Equestrian and Training Program can be given. As a result of these studies and the acceleration of accreditation activities aimed at improving program qualities, the Psychology Program, which is located within the Faculty of Human and Social Sciences and is taught entirely in English, was recently accredited by the Turkish Psychologists Association for five (5) years, and our medical programs, which are located within the Faculty of Medicine and are taught entirely in Turkish and English, were recently accredited by the Medical Education Evaluation and Accreditation Association (TEPDAD) for six (6) years.(OD4),

When a new program design and/or curriculum update is needed at AYBÜ, the necessary information and documents are published on the Student Affairs Directorate's (ÖİDB) website; program design is carried out by academic units, review and evaluation by the Education, Curriculum and Program Evaluation Committee (EMPDK), and the final decision on the proposal is under the authority of the Senate.(OD3). In our academic units, educational programs are routinely evaluated by the relevant boards, commissions, and coordinators, taking into account feedback from faculty members and students, as well as innovations in the field, and any necessary updates are made.[5_OD4], [6_OD4].

EMPDK's duties and working principles are guaranteed by the directive, and proposals regarding courses and programs are received on a semester basis.(OF3). Academic units wishing to establish a new program submit proposal files to the Student Affairs Office (ÖİDB), where the secretariat services of the EMPDK are located, in accordance with this directive. These files should include the justification for the program establishment request, general information about the program (program purpose, suitability to the mission, vision and strategic goals defined in the strategic plan, external stakeholder opinions, etc.), program competencies, the relationship between program competencies and field competencies, the degree to be awarded upon graduation, the level of the degree, the curriculum, the relationship between the learning outcomes of the courses in the curriculum and the program competencies, course description forms, and information on transition to higher degrees. After the technical preliminary review is completed here, these files are thoroughly evaluated by the EMPDK and forwarded to the Senate or returned to the relevant units for further review if necessary. If this process is successful, the relevant proposal is uploaded to ABAYS and submitted to the Council of Higher Education (YÖK). New programs are added to the university in line with the proposals approved by the relevant board decision of YÖK. Examples of some of the studies carried out during the year with applications that the University completed by following this procedure in 2024 and that were successful are given below, the number of courses opened for

the first time was 362, the number of newly opened Double Major Diploma Programs (DMP) was six (6) and the number of Minor Certificate Programs was seven (7).[\(OF3\)](#).

Programs accepting students for the first time:

Faculty of Humanities and Social Sciences – Sociology Program (100% English)
Faculty of Humanities and Social Sciences – Persian Language and Literature Program
Faculty of Architecture and Fine Arts – Industrial Design Program
Health Services Vocational School – Medicinal and Aromatic Plants Program

Newly opened departments/programs

Faculty of Architecture and Fine Arts – Department of Digital Game Design
Institute of Social Sciences – Applied Linguistics Master's Program with Thesis (100% English)
Institute of Social Sciences – Thesis-based Master's Program in Kalam and History of Islamic Sects

Conducted through university-industry collaboration. *Industry on Campus Program* Within this scope, the courses MTH472 - Automatic Flight Control Systems and MTH473 - Optimization Methods in Engineering have been added to the information package and offered to our students in a common pool for selection. [\[7_OD4\]](#) Following accreditation in the Psychology Program, a new curriculum has been implemented to allow students to take courses from different academic disciplines outside their field of study. [\[8_OD4\]](#) Students enrolled in this program are also offered the opportunity to take pedagogical training courses from a common pool of courses.

In order to better prepare students for the workforce upon graduation by supplementing their theoretical knowledge with practical experience, the Vocational School of Technical Sciences decided to adopt a 3+1 education model, and the curricula of its programs have been updated accordingly. During this process, findings from evaluation meetings with industry representatives regarding required competencies in the field, current technologies in the area, and the companies to collaborate with for internships and practical training periods, as well as how to make these collaborations more efficient, were taken into consideration. [\(OF3\)](#).

In the design and implementation of the programs, stakeholder participation is taken into consideration, as well as physical and technological resources. AYBÜ's location in the capital city and the numerous collaboration protocols established with competent and authorized institutions/organizations in the city provide students with on-site practical experience. These collaborations, added in 2024, include those between the Rectorate and KARDEMİR A.Ş. Protocols signed between ROKETSAN Rocket Industry and Trade Inc. and the Provincial Directorate of National Education regarding school health nursing practices can be given as examples. [\[9_OD3\]](#) In order to give a unique character to the humanitarian aid studies program conducted within our Institute of International Relations and Strategic Studies, the IYASAHA Program was created in 2024 in cooperation with the Turkish Red Crescent and AFAD, and completing this program has been added as a graduation requirement for students.

There are departmental principles and rules for structuring learning outcomes and necessary teaching processes. For example, the Faculty of Medicine has many boards/commissions that prepare documents related to the purpose of pre-graduation medical education and graduate competencies. "2024-2025 Academic Year Pre-Graduation Medical Education Guide" has been made available to stakeholders. Furthermore, preclinical studies are also included within this scope.

The aims and objectives of the semesters (Semesters I, II, and III) and clinical semesters were reviewed in workshops and a series of meetings with stakeholder participation and put into practice as of the 2024-2025 academic year. [\[10_OD4\]](#) Following suggestions from the

Vocational Education, Curriculum and Program Development and Evaluation Committee (MÖTEK) and feedback from faculty members, it was decided to add new course titles, panels, interactive student-participatory structured case discussions, problem-based learning sessions, and case-based learning sessions to the curriculum. Furthermore, to ensure the smooth running of these processes at the School of Foreign Languages, necessary updates and improvements are made by consulting the opinions and feedback of all stakeholders (administration, faculty, students). To facilitate this, faculty members' active participation in the process has been encouraged through planned summer workshops and regularly held level meetings aligned with the objectives. [11_OD4] In addition, problem reporting forms and annual evaluation surveys were shared with faculty members. To encourage student participation, class representative meetings were held, surveys were regularly shared, and feedback was received through suggestion and complaint forms on the website.

Finally, while the information package for all our programs defines which type of education—formal, blended, and/or distance learning—will be used to acquire the relevant competencies, courses proposed by the units to be conducted via distance learning before the start of each semester are also examined within the framework of the relevant procedures and principles. (FROM3). As a result of this review, requests for blended learning in formal programs are evaluated by our relevant committees, and if deemed appropriate, distance learning opportunities are offered for up to 30% of the courses, excluding practical applications. The proposal for a blended distance-face-to-face program design for some departments/programs in the Fall semester of the 2024-2025 Academic Year has been approved by the AYBÜ Senate. [12_OD4] Furthermore, in order to support formal education courses with digital teaching technologies, ensure application diversity, and utilize Moodle Learning Management System learning tools for assignments, lecture notes, resource sharing, and activities, semester-based courses are also defined in the AYBUZEM system.

Maturity Level: The design and approval processes of the programs are systematically monitored and improved through evaluation in collaboration with relevant stakeholders.

Evidence

[1](4)B.1.1-Nursing Program TYUCUyumu.pdf

[2](4)B.1.1-Determination of Courses to Be Opened for the Period.pdf

3B.1.1-ANE UCEP Mufredat Uyarlamasi.pdf

4B.1.1-Medical UCEP Compliance.pdf

[5](4)B.1.1-Accreditation Documents.pdf

[6](4)B.1.1-EMPAK Agenda - 25.11.2024.pdf

[7](4)B.1.1-Student Congress.pdf

[8](4)B.1.1-MTH Coded Lessons Opening.pdf

[9](4)B.1.1-Psychology Program Curriculum Update.pdf

[10](3)B.1.1-Protocol Samples.pdf

[11](4)B.1.1-medical education guide.docx

[12](4)B.1.1-YDYO Meeting Minutes.pdf

[13](4)B.1.1-Distance Lessons to Be Given.pdf

2. Balance of course distribution in the program

In determining the course distribution and ECTS credit values of programs in our academic units, a participatory approach is taken, focusing on student and academic quality. This approach considers legal regulations, recommendations from relevant national and international accreditation bodies, the areas of expertise, workloads, and opinions of teaching staff, as well as course evaluation and satisfaction feedback received from our students.

In accordance with the ECTS User Guide published by the European Union in 2015, the

University adopts a workload equivalent to 30 ECTS credits per semester and 60 ECTS credits per year. The ECTS information forms, which must be completed and entered into the system by our faculty members, list not only the number of class hours but also the amount of time students dedicate to various extracurricular activities throughout the semester.

This shows how the total ECTS credits for a course are calculated based on the course workload. Additionally, some of our programs offer 30% instruction in English or Arabic, and which courses meet this quota is indicated in the information package by course name or language of instruction. The AYBÜ Bologna Information Package, accessible from our website, provides a list of compulsory and elective curricula defined by ECTS credits for each program. The pool of non-field-specific common elective courses, created with a broad perspective to cater to all programs in the Rectorate Service and including numerous courses, with 36 new courses added in 2024, has been presented to our stakeholders for their information.[OD3](#), [\[1_OD3\]](#).

In academic units, the suitability and currency of course catalogs are monitored on relevant platforms, primarily EMPDK, taking into account the demands of the sector and students in line with the newly developing sub-fields and application areas of the programs. Within this scope, monitoring and improvements are made to the developed course content and distribution. [\[2_OD3\]](#) For example, the suitability and functionality of the course information packages developed for the programs of the Institute of Health Sciences were evaluated by the Institute Board, and it was decided to open 7 new courses, update 70 courses, and close 14 courses in the existing programs. [\[3_OD4\]](#) In the Faculty of Medicine, the theoretical and practical course distribution and content of the programs have been thoroughly reviewed and reported by each department and sub-department in terms of their compliance with UÇEP 2020, and these reports have been evaluated and decided upon by the relevant boards. In this context, courses other than theoretical ones have been included in the programs to enhance students' knowledge and experience, their participation in international internships or study mobility, and their involvement in social activities. Clinical Skills Training, previously only offered in Semester 1, has been expanded to include Semesters 1, 2, and 3 starting in the 2024-2025 academic year, based on student feedback. This enriches the program, integrates vertically, and is updated to provide students with an introduction to good medical practice, aligning with the course boards in Semesters 2 and 3. The Semester 1, 2, and 3 curricula have been completely renewed and enriched with Panels and Corridor Lectures to ensure vertical integration. Additionally, learning-centered teaching methods such as VBÖ (Vertical Learning) and PBL (Problem-Based Learning) sessions have been incorporated into the pre-clinical period. [\[4_OD4\]](#).

Indeed, when evaluating curriculum revision requests submitted to the EMPDK (Higher Education Executive Board), the balance between compulsory and elective courses, and between field-specific and non-field-specific courses, is considered in accordance with the EMPDK guidelines. Emphasis is placed on increasing the proportion of non-departmental courses in elective status during curriculum updates. Furthermore, within this scope, in line with the fundamental principles determined by the Higher Education Executive Board on February 14, 2024, regarding the calculation of course credits, among other things, pursuant to Article 44/b of the Higher Education Law No. 2547, curriculum reviews are being conducted in all programs under the coordination of the EMPDK.

A study was conducted, and in programs where the elective course ratio was below 25%, the curriculum was updated to reach at least this ratio. In line with the aforementioned principle decisions, the necessary arrangements regarding the mandatory foreign language courses, as stipulated in Article 5/i of the Higher Education Law No. 2547, were completed, offering units the option of teaching either 2 ECTS credits (2+0) over two semesters or 4 ECTS credits (4+0) over one semester. Advisors can monitor the course distribution balance of students through the curriculum status in the Student Information System (ÖİBS).

To enable students to make the most of common elective courses outside of theoretical courses,

to allocate time for non-academic activities, and to participate in the activities of student societies/clubs (numbering 130 in this reporting period) and social responsibility projects, Wednesday afternoons are left free in the weekly course schedules for all associate and undergraduate programs. Students' participation in social responsibility projects is recorded as ECTS credits on their transcripts within the scope of the "AYBÜ Social and Scientific Activity Course Rules and Principles" to support these projects. [\[OD3\]](#). In addition, the "Academic Activities Analysis" was conducted as part of the University's 2025-2029 Strategic Plan studies. Within this scope, it was decided to establish a Social Contribution Coordination Office to monitor, coordinate, and improve social contribution activities, and to develop the currently used "EVENT.AYBU" portal for reporting purposes, in order to ensure the content and coordination of scientific, cultural, artistic, sports, and social activities both within and outside the university; the relevant studies are ongoing.

In accordance with the decision taken at the General Assembly of Higher Education meeting, which stipulates that students continuing their formal education in fields where teacher training is possible, excluding teacher training faculties, will be provided with pedagogical training during their education, and within the limited resources, students studying in 22 programs (10 within faculties and 1 within a conservatory) will receive on-site specialization training within the institution.

Considering the other workloads of our teaching staff, pedagogical training courses are continued to be given on a voluntary basis.

In order to conduct the work related to the common course pool listed above more effectively and comprehensively, the Common Courses Department within the Rectorate was activated in 2024, a department head and secretary were appointed, and its institutional infrastructure was improved. The common elective course processes, previously handled by the Elective Courses Coordinator, will now be carried out under the aforementioned department. [\[5 OD4\]](#) Activities such as seminars organized by our academic units with expert speakers, museum visits, and cultural events contribute to reinforcing the knowledge gained in classes. Furthermore, in line with institutional/unit goals, efforts are being made to increase the number of elective courses offered by academic units across the university, with various language options, in order to provide students with cultural depth and offer more opportunities to learn about and apply different disciplines. These efforts are coordinated by the aforementioned department head.

While the semester-based weekly course schedules are accessible from our academic units' websites and the Student Information System (ÖİBS), the course assignments presented as examples in the evidence are determined participatively in the relevant board meetings, taking into account the expertise and workload of the teaching staff. [\[6 OD4\]](#) The relevant coordinators are responsible for the compatibility and coordination of courses between departments, and students can see any course conflicts when making their course selections in the Student Information System (ÖİBS). The AYBÜ Academic Data Management System, which is publicly accessible, also provides access to the field expertise and scientific studies of our faculty members. In this context, the number of academic staff assigned to the university from other universities (Article 40/a) in 2024 was 39. [\[7 OD4\]](#).

Finally, another study conducted in this context in 2024 was the transcript revision. Requests received from our academic units regarding the presentation of common elective courses, which differ according to the codes used for each level, were evaluated by the EMPDK (Education and Training Council), and it was decided to use the code "R" next to these courses. Accordingly, the necessary arrangements and explanations in the transcript have been completed, and currently, teacher training courses are indicated with the letter "F", courses taken within the scope of the exchange program with "D", and courses taken from the common elective pool with the letter "R". [\[8 OD3\]](#) The elective and compulsory ECTS credits required for graduation are checked on a student-by-student basis with the approval of the advisor, and are forwarded to

the Student Affairs Department with the monitoring of the unit managers. It should also be noted that the accreditation efforts carried out throughout the institution in 2024 had a positive contribution to monitoring and improving the balance of course distribution in the programs. [\[9_OD4\]](#).

Maturity Level:The balance of course distribution in the programs is monitored and improved.**Evidence**

- [\[1\]\(3\)B.1.2-Enrichment_of_Common_Elective_Course_Pool.pdf](#)
- [\[2\]\(3\)B.1.2-Newly_Opened_Common_Elective_Courses_Senate_Decision.pdf](#)
- [\[3\]\(4\)B.1.2-Ders_Dagilim_Dengesinde_Izlenmesi_Ornek.pdf](#)
- [\[4\]\(4\)B.1.2-Curriculum_Change_Requests.pdf](#)
- [\[5\]\(3\)B.1.2-Common Courses Section.pdf](#)
- [\[6\]\(4\)B.1.2-English_Translator_Interpreter_Lesson_Example.pdf](#)
- [\[7\]\(3\)B.1.2-Social_Sciences_Institute_40a_Assignment.pdf](#)
- [\[8\]\(3\)B.1.2-Transcript_Editing_EMPDK_Agenda.pdf](#)
- [\[9\]\(4\)B.1.2-Examples_of_Meeting_Minutes_Regarding_Monitoring_Evaluatio](#)

[n_Activities.pdf](#) **3. Alignment of learning outcomes with program outcomes.**

At AYBÜ, the learning outcomes for each program are defined, and these outcomes are matched with program outcomes. Connections are also established between the learning outcomes and the teaching and assessment methods used. [\[FROM3\]](#) [\[1_OD4\]](#) [\[2_OD4\]](#)

[\[3_OD4\]](#) The For example, in the School of Foreign Languages, program outcomes and course achievements are aligned, and this is monitored using various assessment tools prepared based on the exam preparation guide for weekly and semester-long course achievements. [\[4_OD4\]](#) The institution started issuing diploma supplements as of the 2022-2023 academic year. (Aybu website) [Bologna Information Packages](#) The details of all programs are shared within. Academic units monitor the currency of this information, and relevant changes are immediately reflected in the information packages. Curriculum changes made on a program-by-program basis for each year can be found on the Student Affairs Department's website. *Information System > Curriculum Courses* Access can be gained by following the tabs. [\[5_OD3\]](#).

The alignment of course learning outcomes with program outcomes is monitored primarily by academic unit boards, as well as by the "Education, Curriculum and Program Development and Evaluation Commission" and similar platforms. Within this framework, improvements are made to the course content and distribution based on ECTS credit values. [\[6_OD4\]](#) [\[7_OD4\]](#) [\[8_OD4\]](#) [\[9_OD4\]](#).

Maturity Level:The alignment of learning outcomes with program objectives is monitored and improved.**Evidence**

- [\[0\]\(4\)B.1.3-FTR_measurement_evaluation_report.pdf](#)
- [\[1\]\(4\)B.1.3-Compatibility_of_Course_Outcomes_with_Program_Outputs.docx](#)
- [\[2\]\(4\)B.1.3-SBF_Course_achievement_and_syllable_forms.pdf](#)
- [\[3\]\(4\)B.1.3-Portfolio\(process_evaluation\)_weekly_task_list.docx](#)
- [\[4\]\(3\)B.1.3-OBS_curriculum_information.pdf](#)
- [\[5\]\(4\)B.1.3-Curriculum_Change_Document.pdf](#)
- [\[6\]\(3\)B.1.3-Medical_Program_Development_and_Curriculum_Commission_Meeting.pdf](#)
- [\[7\]\(4\)B.1.3-Audiology_Meeting_decisions.pdf](#)

4. Course design based on student workload.

At AYBU, courses are designed to suit student workloads. The ECTS value and course curriculum for all programs are included in the Bologna Information Package published on the AYBU website. Course curriculum includes sections on the course objective, content, resources, assessment, workload calculation, and the relationship between program and course learning outcomes. [\[1 OD3\]](#) [\[2 OD3\]](#) [\[3 OD3\]](#).

Depending on the nature of the programs, a student workload-based approach is adopted in the courses, with individual assignments such as virtual courtrooms, laboratory work, term papers, graduation projects, internships, and studio work, in accordance with ECTS credits. [\[4 OD3\]](#). [Framework for Applied Training in Higher Education Regulations \(FROM3\)](#) Internships and practical training are included within the framework of these regulations. In addition to the regulation, we also have subordinate regulations applied in our relevant units. [\[5 OD3\]](#) [\[6 OD3\]](#) [\[7 OD3\]](#) [\[8 OD3\]](#) [\[9 OD3\]](#) Furthermore, our relevant education and training regulations include the necessary references for exchange programs, internships, and projects, and the procedures regarding the transfer and recognition of workload-based credits are regulated by the "Credit Transfer and Recognition Regulations" updated in 2023. II don't

know. The procedures are carried out according to the "Instructions for Procedures". [\[10 OD4\]](#) Furthermore, courses whose names include words such as "application," "internship," "clinical," etc., will be reviewed within the scope of the aforementioned regulation, and any necessary status/credit/name changes will be considered.

Academic units have been informed about the need to update the required courses, and the relevant arrangements have been discussed in the relevant boards and put into effect.

[\[11 OD4\]](#).

To ensure that students benefit to the maximum extent from internship opportunities offered by public institutions and private sector organizations, primarily the National Internship Program (USP) run by the Presidency Human Resources Office, and collaborations with major institutions located in Ankara such as TUSAŞ (the center of aerospace engineering and technical fields), Bilkent City Hospital (medical and health sciences), and the Supreme Court of Appeals (law), students are encouraged to participate in mandatory and/or optional practical training programs. [\[12 OD4\]](#) Examples of programs with intensive internship and practical vocational learning opportunities include those within the Faculty of Engineering and Natural Sciences, Architecture and Fine Arts, Sports Sciences and Health Sciences, as well as the Vocational School of Technical Sciences and Health Services. Indeed, in 2024, following an examination of the quality of applied courses and an evaluation of student and business demands, the Vocational School of Technical Sciences transitioned to a 3+1 education model to support students' theoretical knowledge with practical experience, thus better preparing them for the workforce upon graduation. [\[13 OD4\]](#) Monitoring of workloads related to vocational training and/or internships in the workplace is carried out by academic units through internship coordination offices or internship committees. [\[14 OD4\]](#).

The ECTS Student Workload Determination Survey, prepared by the Measurement and Evaluation Commission to calculate the workload of courses and administered to students at the end of semesters via the information system in either Turkish or English (depending on their preference), along with the results of Course Evaluation Forms, as well as feedback from stakeholder satisfaction surveys (academic staff, administrative staff, students, alumni, external stakeholders), graduate competency surveys, and similar questionnaires, advisory boards, and the diversity arising from distance education, are taken into account by our academic units in determining student workload and reflecting it in the curricula. For example, in the Faculty of

Theology, updates were made taking into account feedback from students in graduation surveys regarding workload and excessive exams. In the Vocational School of Social Sciences, updates were made to all courses in 2024, primarily the Turkish Language and History of the Turkish Revolution courses. [\[15_OD4\]](#) The principles, rules, and methods for these studies, which maintain a balance between compulsory and elective courses and courses outside of the field, are defined in the institution's regulations. The aim is to enrich the students' cultural understanding by offering them opportunities to explore different disciplines through comprehensive program content. [\[16_OD3\]](#) [\[17_OD3\]](#) [\[18_OD4\]](#).

In departments where internships are mandatory, the workload of students' practical training and internships both domestically and/or internationally is determined and included in the total workload, and this process is secured through internship guidelines. In our relevant departments, evaluations are made during practical training using forms and internship/trainee reports, and courses are concluded accordingly. [\[19_OD3\]](#) [\[20_OD3\]](#) [\[21_OD3\]](#).

On the other hand, in mobility programs undertaken by our students through various means, primarily the Erasmus+ Program, credit transfer is carried out for courses taken at universities or foreign language courses abroad, with some flexibility in the relevant practices, and their workloads are lightened. While the procedures regarding the transfer and recognition of our students' workload-based credits are evaluated according to the relevant legislation, the recognition of qualifications acquired that they have not used for any degree, based on workload, is evaluated according to the relevant legislation. [AYBU Social Activities Course Exemption Guidelines](#)”i This is done according to [the relevant law]. In addition, the diploma supplement, which is provided at all levels including associate degree, bachelor's degree and postgraduate degree, also contains the necessary information. [\[22_OD4\]](#).

Maturity Level: Student workload is monitored in the programs, and course design is updated accordingly. **Evidence**

[\[1\]\(3\)B.1.4-Sociology_Oğstudent_iLoad_Based_Course_Design.docx.pdf](#)

[\[2\]\(3\)B.1.4-Finance and Banking lesson plan.pdf](#)

[\[3\]\(3\)B.1.4-Architecture lesson teaching plan.pdf](#)

[\[4\]\(3\)B.1.4-Sports_Sciences_iME_forms.png](#)

[\[5\]\(3\)B.1.4-ODEV.pdf](#)

[\[6\]\(3\)B.1.4-FTR_ODEV-STAJ.pdf](#)

[\[7\]\(3\)B.1.4-STAJ_PROGRAMI.png](#)

[\[8\]\(3\)B.1.4-workplace_training.png](#)

[\[9\]\(3\)B.1.4-Architecture_workplace_training_guideline.docx](#)

[\[10\]\(4\)B.1.4-credit_transfer_and_adaptation_procedures_basis.pdf](#)

[\[11\]\(4\)B.1.4-](#)

[Example of Text Regarding Applied Education Framework Regulation.pdf](#) [\[12\]\(4\)B.1.4-2024_PROTOCOLS.docx](#)

[\[13\]\(4\)B.1.4-Example_of_Senate_Decision_for_Technical_Sciences_Vocational_School.pdf](#)

[\[14\]\(4\)B.1.4-List_of_Vocational_Training_Courses_in_Business.xlsx](#)

[\[15\]\(4\)B.1.4-curriculum_update.pdf](#)

[\[16\]\(3\)B.1.4-workload_assessment_form_result.pdf](#)

[\[17\]\(3\)B.1.4-iShYUTO BUYRLEME ANKETI-1.pdf](#)

[\[18\]\(4\)B.1.4-curriculum_update_meeting_minutes.pdf](#)

[\[19\]\(3\)B.1.4-psychology_internship_guide.docx](#)

[\[20\]\(3\)B.1.4-Internship_record_example.docx](#)

5. Monitoring and updating programs

At AYBÜ, there are defined processes and regulatory arrangements for monitoring and updating programs. Throughout the institution, processes are regularly evaluated and improvements are sought through subcommittees/boards established within academic units, such as the Education Coordination Office, Semester Coordination Offices, Measurement and Evaluation Subcommittee, Education, Curriculum and Program Evaluation Unit Committee, and similar bodies. [\[1 OD4\]](#)[\[2 OD4\]](#)In the process of monitoring and updating program outcomes, evaluations are made taking into account many factors such as feedback from faculty and students, statistical analyses, current approaches in the relevant field, stakeholder opinions, alumni opinions, feedback from advisory boards, the diversity arising from distance education, legal regulations, and the recommendations of accreditation bodies. In addition to Course Evaluation Forms, the Measurement and Evaluation Committee regularly conducts satisfaction surveys (academic staff, administrative staff, students, alumni, external stakeholders) to enable stakeholders to contribute to the internal quality assurance system. [\[3 OD3\]](#) [\[4 OD3\]](#) [\[5 OD3\]](#) [\[6 OD3\]](#) [\[7 OD3\]](#) [\[8 OD3\]](#) (OD3). For example, in 2024, an advisory board comprised of executives from the aviation and defense industry sectors met and evaluated the undergraduate curriculum of the Department of Aerospace Engineering. Based on the board's recommendations, a course on Machine Elements was added and updates were made. [\[9 OD4\]](#).

In line with the decisions taken regarding curriculum updates, course information packages are updated on a semester/academic year basis in terms of course objective, content, resources, weekly course content, workload calculation, and contribution of the course to program outcomes. Curriculum-related tasks and procedures for students are monitored through the Student Affairs Information System used by students, academic and administrative staff. is kept on record.[OD4](#).

Information regarding education and training, including student numbers, academic performance, withdrawal numbers and reasons,[AYBÜ YKS basic data](#) General statistical information such as these is monitored periodically and systematically by the Student Affairs Department. [Unit Administration Activity Report](#) This data is shared annually on our website. Additionally, benchmark reports are generated on various topics requested by the units, and/or senior management/boards are informed when necessary. Department/program-based evaluations of this data are conducted by the academic commissions/boards of our units.

FAULT [Guidelines of the Education, Curriculum and Program Evaluation Committee](#)It has been stated that academic unit proposals regarding courses and programs will be received on a semester basis, and proposals for the fall semester must be submitted to EMPDK no later than the end of May, and proposals for the spring semester no later than the end of October, to be valid for the following academic year. In this context, for example, the Institute of Health Sciences...

On May 13, 2024, the Board decided to introduce 7 new courses, update 70 courses, and close 14 courses as part of curriculum development. [\[10 OD3\]](#)[\[11 OD4\]](#).

Proposals regarding course/program arrangements from academic units are thoroughly evaluated by the EMPDK (Education and Student Council) before being included in the Senate agenda, following examination and approval by the Department/Faculty boards. Indeed, in early 2024, the Higher Education Executive Board, in accordance with Article 44/b of the Higher Education Law No. 2547, expedited the necessary adjustments to all curricula in line with certain fundamental principles determined for the calculation of course credits, access to student rights, and examinations, to be implemented from the spring semester of the 2023-2024

Academic Year onwards, covering all levels. [\[12_OD4\]](#).

On the AYBU Student Affairs Department website [Department/ USA/ Program opening or first time student admission request](#) and the necessary information and documents regarding this matter are available, and some examples of the work carried out in 2024 within the scope of relevant assessments and continuous improvements are listed below.

The first quota that was approved at the university in 2024 was for program/department opening applications, for the first time ever Double Major Diploma (DMP) – Minor Certificate Programs, and for course samples. *"B.1.1 Design and approval of programs"* It is listed below.

The processes for using the TYÇ logo on the diplomas, diploma supplements, and graduation certificates of our medical and psychology programs and graduates, who have received full accreditation by meeting quality assurance criteria, are ongoing.

In order to reflect the necessary improvements, resulting from the monitoring of the relevant programs, into the legislation. *"Foreign Languages School Preparatory Class Program Teaching-Learning and Examination Guidelines"* *"Arabic Translation and Interpreting Program Compulsory Arabic Preparatory Class Education-Teaching and Examination Guidelines"* Updated.

"Principles for Freezing Undergraduate and Postgraduate Enrollment" with *"Principles Regarding the Circumstances Under Which Students Will Be Considered Excused"* The opinions received from academic units have also been taken into consideration and the *"Procedures and Principles Regarding Excuse-Based Applications"* have been compiled and updated under this title. [\[13_OD4\]](#) The university's *"Principles of Credit Transfer and Adjustment Procedures"* In order to systematize and digitize the relevant tasks and processes, an adaptation module has been added to the Student Affairs Information System, and a user guide has been prepared by the Student Affairs Department.

Subsequently, these processes, which were centrally carried out by the Student Affairs Department, have been transferred to the academic units to be conducted through the aforementioned module. [\[14_OD4\]](#).

Currently in effect *Postgraduate Education and Training Regulations, Principles Regarding Make-up Exams and Principles for Taking and Withdrawing Courses in Associate Degree, Bachelor's Degree and Graduate Programs* Opinions and assessments have been received from the relevant units, and updating work is ongoing. [\[15_OD4\]](#).

The Accreditation Commission, one of the working groups within the AYBÜ Quality Coordination Office, monitors the decisions and current developments taken by the Higher Education Quality Council regarding accreditation and carries out its work towards institutional university accreditation and program accreditation related to academic units in line with the principles determined by the Quality Commission.

The university's senior management considers the number of accredited programs important within the scope of external quality assurance processes, and academic units are encouraged to pursue accreditation. Indeed, these processes have resulted in full accreditation for our medicine and psychology programs, and a decision has been made to apply for accreditation for our theology program in 2024, with preparatory work continuing for other programs.

is [\[16_OD4\]](#) [\[17_OD4\]](#) [\[18_OD4\]](#) (OD4) Furthermore, AYBÜ's programs, which have a 100% occupancy rate in the YKS quotas, are constantly rising in the preference rankings, and it is foreseen that this trend will continue to gain momentum in the future when the current potential is evaluated. While there are different practices in the university's various units and disciplines regarding the monitoring and measurement of the programs' achievement of their educational goals and their ability to meet the needs of students and society through feedback from graduates and employers, when looking at the 2024 results in the YÖK's graduate success atlas; our medical programs, TUS Basic Medicine 1 and Clinical Medicine, and Dentistry programs... Our program is among the top 25 universities in the DUS success rankings, and our Law

Program is among the top 5 universities in the Judicial Examination success rankings.[OD4](#)).

Maturity Level:Program outcomes are monitored through these mechanisms and updated by incorporating the views of relevant stakeholders.

Evidence

[\[1\]\(4\)B.1.5-EMPD Commission Meeting.pdf](#)

[\[2\]\(4\)B.1.5-curriculum_update_faculty_board_meeting_minutes.pdf](#)

[\[3\]\(3\)B.1.5-student_survey_report.pdf](#)

[\[4\]\(3\)B.1.5-Graduate_O](#)

[Student Satisfaction Survey \(2023-2024 Spring Term\).pdf](#)

[\[5\]\(3\)B.1.5-O student surveys and results.pdf](#)

[\[6\]\(3\)B.1.5-health_sciences_all_surveys_evaluation.pdf](#)

[\[7\]\(3\)B.1.5-evaluation_form.pdf](#)

[\[8\]\(3\)B.1.5-SBF_Disbursement Report.pdf](#)

[\[9\]\(4\)B.1.5-Advisory Board Minutes 7 October 2024 v2.docx](#)

[\[10\]\(4\)B.1.5-SB_Institute_board.pdf](#)

[\[11\]\(4\)B.1.5-Institute board course addition removal closure.pdf](#)

[\[12\]\(4\)B.1.5-Information_of Units Regarding Basic Principles.pdf](#)

[\[13\]\(4\)B.1.5-Information_of Units Regarding Legislation Regulation.pdf](#)

[\[14\]\(4\)B.1.5- Credit Transfer Adjustment Procedures Module User Guide.pdf](#)

[\[15\]\(4\)B.1.5-Paydas Gorusu Alinmasi.pdf](#)

[\[16\]\(4\)B.1.5-SBF_Accreditationmeeting.pdf](#)

[\[17\]\(4\)B.1.5-kap.pdf](#)

[\[18\]\(5\)B.1.5-Psychology_Accreditation.png](#)

6. Management of education and training processes

Organizational chart and duties, authorities and responsibilities"Regulations on Academic Organization in Universities" At AYBÜ, which is structured in accordance with the academic unit tree, the education and training processes carried out in line with the education and training policy using the PDCA cycle are defined by regulations, directives and other sub-regulations and are implemented by the university's EMPDK, AYBUZEM and Learning and Teaching Unit. is supported([OD3](#)), ([OD3](#)), [[1 OD3](#)] Education and training processes at the University are ensured by the relevant legislation as well as the relevant boards/commissions established within the academic units, and are carried out with a participatory understanding and approach under the leadership of our Rector. Workflows and processes are created in the units and announced under the QMS section in the Quality Management System and on the web pages. has been([OF3](#)), [[2 OD3](#)], [[3 OD3](#)].

The university has an information system (ISS) for managing its education and training processes, support units, and sufficient human resources. These processes are outlined in drafts prepared annually by the relevant academic units under the coordination of the IISS, reviewed by the EMPDK (Education and Training Council), approved by the Senate, and announced on our website in both Turkish and English. [academic calendars](#) It is carried out within this framework. [Academic Consultancy Guidelines](#) In line with this, in addition to the academic advisors assigned to students, Erasmus

Through coordinators, internship coordinators, and similar bodies, the processes related to issues that students encounter in education, training, and other matters are effectively managed within the framework of regulations, guidelines, and senate decisions. Academic units' proposals and requests regarding these processes are submitted to the EMPDK and Senate agenda after undergoing technical checks through the Student Affairs Department, with the

knowledge of senior management, in order to be addressed with a holistic approach.

In the Student Information System (SIS), screens are defined for students, academics, and administrative staff to manage different tasks according to their authorization definitions. In this university, which has a learning and teaching-focused approach, current technologies are closely followed, and processes related to educational activities are continuously improved. In this regard, as of the 2024-2025 academic year, the processes related to the adaptation module, which has been actively used in all units, have been both digitized and standardized. Furthermore, requests received from academic units...

To address problems arising from the inability to upload documents in online applications, make-up exam/enrollment suspension document upload modules, which can integrate with the application modules in the Student Information System (ÖİBS), have been made available for use as of the 2024-2025 academic year, thus improving the relevant processes. User guides prepared by the Student Information System (ÖİBS) for these modules have been sent to academic units to ensure application consistency.

In order to maximize the benefits of distance education opportunities by supporting formal education with digital teaching technologies, the courses offered each semester and the information of students enrolled in these courses are submitted to AYBUZEM by the Student Affairs Department on a semester basis. [\[4_OD3\]](#) While the method of delivering educational services (formal, distance, blended, open) is generally defined in the information package, In accordance with the relevant provisions of the "Procedures and Principles Regarding Distance Education in Higher Education Institutions," any courses that our academic units foresee being offered remotely are evaluated by the University Senate on a semester basis, in accordance with Article 6/b of the aforementioned principles. Accordingly, a control mechanism has been added to the Student Information System (ÖİBS) to ensure that students' course selections after registration comply with the quota determined by the Senate for courses offered via distance learning.

On the other hand, the Stock Exchange Application and Finance Simulation Laboratory (BITLAB) within the Faculty of Business Administration, interdepartmental cross-workshops and Wednesday seminars conducted within the Faculty of Law, and the Competition and Innovation Application and Research Center (REKMER) are among the institutions involved. There are many current practical application areas, such as projects, that will provide advantages to students after graduation. In addition, a courtroom where theoretical knowledge meets practice and offers a realistic experience has become operational within the Faculty of Law in 2024. Furthermore, the University has science departments.

The practical training programs offered to our engineering, health, arts, sports, and social sciences students to enhance their professional skills and experience are generally conducted according to the framework regulations, although some departments also have specific sub-regulations. [\(OD3\)](#).

University assessment and evaluation processes are defined in regulations, guidelines, and other sub-regulations, and exams are announced to students by academic units via their websites during the relevant weeks in accordance with the academic calendar. [\(OD3\)](#) The learning outcomes of the programs, the curriculum, the method of delivering educational services, the teaching method, and the alignment of assessment and evaluation are monitored using Bologna forms for each course, student evaluation results, and findings obtained from statistical indicators related to education and training, and are evaluated by the relevant academic boards. Furthermore, within the Quality Coordination Office, there is an Assessment and Evaluation Committee responsible for conducting, finalizing, and reporting stakeholder satisfaction surveys. Evidence has been presented regarding the activities of our different academic units aimed at monitoring, evaluating, and improving the education and training processes. [\[5_OD4\]](#), [\[6_OD4\]](#), [\[7_OD4\]](#), [\[8_OD4\]](#).

Maturity Level:The institution monitors the implementation of its education and training management system, and improvements are made based on the monitoring results.

Evidence

- [1](4)B.1.6-1_OD4. [AYBU_OrganizasyonSemasi.pdf](#)
- [2](4)B.1.6-1_OD4. [Tip_Fakultesi_Akademik_Teskilat_Ornegi.pdf](#)
- [3](4)B.1.6-2_OD4. [Rektor_Yardimcilari_Gorev_Dagilimi.pdf](#)
- 4B.1.6-3_OD4. [Numbers_2024_AYBUZEM_Activity_Summary.pdf](#)
- [5](4)B.1.6-Aerospace_Engineering_Department_Application_Example.pdf
- [6](4)B.1.6-Faculty_of_Medicine_Evaluation_Report.pdf
- [7](4)B.1.6-Applied_Sciences_Faculty_Academic_Board_Meeting_Minutes.pdf
- [8](4)B.1.6-Education_Teaching_Process_Management_Academic_Unit_Example.pdf

2. Program Implementation (Student-Centered Learning, Teaching, and

Assessment) 1. Teaching methods and techniques

In all educational processes conducted at the institution (formal, distance, and blended learning models), student-centered, competency-based, process- and performance-oriented approaches are adopted. Learning ecosystems are designed, particularly through applied learning methods, to develop students' critical thinking, problem-solving, and creative decision-making skills. For example, the School of Foreign Languages has an Independent Learning Center and a Learning Counseling Unit.

It provides services aimed at offering students additional material support, organizing seminars and workshops to support language development, and developing learning strategies. [1 OD3]The center offers extracurricular learning environments with instructors through weekly programs. [2 OD3]Similarly, the Learning Counseling Unit provides personalized counseling support to students through its One-on-One Student Counseling Program. Seminars and workshops organized for faculty members include student-centered approaches and effective teaching practices, with pre-academic year preparation workshops being a prominent example in this context. [3 OD3]Furthermore, the aim is to continuously improve the quality of teaching by organizing face-to-face and online conferences and workshops conducted by expert instructors in their fields. [4 OD3]The AYBUZEM online platform is used as a supportive tool in both distance and in-person education processes. [5 OD3]In AYBUZEM's interactive courses, peer assessments, assignment descriptions, and feedback are conducted smoothly within closed groups. [6 OD3].

The units have emphasized teaching methods that actively engage students, focus on interactive learning, are student-centered, competency-based, process and performance-oriented, and prioritize deep learning rather than mere information transfer, as well as student interest, motivation, and commitment. The Faculty of Medicine added flipped learning, problem-based learning (PBL), and evidence-based education techniques to its curriculum for the 2024-2025 academic year, and these are included in the course program. [7 OD4]Regulations specific to distance education within the Faculty of Medicine have been prepared. [8 OD3].

Efforts to increase the number of elective courses across the university have accelerated. [OD3] (OD3)The percentage of elective courses within the curriculum is 64%. [9 OD3 syf.69]Technological advancements
The rapid advancement of technology necessitates that disciplines integrate technology into

their courses and adapt to the process. In this context, the Faculty of Law provides students with knowledge in new areas of law through courses such as Information and Communication Technology Law and Regulation of Space Activities in Turkey.[OD3](#)) Thus, the aim is to increase the global competitiveness of students.

Student and alumni feedback on teaching methods and techniques is collected through regularly administered evaluation forms and surveys, as well as through counseling sessions, complaint and suggestion channels. The data obtained is shared with relevant faculty members and unit managers for analysis. [\[10 OD3\]](#). In 2024, postgraduate courses for the 2023-2024 academic year

In order to improve the academic year, letters were sent to the Department Heads requesting that they report on the evaluation and improvement steps taken within the scope of reporting on surveys regarding preventive and corrective activities. [\[11 OD4\]](#) Course evaluations and improvement reports were prepared by the Department Heads and submitted to the institute.

[\[12 OD4\]](#) Teaching in the Fall semester of the 2024-2025 academic year.

Improvements have also been made to the classrooms/meeting rooms following requests from members. [\[13 OD4\]](#) Along with these improvements, commissions have been established to monitor education and training processes, establish innovative teaching methods and techniques, and manage curriculum and assessment processes. [\[14 OD4\]](#).

Maturity Level: In general, student-centered teaching methods and techniques are applied in accordance with defined processes across the programs.

Evidence

[\[1\]\(3\)B.2.1-B.2.1.1..pdf](#)

[\[2\]\(3\)B.2.1-B.2.1.2..pdf](#)

[\[3\]\(3\)B.2.1-B.2.1.3..pdf](#)

[\[4\]\(3\)B.2.1-B.2.1.4..pdf](#)

[\[5\]\(3\)B.2.1-B.2.1.5..png](#)

[\[6\]\(3\)B.2.1-B.2.1.6..pdf](#)

[\[7\]\(4\)B.2.1-B.2.1.7..pdf](#)

[\[8\]\(3\)B.2.1-B.2.1.8..pdf](#)

[\[10\]\(3\)B.2.1-B.2.1.11..pdf](#)

[\[11\]\(3\)B.2.1-B.2.1.13..pdf](#)

[\[12\]\(4\)B.2.1-B.2.1.14..pdf](#)

[\[13\]\(4\)B.2.1-B.2.1.15..pdf](#)

[\[14\]\(5\)B.2.1-B.2.1.16..pdf](#)

[\[15\]\(5\)B.2.1-B.2.1.17..pdf](#)

2. Measurement and evaluation

The university's measurement and evaluation processes in its educational and training activities are carried out within the framework of the "Associate Degree and Undergraduate Education, Training and Examination Regulations" and the "Graduate Education, Training and Examination Regulations". [\[1 OD3\]](#) [\[2 OD3\]](#) In this institution, which adopts an inclusive approach, there is a "Directive on Education, Training and Examination Practices for Students with Disabilities" to determine the assessment and evaluation practices and principles aimed at eliminating the problems that students with disabilities may encounter and ensuring equal opportunities in education. [\[3 OD3\]](#) Student-centered assessment and evaluation are conducted based on competencies and performance, and students' opportunities for self-expression are diversified as much as possible. [\[4 OD3\]](#) A student satisfaction survey is conducted at the end of each semester for graduate students, and the results are shared with the Institute's Board of Directors and the Institute Council members. [\[5 OD4\]](#) Improvement efforts and strategic

planning are carried out based on the results of both satisfaction surveys conducted by academic units and surveys conducted by the Student Affairs Department via the Student Information System (OBS). [\[6_OD4\]](#).

To ensure the consistency of university measurement and evaluation practices, a project supported by the Scientific Research Projects Coordination Unit is being carried out. [\[7_OD3\]](#) [\[8_OD3\]](#) The project aims to create a web-based calculation module for absolute and relative grading systems, identifying which grading is more advantageous based on the class characteristics being assessed, and preventing unfair evaluations that may result from relative grading. The draft of the created web interface is presented below. <https://relativeabsolute.aybu.edu.tr/> It can be viewed via this link. Starting in 2025, this web interface will fairly distribute class achievement grades.

The aim is to expand its use in conversion, primarily in higher education institutions, starting with AYBU.

The institution continuously improves its measurement and evaluation methods based on feedback received from students and faculty. The announcement, implementation, monitoring, assessment of alignment with objectives, and meticulous review of the measures taken are all carried out. At the end of each semester, for each course, surveys are conducted using the Course Evaluation Form.

Student feedback regarding these courses and instructors is collected on online platforms. [\[9_OD4\]](#) Planning documents, organizational structures, and job descriptions incorporating student-centered assessment and evaluation approaches are available. [\[10_OD3\]](#) [\[11_OD3\]](#).

At AYBÜ, exam-related data is analyzed for validity and reliability, and feedback is provided to stakeholders. [\[12_OD4\]](#) Furthermore, in academic units, exam results are analyzed to monitor student performance and score distributions, and improvement activities are carried out. For example, instructors at the School of Foreign Languages undergo online standardization processes before writing and speaking exams. [\[13_OD4\]](#) In exams, artificial intelligence is used in the listening and speaking sections to prepare exam content appropriate to the student's level, and high-quality audio files are provided. [\[14_OD4\]](#) Special arrangements are also made for disadvantaged students. [\[15_OD3\]](#) [\[16_OD3\]](#) In addition, the exams are reviewed and improved at regular intervals, and each section of each exam is designed in line with specific educational outcomes. [\[17_OD4\]](#), [\[18_OD4\]](#).

Maturity Level: Student-centered assessment and evaluation practices are monitored and improved with the participation of relevant internal stakeholders.

Evidence

[\[0\]\(3\)B.2.2-B.2.2.1..pdf](#)

[\[1\]\(3\)B.2.2-B.2.2.2..pdf](#)

[\[2\]\(3\)B.2.2-B.2.2.3..pdf](#)

[\[3\]\(3\)B.2.2-B.2.2.4.pdf](#)

[\[4\]\(4\)B.2.2-B.2.2.5..pdf](#)

[\[5\]\(4\)B.2.2-B.2.2.6..pdf](#)

[\[6\]\(3\)B.2.2-B.2.2.7..pdf](#)

[\[7\]\(3\)B.2.2-B.2.2.8..pdf](#)

[\[8\]\(4\)B.2.2-B.2.2.9.pdf](#)

[\[9\]\(3\)B.2.2-B.2.2.10.pdf](#)

[\[10\]\(3\)B.2.2-B.2.2.11..pdf](#)

[\[11\]\(4\)B.2.2-B.2.2.12..pdf](#)

[\[12\]\(4\)B.2.2-B.2.2.13.pdf](#)

[\[13\]\(4\)B.2.2-B.2.2.14..pdf](#)

[\[14\]\(3\)B.2.2-B.2.2.15..pdf](#)

[\[15\]\(3\)B.2.2-B.2.2.16..pdf](#)

[\[16\]\(4\)B.2.2-B.2.2.17..pdf](#)

[\[17\]\(4\)B.2.2-B.2.2.18..pdf](#)

3. Student admission, recognition and crediting of prior learning.

The main principles regarding the admission of internal students to the university for both first-time students and for Double Major/Minor Certificate Programs, as well as the recognition and crediting of prior learning, are determined in accordance with the Higher Education Law No. 2547 and framework regulations, and through institution-specific educational regulations prepared according to levels, as well as relevant guidelines, procedures, and principles, and are shared with the public via our website.[\(OD3\)](#), [\(OD3\)](#)AYBU accepts international students for all levels of programs, including associate degree, undergraduate, and graduate programs.

Annual quota proposals are received from undergraduate departments and graduate department heads, and after being approved by the relevant boards, they are sent to the Council of Higher Education. Application, admission, and registration conditions for international students at the associate and undergraduate levels are announced annually in Turkish and English through application guides and posters published on our website, as well as through official letters and institutional communications from our overseas representations and in our country.

This information is shared with all stakeholders, including foreign representations, international organizations, and similar entities.[\(OD3\)](#), [\[1_OD3\]](#)Applications are received directly through our online system; we do not work with any intermediary agency/organization.

While in previous years students were admitted to the programs within the Faculty of Sports Sciences through the university's special aptitude test, with the regulation made in 2024, this test was centralized for all higher education institutions through the Special Aptitude Test for Sports Sciences (ÖZYES) conducted by the ÖSYM Presidency in 21 provinces. The university became one of these examination centers. [\[2_OD3\]](#)The Turkish State Conservatory of Music continues to use special talent exams for student admission to its programs. [\[3_OD3\]](#)The admission processes for graduate programs are conducted in accordance with the relevant provisions of the university's Graduate Education and Training Regulations, and details regarding application requirements, quotas, and evaluation are announced comprehensively and transparently.[\(OF3\)](#), [\[4_OD3\]](#)Examples of improvements made in 2024 regarding postgraduate admission processes include the creation of a common template to ensure institutional standardization in announcements made by institute directorates, and the updating of the postgraduate education and training regulations.

Applications for horizontal transfer from other higher education institutions to the University or between equivalent programs within the institution are received by the Student Affairs Directorate once in the fall semester for undergraduate programs and twice in the fall and spring semesters for associate degree programs, according to the procedures and principles determined by the University Senate, and are evaluated by the relevant committees.[\(OD3\)](#), [\[5_OD3\]](#)In this context, the application and admission processes for postgraduate programs are carried out within the relevant institutes.

The results of these processes are announced on the website in a list format. Situations encountered and feedback received during the admission and registration processes, which are conducted transparently in accordance with consistent legal regulations, are evaluated in the preparation work for the following year, and any improvements are reflected in the relevant guidelines. [\[6_OD3\]](#)Within this scope, improvements will be made in 2024 in the Aviation and Space sector.

Examples include the allocation of quotas for international students in the engineering program

for the first time, the introduction of a minimum score of 90 points for high school diploma applications to our medical programs, and the updating of the Foreign Languages School Preparatory Class Program Teaching, Learning and Examination Guidelines. Other improvements made in 2024 regarding international student admission processes are detailed in the report under the relevant headings.

The credit transfer and semester/year equivalency processes for courses previously taken and passed by students who have gained admission to the university are carried out digitally by the relevant academic boards through the equivalency module, in accordance with the Credit Transfer and Equivalency Procedures Principles that we updated in 2023.[\[7_OD3\]](#)In accordance with the internationalization policy, some facilitating provisions have been included in the aforementioned principles to facilitate the credit transfer of students who are carrying out mobility within the scope of the exchange program and to support these activities. Also within this scope, students continue to the relevant programs or preparatory classes according to the results of the foreign language level determination and exemption exams given to all newly registered students by the School of Foreign Languages, which has a five (5) year accreditation from DEDAK.[\(OD3\)](#). For programs taught in Arabic, these exams are administered by the Department of Arabic Translation and Interpretation within the Faculty of Theology and the Faculty of Humanities and Social Sciences, respectively, while Turkish language proficiency exams for international students are administered by AYBÜ DİLMER.[\(OD3\)](#), [\[8_OD3\]](#).

Maturity Level:The institution has practices in place throughout its student admissions, recognition and crediting of prior learning plans.

Evidence

[\[8\]\(3\)B.2.3-DILMER_Egitim_Ogretim_Sinav_Yonergesi.pdf](#)

[\[1\]\(4\)B.2.3-1_OD4.](#)

[International_Student_24_25_Academic_Year_Application_Guide.pdf](#)

[\[2\]\(4\)B.2.3-2_OD4.OZYES_Sinavina_Iliskin_Talep_Yazisi_Ornegi.pdf](#)

[\[3\]\(4\)B.2.3-3_OD4.](#)

[Turk_Musikisi_Devlet_Konservatuvari_Giris_Sinavi_Kilavuzu.pdf](#)

[\[4\]\(4\)B.2.3-4_OD4.](#)

[Postgraduate_Programs_Student_Admission_Announcement.jpeg](#)

[\[5\]\(4\)B.2.3-4_OD4.](#)

[Lisanustu_Programlara_Ogrenci_Alimi_Duyuru_Sablonu.pdf](#)

[\[6\]\(4\)B.2.3-5_OD4.](#)

[Inter-institutional_Horizontal_Transfer_Principles.pdf](#)

[\[7\]\(4\)B.2.3-6_OD4.Credit_Transfer_and_Adjustment_Procedures_Principles.pdf](#)

4. Certification of qualifications and diploma

The university's qualifications approval, graduation requirements, and graduation decision-making processes are clearly, understandably, comprehensively, and consistently defined and shared with the public on the Student Affairs Department's website. Certification and diploma procedures are carried out, monitored, and necessary measures are taken in accordance with this defined process. Graduation procedures at AYBÜ are as follows:[Associate Degree and Bachelor's Degree Education and Training Regulations, Regulations on Graduate Education and Training](#) with [Graduation and Graduation Certificates Guidelines](#) This is done in accordance with the regulations, and graduate information is added to YÖKSİS instantly, and graduate certificates can be accessed from e-Government.

Access is provided. As a result of the improvement efforts carried out within the scope of the Presidency's graduation procedures, as of 2023, diplomas have transitioned from wet signatures to secure electronic signatures that can also be verified via the e-Government Portal. Subsequently, an appointment system has been implemented for diploma delivery, and after the

diplomas of graduating students are prepared electronically, the diplomas that have been notified through the appointment system are printed, and the file containing the diploma, diploma supplement, and graduation transcript is made ready for delivery. Currently, work is underway to convert diploma supplements to electronic signatures as well, and the graduation and diploma process is managed by the Presidency.[on the web page](#) The details are announced under the graduation section. Additionally, the graduation requirements for each program are shared with the public in the AYBU Information Package.

Thanks to the academic advising system, students' course qualifications and graduation procedures are monitored by their advisors, and necessary information and guidance are provided, and measures are taken to prevent any potential problems during the process. All our graduates receive diplomas that provide a standard definition of the quality, level, context, content, and status of the program they have completed. [Diploma in Economics \(DS\)](#)

The following information is provided. According to the evaluation conducted within the framework of the relevant regulations after the completion of end-of-term grade entry at our university, in 2024; the number of honor students was 1785 and the number of high honor students was 861. 4459 students graduated from associate degree, undergraduate and graduate programs. The diplomas issued for these graduates were scanned and copies uploaded to the Student Information System (ÖİBS), and 2059 of these were delivered. The number of printed Diploma Supplements was 2847. In addition, 2 minor certificates were also printed. In addition to diplomas, diploma supplements, honor/high honor certificates, and other documents, there are also certification processes specific to the programs conducted by academic units, and these processes are carried out by the AYBÜ Certificate Program Coordination Office in accordance with the Procedures and Principles of Education and Certificate Programs. [\[1_OD3\]](#).

For students accepted into university programs who are required to take foreign language preparatory courses:[English Preparatory Education](#) School of Foreign Languages,[Arabic Preparatory Education](#) Department of Arabic Translation and Interpretation and Faculty of Theology, [Turkish Preparatory Education](#) These certificates are issued by DILMER within the framework of the University's relevant regulations, and students are certified accordingly. Furthermore, in line with the University's relevant guidelines and application manuals, the eligibility for exemption for international students is determined based on reviews conducted by the aforementioned units regarding the language certificates they submit. [\[2_OD3\]](#).

The processes for admitting students through inter-institutional and intra-institutional transfers at the University are guaranteed by the legislation determined and announced by the University Senate, and the work and procedures related to associate and undergraduate programs are coordinated by the Presidency within this framework. [\[3_OD3\]](#) Within the scope of horizontal transfer procedures, the Presidency received 1096 applications in 2024, and the registration process was completed for 277 of them. [\(OD3\)](#). Transfer admissions to postgraduate programs are handled within the relevant Institutes. The regulations regarding the implementation of double major and minor certificate programs are determined by guidelines, and the relevant workflow diagrams are available on the Presidency's website. [\[4_OD3\]](#) Within this scope, in the 2024-2025 academic year, there are 26 students who applied to the minor program and 13 who registered, and 20 students who applied to the double major program and 10 who registered. The total number of students currently studying in double major programs at the university is 42, and the total number of students studying in minor programs is 41. In 2024, 16 new minor certificate programs and 12 new double major programs were opened within the framework of the protocols signed. [\(OD4\)](#).

Recognition of prior learning processes at the university. [AYBU Credit Transfer and Equivalency Procedures Principles](#)' Accordingly, applications and evaluations for credit transfers of our students who have undertaken mobility within the scope of the exchange program can be made until the end of the semester in which they resume their studies at AYBÜ.

[\[5_OD3\]](#)Students must have a course load of at least 30 ECTS credits at both AYBÜ and the host institution during the mobility period. Course matching is done in the learning agreement before the mobility and approved by the relevant departments. Furthermore, students are required to have a course matching agreement that includes 6 courses worth 30 ECTS credits from AYBÜ and 32 courses from the host university.

Conveniences are provided in terms of aspects such as matching 7 courses with ECTS credits, content compatibility, and course status. [\(OD3\)](#)To contribute to the extracurricular social and cultural development of students,

To cultivate individuals with inquisitive and creative qualities, and to meet their social needs by providing opportunities within the framework of budget possibilities; projects that will highlight the University's institutional identity both within and outside the University, and that will help it to be accepted and recognized by the public, will be created and approved in coordination with our Student Affairs Department and relevant academic units.

their work in social, scientific, cultural and artistic fields, [Social Activities Course Exemption Instructions](#)! Accordingly, these studies are reported to the Presidency to be converted into ECTS credits and reflected in their transcripts. Indeed, work is underway to establish a Social Contribution Coordination Office at the University, and the aim is to expand the scope of these studies to include micro-competencies and make them more systematic within this coordination office. According to Student Information Systems data, the number of students who converted their studies into ECTS credits within the scope of social activities in 2024 was 1013.

At the institution, students' internships and practical training are conducted within the scope of the AYBÜ Undergraduate Internship Application Guidelines and are monitored in accordance with the determined rules. [\[6_OD3\]](#)At the university, minor and double major programs, determined by department, are also announced on the Student Affairs Office website.

As an example of activities and practices in academic units related to this subject, it should be noted that the Civil Aviation Cabin Services Program at AYBÜ Social Sciences Vocational School is the only associate degree program accredited by the General Directorate of Civil Aviation (SHGM). Within the scope of this accreditation, students are entitled to receive an SHGM certificate if they meet the specified conditions. [\[7_OD3\]](#).

Maturity Level:The institution has practices for diploma validation and certification of other qualifications throughout its structure.

Evidence

[\[1\]\(4\)B.2.4-1_OD4. AYBU Egitim Sertifika Programlari Usul Esaslari.pdf](#)

[\[2\]\(4\)B.2.4-2_OD4. AYBU International Student Application Guide.pdf](#)

[\[3\]\(4\)B.2.4-3_OD4.](#)

[AYBU Onlisans Lisans Programlarina Yatay Gecisle Ogrenci Kabul.pdf](#)

[\[4\]\(4\)B.2.4-4_OD4. AYBU Double Major Diploma Program Guideline.pdf](#)

[\[5\]\(4\)B.2.4-5_OD4. AYBU Kredi Transferi Intibak Islemleri Esaslari.pdf](#)

[\[6\]\(3\)B.2.4-6_OD3 AYBÜ lisans staj uygulama yönergesi.pdf](#)

[\[7\]\(3\)B.2.4-7_OD3 registration aviation certificate.pdf](#)

3. Learning Resources and Academic Support Services

1. Learning environment and resources

AYBÜ operates with a philosophy of continuous development to cultivate qualified graduates and sustain its educational activities. Committed to providing adequate and accessible learning opportunities for all students, the institution offers associate's, undergraduate, and postgraduate education across 15 faculties, 2 colleges, 4 vocational schools, and 5 institutes located in 8

different campuses in Ankara. The campuses feature classrooms, laboratories, social areas, libraries, internet access, and digital infrastructure equipped with modern technologies.

[\[1_OD3\]](#) Classrooms and laboratories undergo regular maintenance, and continuous improvements are made based on feedback from students and academics. All staff members can report problems and needs through the ATS (Fault Tracking System) on the ABS online platform and receive quick support based on the relevant notification. [\[2_OD3\]](#) Opinions and suggestions regarding the learning environment and resources can be communicated to relevant parties through channels such as satisfaction surveys, course evaluation forms, and consultation hours. [\[3_OD3\]](#).

The institution provides learning environments tailored to the specific needs of academic units. For example, Business Faculty students learn finance and stock market transactions in the Istanbul Stock Exchange Laboratory, while the Turkish Music State Conservatory offers special study rooms and a sound recording studio. Similarly, the pre-clinical theoretical and practical training and education activities of the Faculty of Dentistry are conducted in the Etlik Campus, named after the 15 July Martyrs.

It is being carried out in its building and in the Ovacık Campus. The Ovacık Campus has 1 simulation clinic with 78 phantom dental units, 2 preclinical laboratories, 1 local operating room, and 14 clinics. Our Etlik campus has two preclinical laboratories, one large and one small, located on the 4th floor of Block C, with a capacity of approximately 80 students.

Construction work continues on the Dental Faculty Campus building, which will be used as an educational block. Each academic and administrative unit's learning...

environmental capacity [in annual administrative activity reports](#) These are stated and shared with the public, and the university administration monitors them.

The AYBÜ Central Laboratory is a significant scientific infrastructure supporting research and development activities at the university, providing a productive working environment for academics and researchers. Aimed at conducting research in basic and applied sciences in a centralized structure, the laboratory enhances the quality of scientific activities by making advanced research setups available to academic units. This center promotes interdisciplinary projects through collaboration with industry and public institutions, contributing to national and international R&D efforts. Furthermore, it strengthens the university's project execution capacity by providing information and support services in processes such as patents, technology transfers, and licensing agreements. Like other laboratories at the university, the AYBÜ Central Laboratory greatly contributes to the acquisition of practical knowledge, offering applied learning opportunities for students and researchers. [\[4_OD3\]](#).

Library services operate in the Etlik, Esenboğa, Bilkent, and Çubuk campuses and, as of 2024, contain 6,046,403 printed and electronic resources. Approximately 730,000 printed foreign academic journals under around 10,000 titles, acquired by TÜBİTAK ULAKBİM to meet the information and document needs of universities, the public sector, and industry in Türkiye between 1983 and 2010, have been transferred to the University. In addition, in April 2014... In the same month, 16,500 printed Turkish scientific journals were transferred by TÜBİTAK ULAKBİM. However, with the official letter dated 31/05/2024, 746,500 printed journals were transferred to the Presidential National Library. In line with requests from library staff, it contributed to education, teaching, and research activities by becoming a member of 17 different databases in 2024. [\[5_OD3\]](#) In addition to these

Within the scope of TÜBİTAK ULAKBİLİM, 20 databases provided free of charge have created alternative resources for our members. Access to information is supported with resources such as 24/7 open study rooms, digital access services, and the "Ask the Librarian" platform. As of 2024, the number of registered members in AYBÜ libraries has reached 12,805, and the number of loaned resources has reached 9620. The number of resources uploaded to the Open Access System, which covers all academic works carried out by AYBÜ members, has reached 7004. The

AYBÜ Open Access System consists of 5116 publications, 1772 theses, 78 documents, 24 course contents, and 12 projects. University members can borrow printed resources and access subscribed e-resources 24/7 from anywhere with internet access using their own passwords. In addition, training sessions regarding the use of subscribed electronic publications are planned at the beginning of the year and spread throughout the year, and users are informed about the training sessions via the website and email. [\[6_OD3\]](#) A total of 191 database training courses were organized in 2024, both remotely and in person. [\[7_OD3\]](#) Orientation training sessions on library services are organized for students at the beginning of the academic term. In addition, videos and presentations prepared on library services are available on the library website. [\[8_OD3\]](#) Libraries offer accessible library services for individuals with disabilities.

Statistical data on the use of library services are monitored in collaboration with stakeholder units, and efforts are made to develop improvements. [\[9_OD4\]](#) VETIS, a 24/7 off-campus access service for electronic publications, has its usage statistics monitored in collaboration with external stakeholders, and continuous efforts are made to improve the service.

[\[10_OD4\]](#) To ensure our faculty and students can work comfortably and meet their needs amidst their busy work schedules, communication channels are kept open at all times, and necessary measures are taken. The library's email address, along with in-person meetings and feedback from readers, make it possible to receive feedback regarding our services. [\[11_OD4\]](#) The results of satisfaction surveys conducted institutionwide regarding the unit's services are evaluated within the unit, and work is done on improvements. New and updated electronic publications are announced to users by making them available for trial access periodically through the library's website. [\[12_OD3\]](#) Databases in trial access, whose usage patterns are measured, are considered for database acquisitions in the following year. [\[13_OD3\]](#).

[Learning and Teaching Unit \(ÖĞMER\)](#),) The center offers a variety of physical and digital learning environments that support students' participation in active learning, mentoring, and independent learning programs. These include seminar and presentation areas, group and individual study rooms, a digital recording and broadcasting studio, a computer-based academic research area, and areas for media use. In 2024, students participated in a total of 731 activities through 105 group and 196 individual activities organized within the scope of the independent learning program. Within the Learning Counseling Program, 433 students participated in group counseling sessions, while 35 individual counseling sessions were conducted. The Student Mentoring Program organized group counseling activities for 540 students, resulting in a total of 251 activities. [\[14_OD4\]](#) Access to learning resources.

To facilitate this, digital educational materials, video lessons, and interactive modules have been offered through the AYBUZEM platform, and online counseling and guidance services have been provided. [\[15_OD3\]](#) Within the scope of the Instructional Technologies Program, virtual classroom applications and digital tools have been made available, and students' digital skills have been supported with training such as "Effective PowerPoint Presentations." Pedagogical competency training has been organized for faculty members through AYBUZEM, and their expertise in this area has been enhanced. In addition, within the scope of original applications, students have been provided with counseling training through the Peer Learning Counseling program, and those who successfully complete it have been awarded an e-Government-approved certificate. Within the scope of the Train-the-Trainer program, faculty members have been encouraged to use artificial intelligence tools in their teaching processes. Furthermore, academic, social, and cultural adaptation has been ensured through the Student Mentoring Program, while professional socialization has been supported through connections established with alumni. [\[16_OD4\]](#).

Distance education has become an important learning and teaching resource at the university, and all processes [FAULT Distance Learning Center](#) (AYBUZEM) has managed the process seamlessly. Comprehensive information regarding our distance education processes is provided

in the Facilities and Infrastructure section.

The AYBÜ Construction and Technical Affairs Department continued its efforts in 2024 to develop and improve the educational environment and resources. For example, construction of the Student Life Center, designed to meet the cultural and social needs of students on our campus, has begun and is currently at 47% physical completion. The Student Life Center building is planned to be completed and put into use by the 2026-2027 academic year. Similarly, the construction of the AYBÜ Faculty of Dentistry and Complementary Medicine Application and Research Center building had a physical completion rate of 69% by the end of 2024, and the tender for completion was issued in the same year, with construction planned to be completed in 2025. Information and visuals regarding some of the activities carried out by the relevant unit in 2024, along with the unit's SWOT evaluations, are presented as evidence. [\[17_OD4\]](#).

Furthermore, through the Department of Health, Culture and Sports, it has offered members alternative learning environments outside of the classroom and curriculum by organizing various arts and culture courses. In addition, the activities of the 130 student clubs affiliated with this department should be mentioned as important sources of information exchange and learning.

In addition to faculties, institutes, and colleges, the institution has 27 Application and Research Centers that offer various learning resources for students and academics. These research centers conduct numerous workshops, conferences, and other activities throughout the year. [\[18_OD3\]](#) For example, the AYBU Competition and Innovation Application and Research Center offered numerous certificate programs to our members in 2024, including entrepreneurship, project writing, etc. [\[19_OD3\]](#) In addition, Erasmus+ study and traineeship programs have become an alternative learning resource for our students in 2024. [\[20_OD3\]](#).

AYBÜ aims to provide its students with a high-quality academic environment by continuously improving its educational activities. Monitoring and evaluation activities related to all these aspects are carried out by the University administration. [administrative activity report](#) [in](#) and [strategic plan](#) This information is reported to the public through documents such as these.

Maturity Level: Monitoring and improvement are carried out regarding the development and use of learning resources.

Evidence

[\[2\]\(3\)B.3.1-Physical and technical equipment.pdf](#)

[\[2\]\(3\)B.3.1-fault_detection_system.pdf](#)

[\[3\]\(3\)B.3.1-satisfaction_survey.pdf](#)

[\[4\]\(3\)B.3.1-Merlab_2024_activity_report.pdf](#)

[\[5\]\(3\)B.3.1-Database request letter.pdf](#)

[\[6\]\(3\)B.3.1-library_education.pdf](#)

[\[7\]\(3\)B.3.1-2024 Database Usage Trainings.xlsx](#)

[\[8\]\(3\)B.3.1-library_usage_videos.pdf](#)

[\[9\]\(4\)B.3.1-Number of people using the library December 2024 \(12\).doc](#)

[\[10\]\(4\)B.3.1-Bet 2024 İstatistics \(2\).xls](#)

[\[11\]\(4\)B.3.1-Ask the Librarian.png](#)

[\[12\]\(3\)B.3.1-test_access_database.pdf](#)

[\[13\]\(3,4\)B.3.1-Library Activity Report 2024.pdf](#)

[\[18\]\(3\)B.3.1-ulisa_sempozyum.pdf](#)

[\[14\]\(4\)B.3.1-YDYO_P1 & P2 LAP PERFORMANCE Report.docx.pdf](#)

[\[15\]\(3\)B.3.1-OGMER_Aybuzem_kurs_örneği.pdf](#)

[\[16\]\(4\)B.3.1-OGMER_2024_activity_report.pdf](#)

[\[17\]\(4\)B.3.1-ACTIVITY_2024.pdf](#)

[\[19\]\(3\)B.3.1-rekmer_eğitim.pdf](#)

[\[20\]\(3\)B.3.1-2024 Student and Staff Exchange Numbers \(1\).docx](#)

2. Academic support services

At AYBÜ, advisory activities for students are conducted regularly and systematically in accordance with the Academic Advisory Guidelines. The duties and appointment processes of academic advisors are clearly defined in these regulations and guidelines. Academic advisor appointments are made by faculty administrative staff through the student information system (OBS). This service assists students in areas such as course planning, information about research processes, guidance on assignments and projects, thesis topic selection, adaptation to university life, professional development, career planning, and course selection. Furthermore, Academic support, such as thesis supervision, is also provided to students. Each academic unit has an advisor faculty member who assists students with course selection and registration.

The Career Planning and Management Application and Research Center (KARMER) provides training, guidance, and counseling services to students with its 63 career counselors. The center's activities are conducted through an internet portal, and student CV pools and development processes are monitored. Guidance on job and internship opportunities is provided through platforms such as Talent Gateway and Career Gateway.[\(OD4\)](#)In addition, support services such as Psychological Counseling, Academic Counseling, and Peer Counseling are offered. A Peer Counseling project for students enables them to receive training in areas such as personal development, professional competence, and social responsibility.

As an example of the academic support services offered to students, particularly outside of the classroom and curriculum, ÖĞMER organizes various activities aimed at improving students' English speaking skills. These activities include group work such as Speaking Club, Tea Talk, and Discussion Days, as well as one-on-one free speaking sessions like Let's Talk. Workshops and peer learning mentoring programs are also offered to students. These programs encourage students to improve their speaking skills and learn from each other. The RALL 101 and 102 courses for students aim to train peer mentors and improve their speaking abilities. [\[1_OD3\]](#), [\[2_OD3\]](#).

As an example of studies related to this subject, particularly from academic units, the activities carried out in the Faculty of Medicine should be mentioned. As in all our academic units, the Faculty of Medicine has various mechanisms to ensure continuous and regular communication with students at every stage. The basic components of these mechanisms are the faculty student representative, semester student representatives, semester coordinators, their assistants, The faculty secretariat consists of the Faculty of Medicine Student Affairs, the Vice Dean responsible for Education, and the Dean. Interaction and communication between these components are ensured through orientation, information and feedback meetings, regular institutional meetings, lectures, academic, social and cultural events, individual meetings, a website, notice boards, email, WhatsApp groups, and social media. At the beginning of each academic term, an Academic Advisor list is created and announced to faculty members and students via email, etc. Academic advisors and students are encouraged to communicate and meet. Advising for the Fall 2024-2025 term has been completed. An academic advisor is defined in Article 4, Section 1, Clause (a) of our Education, Teaching and Examination Directive as follows: A faculty member assigned by the Dean's Office to guide a student in their educational studies and problems related to university life from the time of their entry into the university until their departure. In 2022-2023, an Academic Advisory Board was established, and importance was given to the functionality of the advisory system. Student course approvals have been processed through the academic advising system since the 2024-2025 academic year.

Forms were prepared, and students were asked to fill them out during academic advisor-student meetings. The aim of the board is to raise students' awareness, primarily regarding education and training, but also professionally, through academic advising services; to inform them about the opportunities offered by the university, faculty, and vocational school; to guide them in case of success or failure; and to assist them in course selection. This applies to all faculties, including Medicine.

The Faculty also holds an orientation program for new students every year. On the first day of classes, students learn about the functioning of the faculty, the assessment and evaluation unit, student affairs, and the external relations office, and meet many faculty members, including the Dean, Vice Deans, Head Education Coordinator, and Semester Coordinator. For the promotion of student clubs, stands are set up in the faculty garden or the 2nd floor foyer area for a week, and introductory presentations are given. Furthermore, information about our clubs, including articles, pictures, videos, and bylaws, is available on the student representative website.

[\[3_OD3\]](#), [\[4_OD3\]](#), [\[5_OD3\]](#).

Our academic units, and especially KARMER, have regularly scheduled career meetings with professionals in their respective fields to help our students plan their career development. [\[6_OD3\]](#) In 2024, our student clubs, under the supervision of their academic advisors, organized numerous events focused on academic support and career planning. [\[7_OD3\]](#).

Through these and similar initiatives, our students are offered a wide support network, contributing to both their academic and social development.

Maturity Level: The institution provides support services for students' academic development and career planning in accordance with defined principles and rules.

Evidence

[\[1\]\(3\)B.3.2-OGMER_consulting.docx](#)

[\[2\]\(4\)B.3.2-YDYO_P1 & P2 LAP PERFORMANCE Report.docx \(1\).pdf](#)

[\[3\]\(3\)B.3.2-TIP_Orientation Handbook.docx](#)

[\[4\]\(3\)B.3.2-Appendix GS.4.4.1-1. Student Support Unit Photo - Copy.pdf](#)

[\[5\]\(3\)B.3.2-medical_consulting_follow-up_form.pdf](#)

[\[6\]\(3\)B.3.2-Ankara Yıldırım Beyazıt University \(AYBU\) FAULT 2024 Career](#)

[Days Head It's happening! Ankara Yıldırım Beyazıt University University Etlik 15 July Martyrs Campus 25-26 Nissan... Instagram.pdf](#)

[\[7\]\(3\)B.3.2-EVENT 2024 ALL ACTIVITIES.xlsx](#)

3. Facilities and infrastructure

As of the end of 2024, AYBÜ has a total indoor area of 216,109.82 square meters. This area includes 95,733.48 square meters for education and training, 13,901.82 square meters for laboratories, 23,171.01 square meters for social areas, and 154,229.03 square meters for administrative areas. The Construction and Technical Affairs Department, in particular, continued its work in 2024 to develop facilities and infrastructure and open new areas. It was generally considered that the indoor and social space per student was sufficient, and efforts to address any deficiencies continued in 2024. [\[1_OD3\]](#), [\[2_OD4\]](#).

Online infrastructure and digitalization are as important as physical facilities and infrastructure at the institution. Information regarding the information systems and software used at our university as of the end of 2024 is presented as evidence. [\[3_OD3\]](#) The Information Technology Department manages the institution's digital infrastructure and access services, responding to

the needs of students and staff with various applications such as AYBÜ Cloud, VPN, email, and e-signature. Internet access is provided both wired and wirelessly. VPN is used for internet access outside the campus, and students and staff from other universities can connect via the Eduroam service. Server access is provided according to demand; access permission is granted to relevant individuals while observing security measures. Access rules are verified in areas such as laboratories and libraries throughout the campus to provide internet access. This verification process is generally carried out through the institutional email account and Mernis (Turkish National Identity Registry System). For distance education processes, the open-source Moodle platform and Bigbluebutton web conferencing software are used on the university's servers. In addition, the Perculus system, hosted in Turkey, is also used for video conferencing and live lessons in distance education activities. Various studies are also carried out by the relevant unit for the development, monitoring, and improvement of the university's infrastructure. The university has a data center and multiple server rooms on each campus. These rooms house physical servers and the internet network, enabling the establishment of network infrastructure between campuses. Administrative and academic staff and students benefit from network access through access points and wired access services located on different floors of the university's buildings. Infrastructure support is also provided for AYBUZEM and SPSS servers. Monitoring, troubleshooting, and efficient use of this infrastructure are managed by the Systems Branch Directorate. With institutional growth, needs for improvements in existing IT personnel and infrastructure have been identified. Therefore, in line with the Presidency's budget...

Improvements are ongoing. The work carried out by AYBÜ Information Technology Department in 2024 regarding the improvement of information and technological infrastructure is compiled in the unit's administrative activity report and shared with the public.

[\[4_OD4\]](#) Feedback, evaluation, and monitoring of all processes carried out in this regard are conducted through satisfaction and evaluation surveys provided to our staff. The unit's SWOT analysis assessments are also shared with the public in the administrative activity report.

[\[5_OD4\]](#).

AYBUZEM possesses high systemic capabilities to maintain its distance education infrastructure. Training is conducted via the Moodle Learning Management System (MEYS), and interaction between students and instructors is managed digitally. Having transitioned to distance education on March 30, 2020, during the global pandemic, AYBUZEM established the Moodle Learning Management System (MEYS) within its structure. Both asynchronous and synchronous methods were used in distance education, and open-source applications such as BigBlueButton and Perculus+ were preferred for live lessons. Additionally, the Adobe Connect system is used for the university's distance education certificate programs. Midterm exams are conducted in assignment, project, and quiz formats, while multiple-choice exams are also administered. Make-up exams are organized for students experiencing internet or computer access difficulties. To increase the effectiveness of distance education, AYBUZEM has published 80 training videos on its YouTube channel and has received feedback through regular live broadcasts with instructors and students. In 2024, the AYBUZEM website was visited 210,000 times, with a total of 40,587 students and 1,603 instructors. The number of published content items reached 24,500, the number of questions in the system reached 653,981, and the number of resources reached 66,018. The number of live lessons was 30,183, and 6,569 lessons were conducted within the scope of postgraduate specialization courses. These data demonstrate that AYBÜ is conducting its distance education activities rapidly and effectively. Both these data and the SWOT analysis and planning regarding AYBUZEM processes are presented to the public in the unit's 2024 activity report. [\[6_OD4\]](#).

Lastly, social facilities, infrastructure, and equipment for our members are coordinated by the Health, Culture, and Sports Department. Data regarding these are presented. [\[7_OD3\]](#),

[\[8_OD4\]](#) Monitoring of facilities and infrastructure is carried out by both unit heads and the

University administration and shared with the public.

Maturity Level:The use of facilities and infrastructure is monitored and improved as needed.**Evidence**

[\[1\]\(3\)B.3.3-physicalinfrastructure.pdf](#)

[\[2\]\(4\)B.3.3-construction technical 2024 administrative activity report.pdf](#)

[\[3\]\(3\)B.3.3-Information and Technological Resources.pdf](#)

[\[4\]\(3\)B.3.3-Bidb 2024 activity list.pdf](#)

[\[5\]\(4\)B.3.3- Bidb gztf report.pdf](#)

[\[6\]\(4\)B.3.3-AYBUZEM 2024 activity.pdf](#)

[\[7\]\(3\)B.3.3-sks social thesis.pdf](#)

[\[8\]\(3\)B.3.3-sks social thesis.pdf](#)

4. Disadvantaged groups

AYBÜ adopts an inclusive approach towards disadvantaged, vulnerable, and underrepresented individuals. The aim is to ensure that these groups benefit seamlessly from the opportunities and resources offered, based on the principle of equality. In line with this, the Accessible University Unit operates to facilitate the lives of disabled students and academic and administrative staff, supporting their education, accommodation, transportation, and use of physical spaces. The Accessible University activities are carried out by the Accessible University Unit.

It is being carried out in accordance with the guidelines. [\[1 OD3\]](#) Accessible University practices encompass all academic and administrative units. Unit Heads have been appointed in different academic units. [\[2 OD4\]](#) The results of the work carried out in the units are monitored, evaluated, and necessary measures are taken. Students from disadvantaged groups can easily access unit managers and convey their requests or complaints through various channels. The Barrier-Free AYBÜ Student Club acts as a bridge between students, academic advisors, and unit representatives, ensuring that the requests of disadvantaged students are reflected in administrative processes. At the same time, it aims to increase inclusivity in the university community through awareness-raising activities. To enable students to submit their requests and complaints, "Barrier Hunt" and "Let's Answer Your Questions" sections have been created on the Barrier-Free AYBÜ website. [\[3 OD3\]](#) In addition, disabled students should be able to easily access the websites of relevant institutions, associations, and clubs.

A "Useful Links" section has been added. [\[4 OD3\]](#), [\[5 OD3\]](#), [\[6 OD3\]](#).

The institution offers various individual solutions to support the academic and social development of students with disabilities. For example, within the Learning and Teaching Unit Coordination Office (ÖĞMER), the "Student Mentoring Program" (ÖMP) is implemented to meet the needs of our disadvantaged students. In this process, a needs analysis is conducted, priorities are determined, and planning and feedback mechanisms are established.

It has been improved. In addition, opportunities have been provided for disabled students to work as part-time students so that they can gain work experience during their education.

[\[7 OD4\]](#) Technical and academic support is provided to facilitate the educational lives of students with disabilities. Seven mobile induction devices have been provided by the Accessible Student Unit Coordination Office for use by our hearing-impaired students in their lessons. [\[8 OD4\]](#) Textbooks for our visually impaired students have been digitized and specially adapted. [\[9 OD4\]](#) Exams for visually impaired students are conducted in special rooms with the necessary number of invigilators, ensuring academic objectivity, and answers are transcribed by the invigilators when necessary. [\[10 OD3\]](#).

Our university carries out various activities through student clubs under the Health, Culture and

Sports Department to support access to educational opportunities for disadvantaged, vulnerable and underrepresented groups (disabled, poor, minority, immigrant, etc.). [\[11_OD3\]](#) The Department of Construction and Technical Affairs is making physical and technical arrangements to facilitate the campus life of disabled students and to ensure their full participation in the education process. Needs related to administrative, educational and social areas are regularly evaluated and necessary improvements are implemented. [\[12_OD3\]](#) We continuously monitor access to educational opportunities for disadvantaged groups and make improvements based on the feedback received. [\[13_OD4\]](#).

Maturity Level: Practices aimed at improving access to educational opportunities for disadvantaged groups are monitored and improved by taking into account the views of these groups.

Evidence

[\[12\]\(3\)B.3.4-\[2\]\(3\)B.3.4-aybu accessibility university unit managers.pdf](#)
[\[7\]\(4\)B.3.4-\(ÖĞMER\) Student Mentorship Program.docx](#)
[\[8\]\(4\)B.3.4-mobile induction device request.pdf](#)
[\[13\]\(4\)B.3.4-disadvantaged_groups_monitoring.pdf](#)
[\[3\]\(3\)B.3.4-Disabled Student Registration Form.pdf](#)
[\[4\]\(3\)B.3.4-aybu engelavi.pdf](#)
[\[5\]\(3\)B.3.4-aybu Let's answer the problem.pdf](#)
[\[6\]\(4\)B.3.4-aybu disabled unit useful links.pdf](#)
[\[9\]\(4\)B.3.4-law fk. digital resource provision.pdf](#)
[\[10\]\(3,4\)B.3.4-law final invigilator list sample.pdf](#)
[\[11\]\(3,4\)B.3.4-2024 DISADVANTAGE GROUP CLUB ACTIVITIES pdf .pdf](#)
[\[12\]\(3,4\)B.3.4-construction works disabled facilities pdf.pdf](#)
[\[11\]\(3\)B.3.4-\[1\]\(3\)B.3.4-aybu accessible university unit directive.pdf](#)

5. Social, cultural, and sporting activities

At our university, we believe that learning is not limited to the classroom and that students' use of their free time to pursue their interests is of great importance for their personal, academic, social, and professional development. Accordingly, students are encouraged to discover new areas of interest and develop their talents by participating in scientific, cultural, artistic, and sporting activities. Furthermore, suitable environments and opportunities are provided for them to utilize their leadership, teamwork, and organizational skills in such activities.

The university has 0.84 square meters of social facilities per student, and as of the end of 2024, 130 student clubs are actively operating. [\[1_OD3\]](#) These communities add dynamism and depth to student life, while also making significant contributions to their social and cultural development. All student communities and events organized at the university... event.ybu.edu.tr This information is shared with members through the platform. The contributions of student communities, operating in a wide range of fields, to students' professional development and career goals are monitored by the relevant units, and necessary arrangements are made to ensure the greatest benefit. Student community activities are coordinated by the Health, Culture and Sports Department, and venues, budgets, and guidance are provided for these activities. Support is provided. Each student society conducts its activities under the supervision of an academic advisor. The number of events organized by student societies in 2024 was 967, and detailed information is presented as evidence. In addition, data on the sporting activities in which students participated in 2024 are also shared as evidence. [2_OD3](#), [3_OD3](#), [4_OD4](#) Social, cultural and sporting activities for students have been monitored and evaluated by the relevant units. [AYBU 2024 Administrative Activities The report](#) This has also been shared with the public.

Maturity Level: Social, cultural, and sporting activity mechanisms are monitored, and activities are diversified and improved in line with needs and demands.

Evidence

[\[1\]\(3\)B.3.5-student_life.pdf](#)

[\[2\]\(3\)B.3.5-EVENT 2024 ALL ACTIVITIES.xlsx](#)

[\[3\]\(3\)B.3.5-B.3.5.2 Sports Activities in which we participated.docx](#)

[\[4\]\(4\)B.3.5-2024 Unit Activity Reports-1-101 \(1\).pdf](#)

4. Teaching Staff

1. Appointment, promotion and assignment criteria

As of the end of 2024, the institution has 1469 academic staff members, with a total of 30.45 students per faculty member. 116 new academic staff members joined the institution during 2024. [\[1 OD3\]](#) The appointment, promotion, and assignment processes for teaching staff, from research assistant to professor, are determined in an open and transparent manner and shared with the public. [\[2 OD3\]](#) The institution's appointment and promotion processes are based on objective academic criteria and the principle of equal opportunity. These criteria both support the continuous development of academic staff and contribute to the formation of institutional culture and a sense of belonging by strengthening institutionalization. The university organizes training and events that support academic development through relevant units, and conducts various studies to evaluate the academic activities of faculty members and to facilitate their tenure and career advancement. The extension of faculty members' terms of office is carried out in accordance with the evaluation and approval of the relevant units. For example, for academics appointed to the position of Assistant Professor, their academic work is scored according to the Interuniversity Council (ÜAK) associate professorship criteria, and the reports they submit to scientific juries are evaluated and monitored by the relevant boards in order for them to be reappointed after three years. The annual academic performance of research assistants is reviewed by the department heads and relevant boards. Course assignments are determined by the department boards, taking into account the faculty members' areas of expertise. A large majority of tenured faculty members have participated in and received certificates from the "Training of Trainers" programs. When the university lacks teaching staff to teach courses, or when courses requiring specialized knowledge and expertise are needed, external teaching staff may be assigned on a temporary basis or per hourly rate, in accordance with Articles 31, 40/a, 40/c, and 40/d of Law No. 2547. In faculties, based on internal and external stakeholder analysis results, and upon the recommendation of the dean; and in departments under the Rectorate, upon the recommendation of the department head and approval of the Rector, individuals with the necessary qualifications to teach are invited from other institutions. As part of the draft work initiated university-wide in 2022 to update the criteria for teaching staff appointments and promotions, the opinions received from relevant units were taken into account in 2024, and the negotiations of the work carried out by the relevant commissions are nearing completion. [\[3 OD3\]](#), [\[4 OD3\]](#).

Maturity Level: The institution applies defined and stakeholder-known criteria for appointment, promotion, and assignment across all areas, and these criteria are used in decision-making (recruitment, appointment, promotion, and teaching assignments of faculty members, etc.).

Evidence

[\[1\]\(3\)B.4.1-Academic personnel information.pdf](#)

[\[2\]\(3\)B.4.1-appointment promotion additional conditions.pdf](#)

[Version_250307_144505.pdf](#) **2. Teaching competencies and development**

2. Teaching competencies and development

Within the scope of teaching competencies and development, in-service training, courses, workshops, etc., are conducted for all personnel at the institution, both in person and through the distance learning portal AYBUZEM. [\[1_OD3\]](#) The Personnel Department's Training Branch Directorate, in coordination with the Learning and Teaching Unit and, when necessary, through the Distance Education Center, conducts activities aimed at improving teaching competencies. Detailed information and links related to this topic can be found here. <https://aybu.edu.tr/ogmer/tr> It is located on the website. On the aforementioned webpage, under the heading "Training of Trainers," is the "Measurement and Evaluation Training." [\[2_OD3\]](#) Learning Counseling Program [\[3_OD3\]](#) Problem-Based Learning Training [\[4_OD3\]](#) These are institutional practices designed and implemented to enhance the teaching competencies of faculty members.

Academic units also organize various activities and trainings to improve the teaching competencies of their faculty members in line with the needs of their respective fields. In this context, trainer training programs are implemented by the units according to various methods and needs. For example, in the Faculty of Medicine, annual activity and monitoring reports are prepared regarding the duties and responsibilities of the academic staff in the educational program, their administrative duties, and their scientific/academic activities.

These reports have been prepared regularly since 2013 and are collected at the end of each academic term, and are monitored and evaluated by the Dean's Office. [\[5_OD4\]](#) In the same faculty, oral, written, and electronic feedback is collected from students regarding courses/internships, assessment and evaluation, and faculty members' lectures during the academic semesters. Questions about faculty members' teaching activities included in these feedback surveys also serve as an effective monitoring tool. [\[6_OD4\]](#) The "Train-the-Trainer" program is implemented by various units according to their specific methods and needs. The Department of Medical Education and Informatics, in collaboration with external partner Gazi University, conducted a "Train-the-Trainer" program aimed at improving the teaching qualifications of faculty members. Additionally, the Ankara Provincial Health Directorate, Public Health Services Department, organized a "Train-the-Trainer" course for faculty members who had not previously received this training or were newly appointed, between February 13-16, 2024. Our faculty members successfully completed this course and received certificates. [\[7_OD3\]](#).

Within the scope of evaluating and improving the performance of faculty members and staff in the Nursing Department of the Faculty of Health Sciences, the work of all faculty members is monitored and they are supported in improving their performance. [\[8_OD3\]](#). Teaching staff AYBUZEM

accreditation commission measurement and evaluation trainings [\[9_OD3\]](#) and has received trainer training. [\[10_OD3\]](#) The Faculty of Engineering also offers training seminars open to all members. In addition, meetings are organized for newly joined faculty members. [\[11_OD3\]](#) The Faculty of Law, by regularly hosting seminars for academics from both Türkiye and abroad, aims to improve the quality of education and the vision throughout the faculty.

[\[12_OD3\]](#) Furthermore, in collaboration with the Faculty of Law and the Turkish National Agency, a training on preparing European Union projects was conducted by National Agency experts on May 20, 2024, and it is planned to develop these trainings regularly.

[\[13_OD3\]](#) Furthermore, the Nursing Department of the Faculty of Health Sciences also conducted training in scientific project writing. [\[14_OD3\]](#).

With the accreditation of the Faculty of Humanities and Social Sciences Psychology Undergraduate (English) program in 2024, a monitoring system was developed to track the teaching competencies of faculty members in accordance with the accreditation criteria. The Monitoring and Development System for Tracking the Quality of the AYBÜ Psychology Department Undergraduate Curriculum was approved by the Academic Board Decision No. 2023/1 dated 23.03.2023 and has been implemented since that date. [\[15 OD4\]](#) The "Monitoring and Development System for Program Quality," which has been in operation since 2023, also monitors the competencies of faculty members. Within this scope, a work plan and guidelines to ensure the continuous monitoring and development of the Psychology Undergraduate (English) Program have been prepared and submitted to the AYBÜ Psychology Department Academic Board. Two practices are implemented under this system: Course Syllabus Monitoring: Faculty members are requested to submit the course syllabi they have prepared for each undergraduate course to the relevant email address every third week of the fall and spring semesters, starting from the beginning of classes according to the academic calendar. Course syllabi are expected to be designed in a way that supports students with disabilities in terms of course content and methods, and to include essential elements such as the instructor's name and contact information; course code, location and time; evaluation criteria, assignment guidelines, course resources, and weekly schedule. [\[16 OD4\]](#) If course syllabi that lack essential elements are identified, the relevant instructor is informed and requested to make improvements to the syllabus. [\[17 OD4\]](#) • Tracking Grade Statistics: At the end of each academic semester After the completion of grade entry and course conclusion via the Student Information System (SIS), instructors are requested to send the Grade Statistics Document obtained from SIS to the relevant email address within one week. Grade statistics are used to evaluate the extent to which program outcomes have been achieved based on concrete data. This practice served as an example for other departments within the Faculty during the accreditation process conducted in 2024.

Consequently, the development of teaching competencies at our institution is carried out with dedication, considering needs, spreading throughout the university, and continuously monitored. The 2025-2029 Strategic Plan includes the establishment of an academic advisory center aimed at improving and more centrally organizing teacher training. [\[18 OD3\]](#), [\[19 OD4\]](#).

Maturity Level: Findings from teaching competency development practices are monitored, and the monitoring results are discussed with teaching staff to implement corrective measures.

Evidence

[\[19\]\(3\)B.4.2-ögmer_egitim_anketi.pdf](#)

[\[11\]\(3\)B.4.2-engineering orientation record.pdf](#)

[\[12\]\(2,3\)B.4.2-law artificial intelligence.pdf](#)

[\[13\]\(2,3\)B.4.2-law erasmus seminar.pdf](#)

[\[14\]\(2,3\)B.4.2-Scientific research project writing training health sciences.pdf](#)

[\[15\]\(5\)B.4.2-Psychology Department Academic Board Decision.pdf](#)

[\[16\]\(5\)B.4.2-Psychology Program Quality Monitoring.pdf](#)

[\[17\]\(5\)B.4.2-psychology Sample Sylograph 2024 fall.pdf](#)

[\[18\]\(2,3\)B.4.2-sf. 74 strategic plan.pdf](#)

[\[5\]\(4\)B.4.2-Medical Faculty 20242025 Unit Evaluation Report.docx](#)

[\[6\]\(4\)B.4.2-medical faculty 20232024program evaluation report.docx](#)

[\[7\]\(3\)B.4.2-Ministry of Health trainer training.pdf](#)

[\[8\]\(3\)B.4.2-nursing teaching staff activity report.pdf](#)

[\[9\]\(3\)B.4.2-accreditation commission training.pdf](#)

[\[10\]\(2,3\)B.4.2-aybu ögmer health sciences educators training.pdf](#)

- [\[1\]\(3\)B.4.2-AYBUZEM - trainings youtube pdf.pdf](#)
- [\[2\]\(3\)B.4.2-aybu measurement and evaluation training.pdf](#)
- [\[3\]\(3\)B.4.2-aybu learning consultancy training program.pdf](#)
- [\[4\]\(3\)B.4.2-aybu problem-based teaching training.pdf](#)

3. Incentives and rewards for educational activities.

While incentives and rewards for educational activities are not widespread throughout AYBÜ, various units have initiatives aimed at this goal. In 2024, the Scientific Research Program System (BAPSIS) was implemented, and its budget support limit was increased, to encourage project types that support the education and training processes of our Scientific Research Coordination Office members and are carried out with undergraduate and graduate students.[\[1 OD3\]](#), [\[2 OD3\]](#) Among the unit's specific activities, the School of Foreign Languages presents certificates of appreciation to its teaching staff in order to recognize their performance and increase their motivation.[\[3 OD3\]](#) Furthermore, the Institute for International Relations and Strategic Studies (AYBÜ-ULİSA), AYBÜ-ULİSA Student and Academic Incentive Program.

Within the scope of its directive, it supports the educational and research activities of academics, aims to create a positive academic environment through incentive mechanisms, strengthen the social and professional connections of academics and students, and increase the national and international visibility of AYBÜ-ULİSA.[\[4 OD3\]](#).

Our university offers its academics the opportunity to participate in academic activities in the European Union and program countries within the scope of Erasmus+ KA131 Teaching and Training Mobility programs, with the aim of providing them with international experience and developing academic collaborations.[\[4 OD3\]](#) Furthermore, within the framework of KA171 projects, teaching mobilities are carried out with many partner universities outside the EU, thus enabling academics to contribute to institutional-academic collaborations and gain the opportunity to get to know different cultures and academic environments closely. These mobilities are encouraged by the university.[\[5 OD3\]](#).

Maturity Level: Incentive and reward mechanisms should be competency-based, fair, and transparent.

There are plans for its creation.

Evidence

- [\[0\]\(3\)B.4.3-BAP project types.pdf](#)
- [\[1\]\(3\)B.4.3-BAP implementation principles and information guide.pdf](#)
- [\[3\]\(3\)B.4.3-AYBU-ULİSA STUDENT AND ACADEMICIAN INCENTIVE DIRECTIVE.pdf](#)
- [\[4\]\(3\)B.4.3-erasmus announcement.pdf](#)
- [\[5\]\(3\)B.4.3-law_in171_uzbekistan.pdf](#)
- [\[6\]\(3\)B.4.3-\[6\]\(3\)B.4.3-B.4.3.2.pdf](#)

C. RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Resources

1. Managing research processes

Research objectives and activities are integrated into the strategic plan, and processes are monitored by defining performance indicators for these activities. Furthermore, research activities are monitored and evaluated digitally through systems such as ORVİKS, AVESİS, and BAPSİS (see Section C.3.1. Monitoring and Evaluation of Research Performance). Academic units and research centers also disclose their research performance in activity reports (see

Section A.2.3. Performance Management) and share this information with the public (see Section A.1.5. Public Information and Accountability).

Research processes at the university are conducted and managed within the framework of AYBU's research and development policy. [\(OD4\)](#).

Research and development activities are coordinated by the Scientific Research Projects Coordination Office. Unit workflows and organizational charts are created, and results related to the functionality of the organizational structure are monitored and measures are taken. [\[1_OD4\]](#).

In order to document the decisions made within the scope of Scientific Research Projects and to ensure that project management processes are carried out within the framework of the determined rules, the decisions taken by the commission are recorded in a minutes document. [\[2_OD4\]](#). At the same time, project application and evaluation processes were established to ensure that researchers' applications are evaluated completely and appropriately, and projects that do not meet the specified criteria are reported to the relevant units for correction. [\[3_OD4\]](#) In scientific research, travel and subsistence expenses constitute a significant portion of the expenditure. To ensure these expenses are met appropriately, the effective use of project budgets is achieved in accordance with established regulations. [\[4_OD4\]](#) In addition, TÜBİTAK and other externally funded projects Account opening, closing, and purchasing processes are coordinated to ensure orderly and transparent financial operations. [5_OD4](#) [\[6_OD4\]](#) Funding processes for projects carried out at the university are managed, and arrangements are made to ensure the proper use of project resources. Direct procurement and tender procedures are applied in purchasing processes to ensure the acquisition of materials and equipment necessary for scientific research. [\[7_OD4\]](#) [\[8_OD4\]](#) The management of movable assets acquired within the scope of the projects is also carried out in accordance with the determined rules, and the registration and control processes are meticulously followed. [\[9_OD4\]](#) [\[10_OD4\]](#) A significant increase in budget has been achieved compared to the previous year for scientific research projects conducted at undergraduate and graduate levels. [\[11_OD4\]](#) While the number of projects accepted in 2024 remained the same as in 2023 (35 projects), the total budget increased from 1,557,964 TL to 3,488,124 TL, representing an increase of approximately 124%. This increase made it possible to allocate more resources to researchers, contributing to the development of scientific activities at our university. Information meetings were organized at different campuses of our university to inform academics about current practices and legislative changes regarding scientific research. [\(FROM3\)](#) These meetings addressed topics such as project application processes, research budgets, fund management, and reporting of project results, raising academic awareness about the process. The meetings were held in different faculties and campuses, ensuring broad participation.

The Language Education Application and Research Center aims to generate value and transform this value into social benefit by conducting its research activities in alignment with local, regional, and national development goals. During the conduct of research processes, it makes decisions and determines principles regarding scientific research and publication activities within the organizational structure, and oversees the instructors working at the center. The center prepares plans for training and regulates the principles related to training programs. Furthermore, the principles for the establishment of units within the center are determined, temporary working groups are formed for research and publication activities, and training coordination offices are established. The board of directors ensures the regular conduct of research, application, and publication activities at the center, provides oversight and supervision of all activities, obtains results, and represents the center in meetings and discussions with stakeholders regarding projects and joint research programs. The director and deputy director of the Language Training Application and Research Center conduct scientific

research and publications, and take initiatives to learn and apply innovations in the profession. Academic staff are employed at the Language Training Application and Research Center, which is responsible for organizing training programs when deemed necessary, with the knowledge of senior management. [\[12_OD3\]](#).

The Hippotherapy Application and Research Center conducts scientific research in the field of equine therapy and offers inclusive therapy programs for individuals with special needs. At an international project meeting with the Turkish Jockey Club, the dissemination of hippotherapy practices and the development of scientific approaches were discussed. [OD3](#)) In addition, studies aimed at increasing the social benefits of hippotherapy are being carried out through project applications made to the TÜBİTAK 4008 program and the Vocational Qualifications Authority. [OD3](#))([FROM3](#)).

The Central Research Laboratory Application and Research Center, in addition to continuing its work at the institution, has also updated the Price Quotation and Analysis Application Processes, creating a system that customers can access more quickly and easily. [OD4](#). The Traditional and Complementary Medicine Application and Research Center adopts institutionally defined approaches regarding the management of research processes and has shaped its organizational structure accordingly. Research management processes are designed to include motivation and guidance functions, and short-term and long-term goals are planned to be defined clearly, measurably, and precisely. [OD4](#).

At the Family and Community Studies Research Center (UAM), research processes are managed under the coordination of the Research and Development Working Group. They have plans that consider aspects such as guidance and motivation regarding the management and organizational structure of research processes. [OD2](#)) In addition, the Dental Practice and Research Center, which is one of the research process management units at the university, has plans that take into account issues such as guiding and motivating the institution's research processes in line with its mission and vision values, and its organizational structure. [FROM3](#).

The Competition and Innovation Application and Research Center systematically manages every stage of the research process, effectively managing data collection, analysis, and sharing of results with stakeholders. [\[13_OD4\]](#) The Distance Education Application and Research Center contributes to the development of student-centered, interactive, and interdisciplinary learning processes by researching distance and blended learning methods. [\[14_OD3\]](#).

Maturity Level: The institution monitors the results related to the management of research processes and the functionality of its organizational structure, and takes measures accordingly.

Evidence

[\[7\]\(4\)C.1.1-7_OD4.docx](#)

[\[8\]\(4\)C.1.1-8_OD4.docx](#)

[\[3\]\(4\)C.1.1-4_OD4.docx](#)

[\[4\]\(4\)C.1.1-3_OD4.docx](#)

[\[5\]\(4\)C.1.1-5_OD4.docx](#)

[\[6\]\(4\)C.1.1-6_OD4.docx](#)

[\[1\]\(4\)C.1.1-1_OD4.docx](#)

[\[2\]\(4\)C.1.1-2_OD4.pdf](#)

[\[9\]\(4\)C.1.1-9_OD4.docx](#)

[\[10\]\(4\)C.1.1-10_OD4.docx](#)

[\[11\]\(4\)C.1.1-11_OD4.docx](#)

[\[16\]\(2\)C.1.1-21_OD2.pdf](#)

[\[13\]\(2\)C.1.1-\(KANIT C.1.1.1\).pdf](#)

2. Internal and external resources

Financial resources at the activity level are monitored through the university budget. An initial allocation of 25,125,000 TL was provided for the "Research, Development and Innovation" program under Law No. 7489, the 2024 Central Government Budget Law. Through additions and subtractions made during the year, the total allocation at the end of the year reached 26,935,134 TL. The total realization rate at the end of the year was 106% compared to the initial allocation and 99% compared to the total allocation, reaching 26,605,134 TL (2024 activity report, pp. 52-53).[\(OD4\)](#).

The development, support, and execution of scientific research at the university are provided by the Scientific Research Projects (BAP) Coordination Office. With the BAP Implementation Principles and Researcher Information Guide that came into effect in 2024, nine different project types have been identified, and these projects aim to enhance the scientific potential of researchers and provide initial support for the careers of academics who are just beginning their research. [\[1 OD4\]](#).

The Scientific Research Projects Coordination Unit offers various incentive mechanisms to strengthen the scientific research capacity of the university and to enable academics to conduct their research activities more effectively. In this context, the new implementation guidelines prepared by the Scientific Research Projects Commission have been updated to meet the expectations of researchers and have begun providing mentoring (peer review) services for academics preparing projects for the first time. At the same time, the application processes have been simplified to make it easier for researchers to access Scientific Research Project support. The aim is to increase the participation rate of our university academics in international projects through Scientific Research Projects, and in this regard, an information meeting titled "European Union Support Programs and Project Training" was organized.[\(OD4\)](#).

In order to strategically and effectively manage support mechanisms for scientific research, the BAP 2024 Unit Activity Report was prepared, and the contribution of supported projects to scientific research was evaluated by analyzing the number of projects supported over the years. Within the scope of these analyses, the allocation of R&D resources in line with the research strategy was examined, and improvements were made.

[\[2 OD4\]](#)[\[3 OD4\]](#)[\[4 OD4\]](#).

In order to increase the effectiveness of university researchers in national and international academic platforms, the BAP Coordination Office organized information events on scientific publication processes. Within this scope, a conference titled "Publishing for Free and Quickly in SSCI and SCI Journals: Principles and Tips" was held on November 13, 2024, in the Esenboğa A Block Conference Hall, where academic publication processes and article acceptance criteria were discussed.[\(OD4\)](#).

The Scientific Research Projects Coordination Office organized information meetings to raise awareness about the types of support provided by the Scientific Research Projects and the relevant legislation, and published project types and support limits on the unit's website. Meetings held at different campuses as part of the 2024 activities contributed to the effective conduct of scientific research processes.[\(OD4\)](#).

To ensure the orderly conduct of BAP (Research Projects) processes, the BAP Directive has been updated and put into effect. The updated directive covers all stages of BAP projects, from application to completion. [\[5 OD4\]](#).

The BAP Coordination Office has developed new incentive mechanisms to facilitate

researchers' access to national and international project funds within the framework of incentive models for scientific research. These mechanisms enable academics to sustainably finance their scientific projects and support scientific productivity. [\(OD4\)](#).

The Faculty of Dentistry conducts research processes in accordance with scientific guidelines and supports academic studies. Research is carried out within the scope of the AYBU Scientific Research Projects Implementation Guidelines, and it supports specialist theses and scientific projects. [FROM3](#)). The faculty aims to increase scientific productivity by effectively utilizing resources for the research of faculty members and students, in accordance with the Regulation on Scientific Research Projects of Higher Education Institutions. [FROM3](#)). Furthermore, all interventional and non-interventional clinical studies are conducted with the approval of the AYBU Clinical Research Ethics Committee. [FROM3](#)).

The Revolving Fund Management Directorate monitors the adequacy and diversity of research resources both within and outside the university, and continues its efforts to improve them. The effectiveness, adequacy, and areas for improvement of these resources are analyzed by evaluating the changes in internal university resources over the years. [\[6_OD4\]](#).

In line with its mission and objectives, the university encourages the use of external resources and supports scientific research activities. Accordingly, the number of R&D projects supported by national and international organizations is analyzed to monitor the progress of this process. [\[7_OD4\]](#).

University faculty members actively participate in research and development, design, and innovation projects under Article 58-k of Law No. 2547, and carry out projects supported by various institutions and organizations. Payments transferred to the Revolving Fund Management account, based on the academic contributions made to these projects, are monitored in accordance with the relevant legislation. [\[8_OD4\]](#).

The Institute of Public Health continues its development efforts by monitoring the adequacy and diversity of its research resources. The Institute conducts its scientific activities by effectively utilizing both internal and external resources and carries out joint research projects with other institutions. [\[9_OD4\]](#). As of 2024, the institute's activities and resource utilization have been analyzed, and efforts have been made to increase its existing capacity. [\[10_OD4\]](#) The aim is to create new collaborations and funding mechanisms to ensure the sustainability of research processes.

The Faculty of Aeronautics and Space Sciences is in the process of developing its scientific research and R&D capabilities. In this context, it has established a laboratory infrastructure including propeller-driven test apparatus for acoustic and aerodynamic experiments, and various mechanical test systems. This infrastructure was acquired through projects funded by the Presidency of Defence Industries and TUSAŞ (Turkish Aerospace Industries). Furthermore, the faculty benefits from Scientific Research Projects (BAP) support. Undergraduate and graduate students conduct scientific studies through projects supported by TÜBİTAK (The Scientific and Technological Research Council of Turkey) and TAI (Turkish Aerospace Industries). In particular, undergraduate students are supported with budgets of approximately 20,000 TL through the "Lift-up" projects supported by TAI, while different budgets are provided for master's and doctoral students within the scope of the "Lift-up+" and "Lift-up++" projects. [\[11_OD4\]](#).

The Faculty of Law increases the diversity of academic studies by supporting scientific research. In this context, the TÜBİTAK 1001 project numbered 220K072 was completed in 2024, and the faculty's academic staff are carrying out activities to encourage research projects. [\(OD4\)](#).

The Faculty of Business Administration effectively manages its research resources in line with its mission, goals, and strategies. In this context, the adequacy of physical, technical, and financial resources is regularly monitored, shortcomings are identified, and improvement plans are developed. The faculty distributes its research and development budget among its units according to strategic priorities, ensuring the efficient use of resources. [\(OD4\)](#).

The Central Research Laboratory has been equipped with various scientific instruments to strengthen its research infrastructure, and in 2023-2024, with the support of the Presidential Strategy Development Office, it added advanced research instruments such as Laser Confocal Microscope, XRD, AFM, and High-Performance Liquid Chromatography. [\[16_OD4\]](#)[\[17_OD4\]](#). These devices aim to support academic work by contributing to research in various scientific fields.

The Faculty of Engineering and Natural Sciences follows the steps in the budget preparation workflow, and procures consumables by contributing to the revolving fund through projects supervised by faculty members and laboratory revenues. [\[22_OD4\]](#)[\[23_OD4\]](#)[\(OD4\)](#)[\(OD4\)](#).

The Center for Competition and Innovation Application and Research utilizes the budget transferred to the Scientific Research Projects Coordination Unit through national agencies within the scope of Erasmus+ projects for project development processes. The Center manages its research processes transparently by sharing its completed and ongoing projects on its website. [\[24_OD2\]](#)[\(OD2\)](#). Projects carried out so far include Phoneix KM (Belgium), SoftQNR (Serbia), Konya Metropolitan Municipality (Türkiye), İzmir Bakırçay Collaboration has been established with various national and international partners such as the University (Turkey), Karditsa Secondary Education Directorate (Greece), HAK-İŞ, Ankara Yıldırım Beyazıt University, CLR.AL (Albania), FTTUB (Bulgaria), COJEP International (France), EDOS Foundation (Netherlands), IDRYMA KOINONIKOPOLITIKON MELETON (Cyprus), INTERPROJECTS (Bulgaria) and MARIE CURIE ASSOCIATION (Bulgaria). [\[42_OD3\]](#).

The Institute of Health Sciences utilizes various funding mechanisms to support the research of faculty members and graduate students. Within this framework, the AYBÜ Scientific Research Projects (BAP) Coordination Unit has created 9 different project types and, in accordance with the determined support limits,...

Funding is provided to researchers. [\[25_OD4\]](#)[\[26_OD4\]](#). In addition, performance-based budget limit increases are implemented to encourage reliance on external resources, and information about TÜBİTAK, San-Tez, and EU projects is provided through the BAP website. [\[27_OD4\]](#). Faculty members and graduate researchers can benefit from financial support and incentive point calculations within the framework of the academic incentive regulations. [\[28_OD4\]](#). Within the institute, there is the Health Practice and Research Center, the Center. The Research Laboratory operates various research centers, including the Endocrinology and Diabetes Application and Research Center. [\[29_OD4\]](#).

The Faculty of Health Sciences makes strategic plans to effectively utilize internal and external resources in order to continue its research and development activities. [\(OD2\)](#) Faculty members and students are supported through Scientific Research Projects (BAP) and conduct their research by receiving funding from external sources such as TÜBİTAK. [\[31_OD3 syf.3\]](#). Department faculty members serve as project leaders or consultants in various scientific projects, while undergraduate and graduate students are supported within the scope of TÜBİTAK 2209-A projects. [\[32_OD3\]](#). In 2024, faculty members will participate in the TÜBİTAK 4004 Nature program.

She has served as an instructor and researcher in projects under the Education and Science Schools Support Program, the TÜBİTAK 4007 Science Festivals Support Program, and the TÜBİTAK 2237A program. [\[34_OD3\]](#). The faculty ensures that researchers receive financial

support within the framework of the academic incentive regulations and organizes various events to increase scientific activity. Students and academics share their research by participating in national and international congresses. [\[35_OD3\]](#) [\[36_OD3\]](#). Faculty members from the department served as jurors in the TÜBİTAK 55th High School Students Research Projects Competition and participated in the evaluation meeting of the Türkiye Child Rights Strategy Document and Action Plan. [\[37_OD3\]](#)[\[38_OD3\]](#). In addition, Unit Advisory Board meetings are held to manage the faculty's research processes, and faculty members participate in various academic events to strengthen strategic partnerships. [\[39_OD3\]](#).

The Faculty of Political Science continues its efforts to improve research resources by monitoring their adequacy and diversity. The faculty evaluates its financial sustainability by publishing the "2024 Institutional Financial Status and Expectations Report," and regulates academic processes by announcing the Scientific Research Projects Implementation Guidelines and the Additional Conditions for Promotion and Appointment to Faculty Positions. [\[40_OD4\]](#)[\[41_OD4\]](#)[\(\(OD4\)](#). In addition, the "2024 AYBU BAP Coordination Unit Implementation Principles and Researcher Information Guide" has been put into effect and project applications have been opened through the system. [\(OD4\)](#). The faculty effectively implements these practices that support research and academic development.

The Faculty of Sports Sciences collaborates with the Scientific Research Projects (BAP) Coordination Unit to enhance its scientific research capabilities. Within this framework, it provides training, information meetings, and guidance services to faculty members on project writing, execution, and completion processes. [\[42_OD4\]](#). In addition, the results of the projects undertaken are regularly reported and monitored in accordance with the standards set by BAP. This process is carried out to evaluate the quality of research activities and to contribute to more efficient planning of future projects. [\[43_OD4\]](#).

The Vocational School of Technical Sciences maintains a balance between units by effectively managing research and development resources. The unit has a management system to efficiently utilize its human, financial, movable, and immovable resources. Scientific research conducted within the unit is supported by the Scientific Research Projects Coordination Unit, and researchers benefit from the Central Research Laboratory Application and Research Center. [\[44_OD3\]](#)[\(OD3\)](#)[\(FROM3\)](#).

The Technology Transfer Office monitors national and international project calls, informs academics about them, and provides support throughout the application process. For accepted projects, administrative and financial processes are managed, expenditures are tracked, and documents are filed electronically. Completed and ongoing projects are directed to new support programs, contributing to university-industry collaboration, patenting, and company formation processes. [\[45_OD3\]](#).

The Faculty of Medicine directs its academics to externally funded projects and organizes training in scientific project writing. The faculty actively uses anatomy, biochemistry, histology and embryology, medical biology, microbiology, physiology, biophysics, orthopedics, and ophthalmology laboratories, as well as computer laboratories. Furthermore, the basic science laboratories at the Bilkent Campus are being renovated by the Rectorate's Construction Works Department. Researchers can utilize the facilities of the university's Central Laboratory, and projects are supported by the BAP Board and the Rectorate. The faculty has an autonomous structure.

It does not have a budget, and financial support comes from sources such as BAP, TÜBİTAK, KOSGEB, Ministries and EU funds.

It is provided from the sources. [\[46_OD4\]](#).

The School of Foreign Languages implements systematic practices to ensure the sustainability

of research activities and to incentivize academic staff. Within this framework, participation in seminars and conferences is supported to increase the motivation of unit and committee members, and participation in national and international academic events is encouraged. [\[47_OD3\]\(FROM3\)](#). Within the framework of collaborations with different universities, joint annual conferences are organized and academic research is encouraged. [\[48_OD3\]\(FROM3\)](#). The academic activities of teaching staff are published on the School of Foreign Languages website to increase their visibility and support scientific research. Within this scope, teaching staff...

The research of its members has been published in international academic platforms and has won various awards. [\[49_OD4\]\[OF4\]\[50_OD4\]\(OD4\)](#).

The Traditional and Complementary Medicine Application and Research Center (GETAT) strengthens its financial structure by effectively utilizing its existing internal resources to ensure the sustainability of its research activities. Economic sustainability is supported by generating income through scientific events and training programs organized in fields such as hirudotherapy, apitherapy, phytotherapy, and cupping therapy. [\(FROM3\)](#) The center currently does not receive support from external funds and plans to establish a strategic orientation towards funding sources such as European Union projects, TÜBİTAK (The Scientific and Technological Research Council of Turkey), and Development Agencies. Utilizing external funds for the continuity of research processes and increasing university-industry collaborations are among the priority goals for the future.

The Dental Practice and Research Center manages outsourcing services in accordance with established procedures to ensure the efficient use and increased diversity of research resources. Within this framework, processes are carried out according to criteria defined for the scope and operation of services to be provided through outsourcing, thus ensuring the sustainability of the research infrastructure. [\[51_OD3\]](#).

The Institute of Social Sciences monitors and improves the adequacy of research resources and establishes various strategic partnerships by supporting the use of external resources. [\[52_OD3\]](#) The Vocational School of Social Sciences, while not having an independent budget, plans to encourage academic staff to participate in project development processes and organize training programs to increase access to research funds and the use of external resources.

The Family and Society Research and Application Center obtains the financial resources needed for its research activities from the university's general budget, internal resources, and external sources. Meetings have been held with relevant national and international organizations to increase the center's budget. In this context, applications have been submitted for Erasmus+ projects, and discussions have been held with the Ministry of Family and Social Services to participate as a partner in these projects. An application on "FAMILY INSTITUTION AND DIGITAL SECURITY" has also been submitted to the National Agency. [\[53_OD4\]](#).

Maturity Level: The adequacy and diversity of research resources within the institution are monitored and improved. **Evidence**

[\[55\]\(4\)C.1.2-\[15\]\(4\)C.1.2 Faculty of Business..pdf](#)

[\[55\]\(4\)C.1.2-\[15\]\(4\)C.1.2.pdf](#)

[\[56\]\(4\)C.1.2-\[77\]\(4\)C.1.2.pdf](#)

[\[57\]\(3\)C.1.2-\[77\]\(4\)C.1.2.pdf](#)

[\[58\]\(4\)C.1.2-02-Training Modules ENG.pdf](#)

[\[59\]\(4\)C.1.2-\(4\)C.1.2.2.1 Faculty of Sports Sciences.pdf](#)

[\[60\]\(4\)C.1.2-DDK.LS.01 EXTERNAL RESOURCE SERVICE PROCUREMENT LIST.docx](#)

[\[61\]\(3\)C.1.2-madde 1 ek Affiliation Collaboration with the GLOCAL.docx](#)

[\[62\]\(4\)C.1.2-WhatsApp Image 2025-03-25 at 12.19.20.jpeg](#)
[\[53\]\(4\)C.1.2-\[4\]\(4\)C.1.2-NUMBER OF PROJECTS SUPPORTED BY THE BAP UNIT BY YEAR \(2\).pdf](#)
[\[54\]\(4\)C.1.2-\[1\]\(4\)C.1.2-1_OD4.pdf](#)
[\[75\]\(4\)C.1.2-2.png](#)
[\[76\]\(4\)C.1.2-Internal and External Resources 2024.pdf](#)
[\[55\]\(4\)C.1.2-NUMBER OF PROJECTS SUPPORTED BY THE BAP UNIT BY YEARS \(2\).pdf](#) [\[55\]\(4\)C.1.2-AYBU Scientific Research Projects Implementation Guideline\(2\).pdf](#)
[\[53\]\(5\)C.1.2-C.1.2.3.2 \(1\).pdf](#)
[\[2\]\(4\)C.1.2-1_OD4.pdf](#)
[\[3\]\(4\)C.1.2-5_OD4.docx](#)
[\[4\]\(4\)C.1.2-6_OD4.pdf](#)
[\[7\]\(4\)C.1.2-11_OD4.pdf](#)
[\[9\]\(4\)C.1.2-16_OD4.xlsx](#)
[\[10\]\(4\)C.1.2-17_OD4.xlsx](#)
[\[11\]\(4\)C.1.2-18_OD4.xlsx](#)
[\[16\]\(4\)C.1.2-23_OD4.pdf](#)
[\[18\]\(4\)C.1.2-25_OD4.pdf](#)
[\[19\]\(4\)C.1.2-26_OD4,27_OD4.docx](#)
[\[23\]\(1\)C.1.2-31_OD1.docx](#)
[\[30\]\(4\)C.1.2-38_OD4.pdf](#)
[\[31\]\(4\)C.1.2-39_OD4.pdf](#)
[\[32\]\(3\)C.1.2-40_OD3.pdf](#)
[\[33\]\(3\)C.1.2-41_OD3.pdf](#)
[\[34\]\(3\)C.1.2-42_OD3.pdf](#)
[\[35\]\(3\)C.1.2-43_OD3.docx](#)
[\[36\]\(4\)C.1.2-44_OD4.pdf](#)
[\[37\]\(4\)C.1.2-45_OD4.pdf](#)
[\[39\]\(2\)C.1.2-48_OD2.pdf](#)
[\[41\]\(4\)C.1.2-50_OD4.pdf](#)
[\[42\]\(4\)C.1.2-51_OD4.pdf](#)
[\[43\]\(4\)C.1.2-52_OD4.pdf](#)
[\[44\]\(4\)C.1.2-53_OD4.pdf](#)
[\[45\]\(4\)C.1.2-54_OD4.pdf](#)
[\[46\]\(2\)C.1.2-55_OD2.pdf](#)
[\[47\]\(2\)C.1.2-56_OD2.pdf](#)
[\[48\]\(2\)C.1.2-57_OD2.pdf](#)
[\[49\]\(2\)C.1.2-58_OD2.pdf](#)
[\[50\]\(2\)C.1.2-59_OD2.pdf](#)
[\[53\]\(2\)C.1.2-62_OD2.pdf](#)
[\[56\]\(2\)C.1.2-65_OD2.pdf](#)
[\[57\]\(2\)C.1.2-66_OD2.pdf](#)
[\[58\]\(2\)C.1.2-67_OD2.pdf](#)
[\[59\]\(2\)C.1.2-68_OD2.docx](#)
[\[60\]\(4\)C.1.2-69_OD4.pdf](#)
[\[61\]\(4\)C.1.2-70_OD4.pdf](#)
[\[63\]\(4\)C.1.2-73_OD4.pdf](#)
[\[64\]\(4\)C.1.2-74_OD4.pdf](#)
[\[65\]\(3\)C.1.2-75_OD3.docx](#)
[\[67\]\(2\)C.1.2-78_OD2.xlsx](#)
[\[68\]\(2\)C.1.2-79_OD2.pdf](#)
[\[70\]\(5\)C.1.2-80_OD5.pdf](#)

[\[71\]\(5\)C.1.2-82_OD5.pdf](#)

[\[72\]\(5\)C.1.2-84_OD5.pdf](#)

[\[74\]\(4\)C.1.2-88_OD4.pdf](#)

3. Doctoral programs and postdoctoral opportunities

AYBÜ ranks highly in doctoral program performance. It managed to be among the top 20 in Turkey in terms of doctoral program scores in the URAP 2024 ranking. This score is objectively measured by the number of doctoral graduates and the ratio of doctoral students. [\(OD4\)\(syf.20\)](#).

Doctoral dissertation projects play a significant role in enhancing the university's research capacity, deepening knowledge production, and providing original contributions. As of 2024, 13 of the 71 supported BAP (Research Projects Support Program) projects were doctoral dissertation projects, with a total budget of 2,052,323 TL allocated to these projects. This number corresponds to approximately 22% of the total BAP budget. While doctoral dissertation projects account for 18% of the total number of projects, they have one of the highest support rates, with an average budget of approximately 157,871 TL per project (Administrative Activity Report, p. 129). [\(OD4\)](#).

The university has administrative arrangements that allow researchers and faculty members to gain international experience. Indeed, AYBÜ has established the "International Visiting Faculty Member, Postdoctoral Researcher and Graduate Student Application Guidelines," enabling academics and researchers from abroad to conduct research at the university for a specified period. [\[13 OD3\]](#) Within the scope of this directive, AYBÜ aims to institutionalize a shared research culture by hosting foreign visiting researchers. In addition, strategic management documents have been structured to support cooperation mechanisms. In the 2025-2029 Strategic Plan, "Strengthening national and international collaborations" is defined as an institutional goal, and performance indicators in this area have been determined. [\[14 OD3\]](#) (sif. 70).

Doctoral programs at the university are run by 5 different institutes. As of 2024, 61 doctoral programs are actively offered. [\(FROM3\)](#) The doctoral programs at the Institute of Science are revised each semester in line with the requests from the departments. Postdoctoral studies are conducted within the framework of the aforementioned guidelines. [\(FROM3\)](#) Furthermore, graduates are supported in continuing their scientific work through academic collaborations and individual research projects.

The Institute of Health Sciences offers doctoral programs and postdoctoral opportunities in line with the institution's research policies, goals, and strategies. Currently, 24 doctoral programs are actively running within the institute, with two different doctoral programs offered under the Departments of Medical Biology and Nursing. [\[3 OD3, 4 OD3\]](#). Applications for doctoral programs are accepted twice a year, and the application process is announced through notices on the Health Sciences Institute website. [\[5 OD3, 6 OD3\]](#). As of 2024, the number of students enrolled in doctoral programs is 256, and 33 doctoral students graduated this year. Information on graduating students is regularly included in the activity reports published on the Institute of Health Sciences website. In addition, to support the career development of doctoral graduates, information on their employment status and academic development is provided in the Career Planning and Graduate Studies section.

It is monitored via the portal and updated in the Bologna information package. [\[7 OD3\]](#). In addition, an Alumni Monitoring Committee has been established to monitor the academic and professional development processes of graduates and to gather feedback, and an alumni satisfaction survey has been implemented. [\[8 OD3, 9 OD3\]](#). The Institute of Health Sciences manages its doctoral programs sustainably and promotes academic development by supporting postdoctoral processes.

The Institute of Social Sciences works to regularly monitor and improve the outcomes of doctoral programs and postdoctoral opportunities, and ensures that graduates are considered for research assistant or research fellow positions so that they can continue their academic careers. [\[10_OD4\]](#) This process helps to integrate competent graduates who can contribute to academic projects into the scientific community.

On the other hand, while the Institute of International Relations and Strategic Studies does not have a doctoral program, it does offer two master's programs in Security Studies and Humanitarian Studies (in Turkish and English), and four master's programs in Humanitarian Studies (with and without thesis). These programs are taught by academics who are experts in their fields.

It contributes to the education of students while also supporting the development of interdisciplinary research. [OD3](#), [OD3](#), [OD3](#).

Maturity Level: The institution offers doctoral programs and postdoctoral opportunities that are aligned with and support its research policies, goals, and strategies.

Evidence

[\[1\]\(3\)C.1.3-1_OD3.pdf](#)

[\[2\]\(1\)C.1.3-2_OD1.pdf](#)

[\[3\]\(3\)C.1.3-3_OD3.pdf](#)

[\[4\]\(3\)C.1.3-4_OD3.pdf](#)

[\[5\]\(3\)C.1.3-5_OD3.pdf](#)

[\[6\]\(3\)C.1.3-6_OD3.pdf](#)

[\[7\]\(3\)C.1.3-7_OD3.pdf](#)

[\[8\]\(3\)C.1.3-8_OD3.pdf](#)

[\[9\]\(3\)C.1.3-9_OD3.pdf](#)

[\[10\]\(4\)C.1.3-evidence.pdf](#)

2. Research Capabilities, Collaborations and Support

1. Research capabilities and development

As part of the preparation of the AYBÜ 2025-2029 Strategic Plan, the success region and core competency preferences were shaped with the contributions of internal and external stakeholders, and the strategic objective of 'Becoming a Research University on a National and International Scale' was determined. Targets and indicators were updated to achieve this objective. (Strategic Plan pp. 63-67, p. 70) [\(FROM3\)](#).

The university has various mechanisms in place to enhance the research competencies of its faculty members. For example, the Library and Documentation Department organized 191 training activities in 2024, the majority of which were for researchers (see B.3.1.9). Furthermore, the library provides services to support research activities, such as reader-publisher agreements, catalog searching, and calls for articles. Scientific Research Project (BAP) funds are also available. [\[1_OD4\]](#) academic incentive system [\[2_OD4\]](#) and appointment/promotion criteria [\[3_OD4\]](#) These are key elements supporting the research findings.

As stated in the 2025-2029 Strategic Plan, similar to the university's 2020-2024 Strategic Plan, work is being carried out in line with the Council of Higher Education's (YÖK) criteria for becoming a Research University. [\[4_OD4\]](#) (sif. 79).

Various units within the university conduct systematic activities aimed at improving the research competencies of faculty members, such as training programs, international project opportunities, and collaborations. For example, the Language Education Application and Research Center

(DILMER) organized English academic writing and speaking courses in 2024 to improve research performance. These training programs have been reported to have increased research performance. [\[5_OD3\]](#).

Various steps are taken within the institution to monitor and evaluate research capabilities. Faculties regularly monitor their educational and project support activities and prepare annual educational activity reports (for example, the Faculty of Political Science). [\[7_OD4\]](#).

Maturity Level:The institution monitors practices aimed at improving the research competence of faculty members, and the results of these monitoring are evaluated together with the faculty members to take appropriate measures.

Evidence

[\[1\]\(4\)C.2.1-BAP Implementation Guideline.pdf](#)

[\[2\]\(4\)C.2.1-Academic Incentive Allowance 2024 Activity Year Implementation Procedures and Principles.pdf](#) [\[3\]\(4\)C.2.1-Ankara Yıldırım Beyazıt University Promotion and Appointment to Faculty Position Appendix Terms and Conditions.pdf](#)

[\[4\]\(4\)C.2.1-Ankara Yıldırım Beyazıt University 2025-2029 Strategic Plan.pdf](#)

[\[5\]\(4\)C.2.1-Ankara Yıldırım Beyazıt University dilmer kurs.pdf](#)

[\[6\]\(1\)C.2.1-Ankara Yıldırım Beyazıt University 2025-2029 Strategic Plan.pdf](#)

[\[7\]\(4\)C.2.1-political 2024 report.pdf](#)

2. National and international joint programs and joint research units

The university has established various joint education programs and research units at both national and international levels. Significant progress has been made in recent years, particularly in the field of international dual degree programs. As of 2023, the university had 3 international joint education programs, with a target of 4 set for 2024 in the strategic plan; however, this target has not been fully achieved. [\[1_OD3\]](#) (p. 74). Indeed, AYBU has signed cooperation protocols with universities in Uzbekistan regarding health law.

The university has decided to open a master's program in this field with the joint contribution of three universities. [\[2_OD3\]](#) (p. 104). This step is an example of the university's effort to increase the number of international joint postgraduate programs. At the national level, AYBU conducts joint usage protocols with the Turkish Ministry of Health in the field of health. The university's Faculty of Medicine collaborates with Ankara Bilkent City Hospital and Yenimahalle Training and Research Hospital.

The hospital operates within the framework of joint usage agreements and continues to provide education and research services in an integrated manner with these institutions. [\[3_OD3\]](#) (p. 16). In addition, AYBÜ's Technology Development Zone (Technopark) initiative is another important example of partnership. AYBÜ, as a founding partner with Ankara İvedik Organized Industrial Zone, established Technopark Ankara in 2014, and a large area allocated to the university was declared a Technology Development Zone by a decision in the Official Gazette in 2022.

has been [\[4_OD3\]](#) (p. 31). The technopark operating company (Ankara Yıldırım Beyazıt University Technology Development Zone Management Inc.) became operational at the end of 2023 and provides a platform for joint R&D projects between researchers within AYBÜ and industrial firms. Similarly, the AYBÜ Technology Transfer Office (TTO) was established in 2018 and incorporated in 2019, facilitating the dissemination of research results.

It plays an active role in commercialization and supporting industrial collaborations. These infrastructures are important units that support the university's collaborative research activities at the institutional level. [\[5_OD3\]](#) (sif. 31).

AYBÜ participates in national and international research networks and carries out multi-stakeholder projects. As of 2024, the university has implemented 10 projects supported by the European Union and 23 projects supported by TÜBİTAK in its externally funded project portfolio, and has also undertaken research projects funded by various institutions such as TÜSEB (Turkish Health Institutes) with 4 projects, TAGEM with 1 project, and TENMAK with 1 project. [6 OD3] These data demonstrate that AYBÜ is actively integrated into the research funding ecosystem. For example, the YEPTİM project, coordinated by AYBÜ, is being carried out as a multinational collaboration under the Erasmus+ program. In this project, Ruma Digital from the Netherlands, the Youth Academy from Austria, Trakya University from Bulgaria, Ankara University from Turkey, and private sector stakeholders have come together, and the university is developing innovative training programs for young people with its international partners. [7 OD3] (p. 90). AYBU has also established a broad global partnership network through bilateral agreements. Its relations with the Turkic Republics and Central Asia are particularly noteworthy; it has been reported that cooperation has been established with 40 universities in Uzbekistan as a result of visits at the Rectorate level, and that existing partnerships have been further expanded through these official contacts. [8 OD3] (p. 104). In this context,

It is planned to organize various joint scientific events, implement student and academic exchange programs, and launch dual degree programs. Similarly, joint studies are being carried out with Trakya University in the Balkans; projects such as the establishment of a Hippotherapy Center within Trakya University under the consultancy of AYBÜ are being developed.

[9 OD3] (p. 91). The university's active participation in exchange programs such as Erasmus+, Mevlana, and others also contributes to its inclusion in international networks.

AYBÜ International Relations Coordination Office manages student and staff mobility programs through bilateral agreements, primarily Erasmus+ KA131 and KA171 projects, thereby increasing academic interaction at a global level. [10 OD3] Consequently, AYBU today has a wide range of collaborations focused on both Europe and Asia, and it furthers its internationalization mission through its research networks.

At AYBÜ, institutional mechanisms have been structured to plan, support, and manage national and international collaborative research activities. Foremost among these is the Scientific Research Projects (BAP) Coordination Office. While encouraging intra-university research, the BAP Coordination Office has also defined special programs for collaborative projects with other institutions. For example, there is an internal funding mechanism called the "National Collaborative Research Project (KAP)" that supports research conducted jointly with different institutions. [11 OD3]. This enables planning and funding for research projects carried out in collaboration with multiple institutions at AYBÜ. AYBÜ's General Coordination Office for International Relations is also a critical structure for developing international partnerships. This unit coordinates bilateral academic cooperation agreements (MoUs) and ensures the continuity of joint programs by managing programs such as Erasmus. [12 OD4](OD4).

The university values stakeholder feedback in collaborative research and program processes and strives to reflect this in institutional improvements. Extensive efforts have been made to ensure stakeholder participation in the strategic plan preparation process. In 2024, a "Strategic Plan Workshop for 2025-2029 with Internal and External Stakeholders" was organized at Technopark Ankara, where the views and suggestions of the university's academic/administrative staff and external stakeholders (public sector, industry, alumni, etc.) were collected. [15 OD4] (p. 94). This workshop,

This is a systematic step taken to incorporate stakeholder expectations into the university's future plans. Indeed, it is also reflected in the strategic plan document. *"Encouraging stakeholder participation in processes and providing systematic feedback on improvements made in line with stakeholder opinions"* The necessity has been emphasized. [16 OD4] (sif. 53).

Maturity Level:The institution conducts joint programs and collaborative research activities at both national and international levels throughout its operations.

Evidence

[\[1\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[2\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[3\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[4\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[6\]\(3\)C.2.2-CAP 2024 EFFECTIVE M ACTIVITY REPORT \(1\).docx.pdf](#)

[\[7\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[8\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[9\]\(3\)C.2.2-activity report 2024.pdf](#)

[\[10\]\(3\)C.2.2-erasmus.pdf](#)

[\[11\]\(3\)C.2.2-BAP Implementation Guideline.pdf](#)

[\[12\]\(4\)C.2.2-2022-2028 \(EWP\) - Agreements - EUC - Erasmus+ Online Application and Management System - International Relations Coordination Office - Ankara Yıldırım Beyazıt University.pdf](#)

[\[13\]\(3\)C.2.2-INTERNATIONAL VISITING FACULTY MEMBER,](#)

[POST-DOCTORATE.pdf](#) [\[14\]\(3\)C.2.2-Ankara Yıldırım Beyazıt University](#)

[2025-2029 Strategic Plan.pdf](#)

[\[15\]\(4\)C.2.2-activity report 2024.pdf](#)

[\[16\]\(4\)C.2.2-Ankara Yıldırım Beyazıt University 2025-2029 Strategic Plan.pdf](#)

[\[17\]\(4\)C.2.2-C.2.2.3.pdf](#)

[\[5\]\(3\)C.2.2-activity report 2024.pdf](#)

3. Research Performance

1. Monitoring and evaluating research performance.

The university uses various systems and tools to monitor and evaluate research performance. The institution has an Academic Data Management System (AVESIS). AVESIS is an academic performance tracking system developed to inventory academic activities and measure performance at the institutional/unit/department and individual levels. [\[1 OD3\]](#) Similarly, the AYBU Academic Archive System collects and stores publications produced by academics in digital format and makes them available for open access. The DSpace-based institutional archive has been active since 2014. [\[2 OD3\]](#) Additionally, the university uses a project management system called the Scientific Research Projects Process Management System (BAPSIS); this Through this system, the progress, reporting, and outputs of projects within the scope of BAP are systematically monitored. [\[3 OD3\]](#) Faculty members' research performance is scored within the framework of the nationally implemented Academic Incentive System, and successful researchers are rewarded. [\[4 OD3\]](#) Thanks to these multifaceted mechanisms, outputs such as the number of research projects, publications, and citations are regularly monitored across the university.

As with all other objectives, the university's strategic plan goals in research and development are measured, monitored, and reported on a quarterly basis. These reports show that significant progress was made in research and development in 2024. Except for the number of patent, utility model, and industrial design applications, all indicators showed significant progress compared to the previous year, and the 2024 targets were exceeded. [\[5 OD3\]](#) (sif. 69-70).

As stated in the 2023 KİDR (University Research and Development Report), the university's second objective in its 2020-2024 Strategic Plan is "Increasing Research-Oriented Scientific

Activities," and its third objective is "Increasing Innovation-Oriented Scientific Studies and Entrepreneurial Activities." Within the scope of these objectives, sub-goals such as "Being included in and achieving high rankings in national and international ranking indices" and "Increasing research and development and entrepreneurship activities" are being pursued. These objectives and sub-goals have maintained their presence and remain among the priority goals in the 2025-2029 Strategic Plan Period.[\[6_OD3\]](#) (sif.

7). As a result of the studies conducted, our university, which entered the Times Higher Education (THE) Impact Ranking list for the first time in 2023, was also included in the Young Universities World Ranking. Last year, 47 universities from Turkey were included in the Young Universities World Ranking, while this year 58 universities from our country entered the ranking. According to the ranking results, AYBÜ is in the 501-600 band among world universities and ranks 23rd among Turkish universities.[\[7_OF4\]](#) Also, the university's Significant progress has also been made in national and international rankings. For example, in the URAP Türkiye overall ranking, the university rose four places compared to the previous year, reaching 33rd place.[\[8_OD4\]](#) (p. 23). The scores our university received from other ranking organizations can be summarized as follows.

US News and World Report

World's Best Universities 2024-2025: June 24, 2024

Ranked 61st in Türkiye's Best Universities Ranking (out of 91 universities), 842nd in Asia's Best Universities Ranking (out of 1131 universities), and 2021st in the World's Best Universities Ranking (out of 2460 universities).[\[9_OD4\]](#)

THE Impact Ranking 12 Haziran 2024

SDG 2: End Hunger: 401-600

SDG 3: Healthy and Quality Life: 201-300

SDG 10: Reducing Inequalities: 301-400

SDG 12: Responsible Production and Consumption: 401-600

SDG 16: Peace, Justice and Strong Institutions: 401-600[\[10_OD4\]](#)

RUR 2024 World University Rankings: May 30, 2024

World Ranking: 906

Country Ranking: 33[\[11_OD4\]](#)

URAP Rankings 2024-2025: 22/10/2024

World Ranking: 1845[\[12_OD4\]](#)

Türkiye Ranking: 33[\[8_OD4\]](#) (sif. 23)

THE World University Rankings 2025

World Ranking: 1501+

Highest Ranking Field: Business and Economics (601-800)[\[10_OD4\]](#)

SCIMAGO University Rankings 2024

World Ranking: 2596/4762

Türkiye Ranking: 57/140[\[13_OD4\]](#)(sif. 4)

Based on the United Nations' Sustainable Development Goals, and considering its contributions to society in social, economic, cultural, and ecological fields, Turkey has risen from 3,459th to 2,219th place in the world rankings and from 50th to 40th place in Turkey's rankings between 2020 and 2023.[\[6_OD3\]](#)(sif.45).

The indicators used by ranking organizations include metrics such as the number of publications indexed in international databases, the number of research and development

projects, the number of patent applications, and the number of projects and publications per faculty member. The administrative activity report prepared at the end of 2024 presents the target and actual values of these indicators in tabular form. For example...*"Number of scientific publications included in international indexes"* While the value for 2023 was 779, in 2024 this value was realized as 1,013, exceeding the target by 130%.[\[5_OD3\]](#)(p. 70). Similarly, the number of projects supported under BAP and teaching

Indicators such as the number of R&D projects per member also show that targets have been exceeded. These data reveal that AYBU has clearly defined indicators for research performance and that these indicators are regularly measured and evaluated. Furthermore, in accordance with the BAP Implementation Principles, publications resulting from university-supported projects are closely monitored, and the rule is enforced by suspending new project applications from project managers who do not achieve the expected publication output within two years at the latest after the project ends.[\[14_OD3\]](#)All these principles and rules are important for research performance, both individually and collectively.

It provides a framework for monitoring and evaluation at the institutional level.

The university has begun to use the monitored and evaluated research performance data to improve weak areas and reinforce strong areas. Research performance data is also evaluated by senior management across the university. An examination of the 2024 performance indicators shows that targets were not met in some areas (for example, the target for the number of patent applications was not reached).[\[5_OD3\]](#)(p. 70). In the Activity Report, the 2025-2029 Strategic Plan states "National and

It was emphasized that efforts would be made to increase R&D activities in line with the goal of "Becoming an International Research University"; it was also stated that efforts would be made to contribute to the targets of the 12th Development Plan. These statements show that the university is conducting a high-level performance evaluation and planning strategic corrective steps. At the implementation level, there are concrete examples of improvement: The Research Projects Coordination Office, in order to increase project outputs, has imposed a publication requirement on project leaders and prevented those who do not meet this requirement from submitting new project applications, thus acting as a kind of quality control and the improvement mechanism is in operation[\[14_OD3\]](#). Furthermore, strengthening appointment/promotion criteria to enhance faculty research competence is also an initiative for institutional improvement.[\[6_OD3\]](#)(p. 79). All these examples demonstrate that at AYBU, research performance results are not only measured but also guide policy and practice improvements.

There is a significant effort to develop a systematic approach to monitoring and evaluating research performance at the university. Many practices have been established at the system level rather than through individual efforts. For example, digital systems such as AVESIS, Academic Archive, and BAPSIS have institutionalized the process by offering continuous data entry and reporting capabilities.[\[1_OD3\]](#) [\[2_OD3\]](#) [\[3_OD3\]](#). These developments are critical for sustainability because they enable data to be collected regularly and automatically, rather than on a one-off basis.

Maturity Level: Mechanisms have been established and are used throughout the institution to monitor and evaluate research performance.

Evidence

[\[5\]\(3\)C.3.1-activity report 2024.pdf](#)

[\[6\]\(3\)C.3.1-Ankara Yıldırım Beyazıt University 2025-2029 Strategic Plan.pdf](#)

[\[7\]\(3\)C.3.1-YÖK - English Türkiye's _Young Universities_ among the World's Best.pdf](#) [\[8\]\(3\)C.3.1-URAP 2024-2025 TURKEY RANKING REPORT 22](#)

[OCTOBER 2024.pdf](#) [\[9\]\(3\)C.3.1-Yildirim Beyazıt University in Turkey - US](#)

[News Best Global Universities.pdf \[10\]\(3\)C.3.1-Ankara Yildirim Beyazit University _ World University Rankings _ THE.pdf \[11\]\(3\)C.3.1-rur 2024 - Ankara Yildirim Beyazit University.pdf](#)
[\[12\]\(3\)C.3.1-URAP - University Ranking by Academic Academic Performance.pdf \[13\]\(3\)C.3.1-Scimago University Rankings - Turkey 2024.pdf](#)
[\[14\]\(3\)C.3.1-BAP Implementation Guideline.pdf](#)
[\[1\]\(3\)C.3.1-avesis.png](#)
[\[2\]\(3\)C.3.1-DSpace AYBU __ Homepage.pdf](#)
[\[3\]\(3\)C.3.1-BAPSİS.pdf](#)
[\[4\]\(3\)C.3.1-Academic Incentive Allowance 2024 Activity Year](#)

[Implementation Procedures and Principles.pdf](#)**2. Evaluation of**

faculty/researcher performance

The institution continues to use software such as AVESİS, BABSİS, and ATOSİS, as mentioned in the 2023 KİDR report. Furthermore, to enhance the university's academic visibility and, in particular, to ensure the accuracy of AVESİS data, an "Academic Visibility Coordination Office" has been established, unit representatives have been appointed, and awareness-raising events are organized for these representatives at regular intervals. Through the unit representatives and the aforementioned coordination office, the accuracy of the data is continuously monitored.[\[1_OD3\]](#), [\[2_OD3\]](#), [\[3_OD3\]](#).

In addition, academic units periodically prepare "Scientific Activity Reports," receive feedback from faculty members regarding research opportunities, and continue improvement efforts based on this feedback. At academic unit meetings, plaques are presented to employees who stand out for their academic, social, and community contributions, as a token of appreciation and encouragement.[OD3](#)In some departments, annual performance evaluation meetings are held with lecturers. These meetings also cover the academic work that the lecturer plans for the following year.[OD3](#)Academic activities and research conducted and shared by faculty members are announced on the unit's website.[OD3](#)).

In conclusion, mechanisms established to monitor and evaluate the research and development performance of faculty members across the university are being used. Faculty members' research and development performance is monitored and evaluated together with them, and efforts are being made to disseminate work aimed at improving it throughout the institution.

Maturity Level:The research and development performance of faculty members is monitored and improved through evaluations conducted in collaboration with the faculty members themselves.

Evidence

[\[1\]\(3\)C.3.2-3 Results of the Medical Academician Satisfaction Survey \(1\).pdf](#)
[\[3\]\(3\)C.3.2-C.3.2.1 Interview Form.pdf](#)
[\[3\]\(3\)C.3.2-\[2\]\(3\)C.3.2 Evaluation_of_Instructor_Researcher_Performance.pdf](#)**D.**

SOCIAL CONTRIBUTION

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

1. Managing social contribution processes

Universities have three fundamental functions: education and training, research, and community service. Community service is defined as one of the fundamental duties of universities according to the Higher Education Law. Furthermore, community service is evaluated separately by the Council of Higher Education (YÖKAK) and international quality and accreditation monitoring organizations. At AYBÜ, community service activities are assessed by the Quality Coordination Office. *Quality Manual* ve *Quality Policy* It is being carried out in accordance with this. *Quality Manual* (OD4) ve *Quality Policy* (OD4) AYBÜ Strategic Plan Workshop for 2025-2029, Strategic Planning Team meetings, Quality Coordination meetings, ISO 9001

The Quality Management System Workshop and the ISO 9001 Internal Audit Workshop were updated through consultations with internal and external stakeholders. The quality policy, encompassing education, research, entrepreneurship, social contribution, and corporate development, has been integrated into the 2025-2029 Strategic Plan as five objectives. Within this framework, social contribution activities can be carried out and monitored more effectively through performance indicators.

AYBÜ's mission, as stated in its 2020-2024 Strategic Plan, is "to cultivate individuals who are open to inquiry and respectful of moral values in the fields of science, culture, sports, and art through quality education provided in the light of universal values; to produce knowledge and technology through its research and offer it for the benefit of society; to produce benefits for humanity based on the knowledge and technology it generates with its entrepreneurial spirit; and to contribute to the development of human capital at national and international levels with its sense of social responsibility." (FROM3) (p. 6). 2025-2029 Strategic Plan Preparation Workshop (OD4) (p. 94) AYBU Institutional Accreditation Program (KAP) Preparation Workshop (OD4) As a result of evaluations made in meetings where internal and external stakeholders came together (p. 89), the 2025-2029 Strategic Plan was prepared, and in the new plan, AYBÜ's mission was updated to "To provide high-quality education and social services at an international level, to produce scientific knowledge through applied research, to develop an entrepreneurial culture, and to make a difference through creative educational activities and internationalization." (OD4) (p. 6). With this change, the mission was clarified and "providing community service" was emphasized.

In AYBÜ's 2020-2024 Strategic Plan, "Contributing to social responsibility projects by collaborating with public administrations, private organizations, and civil society organizations" has been identified as a strategic objective. (FROM3) (p. 7). In the 2025-2029 Strategic Plan, prepared by taking stakeholder opinions into account, the objective regarding social contribution has been made clearer as "To effectively utilize the scientific capacity of the university in line with the needs of society in cooperation with stakeholders". (OD4) (sif.7).

The 2025-2029 Strategic Plan also sets out five objectives aimed at contributing to society: H4.1. Increasing education and awareness activities aimed at the needs and development of society. H4.2. Ensuring the integration of academic outputs with the public and civil society. H4.3. Increasing efforts to solve social problems (terrorism, poverty, famine, migration, unemployment, addiction, crime, violence, abuse, discrimination, socialization of people with disabilities, suicide, obesity, human rights violations, traffic problems, etc.). H4.4. Increasing efforts to support people with disabilities, the poor, H4.5. Increasing collaborations and services for disadvantaged groups such as migrants, women, and ex-convicts. Increasing services and activities offered for healthy and quality living. (OD4) (p. 7). These objectives have been defined to include all activities presented under the heading of social contribution and to ensure their monitoring. (OD4) (sif. 87-91).

The values guiding AYBÜ's social responsibility activities are defined in the 2020-2024 Strategic Plan as "Social Awareness," "Being a Solution Partner," and "Supporting Local and National Development." (FROM3) (p. 57). In the 2025-2029 Strategic Plan, the value of social

responsibility and sustainability is made clearer as follows: "It adopts the principle of carrying out its activities in a way that is socially responsible and ensures sustainability in environmental, economic and social areas."(OD4)(syf.60).

AYBÜ has determined its Social Contribution Policy in collaboration with stakeholders and announced it on its website as follows: "AYBÜ encourages its members to act sensitively towards our national interests and social developments; to serve local, regional and national development; and to create value and engage in social responsibility."

It encourages, develops, and supports projects, organizes and participates in activities aimed at contributing to national culture and finding solutions to social problems, encourages its employees and students to participate in all kinds of activities aimed at serving humanity, prioritizes the goal of actively contributing to the solution of social problems in all its processes, especially in education and training, research and development activities, and prioritizes respect for social values at every stage of education and training.

It has a social contribution policy that prioritizes public benefit in the use of resources."(FROM3).

In line with the stated social contribution policy and objectives, standardization, planning, coordination, monitoring of social contribution processes, and evaluation of results with relevant stakeholders to improve practices were continued in 2024. AYBÜ has and implements social contribution and responsibility strategies based on the four-stage helix approach, emphasizing University-Industry-Government-Society cooperation in line with its Social Contribution Policy. Within the context of social responsibility and contribution strategy, generating new knowledge for solutions to problems affecting society and introducing science to society are among AYBÜ's main objectives. In line with national, local, and regional plans, priorities and objectives in the strategic plan, contributions are made to society and the scientific world in the following areas determined by the Senate and the Board of Directors: (1) Activities for Introducing Science to Society and Disseminating Knowledge. (2) Support Courses and Seminars for Education. (3) Health Services. (4) Social (5) Activities for Disadvantaged Groups. (6) Activities for Solving Environmental Problems. (7) Activities for Solving Food Problems. (8) Disaster Preparedness and Support Activities for Victims. (9) Activities for Researching and Protecting Historical and Cultural Heritage. (10) Artistic, Cultural and Sporting Activities.

Community contribution activities are carried out in all units of AYBÜ. Each unit conducts its community contribution processes in line with the university's priority areas, the competencies of its units, and the expertise of its personnel. In 2024, 101 activities were carried out by the units in the community contribution category.[1_OD4]53 social responsibility projects(OD4)(p. 71) 967 events were organized by student clubs and registered on the Event AYBÜ Portal.[2_OD4]Community service activities carried out at AYBÜ will be addressed under the heading "Monitoring and Evaluation of Community Service Performance" in line with the institution's objectives. Here are some examples of community service activities:

Turkish as a Foreign Language Teaching Program Project for Egyptian Turkologists: In 2023, a visit was made to YTB (Turkish Overseas Turks and Related Communities Directorate) to plan projects that could be implemented specifically in the Middle East, and following the discussions...*Turkish as a Foreign Language Teaching Program Project for Egyptian Turkologists*An application has been submitted. The project, carried out in collaboration with AYBÜ, YTB, and YEE, aims to improve the capacities of Turkology departments in Egypt and to teach Turkish to Egyptians more effectively and efficiently. Within this scope, the Language Education Application and Research Center (DILMER)

Lecturers provided training for Egyptian Turkologists in Cairo during 2024.(OD4).

Solidarity for Palestine, Education for the Future Project:The "Solidarity for Palestine, Education for the Future" Project has been prepared in cooperation with AYBÜ (Aydın Ayvalık

Bülent Ecevit University) and HAK-İŞ Confederation. The project aims to facilitate the adaptation of Palestinian students to daily life in Turkey and their education process. Within this scope...

In 2024, Turkish language courses were provided at DİLMER by HAK-İŞ instructors. As part of this project, a contract was signed, and the center allocated three classrooms for a total of 66 Palestinian students. These students took a Turkish language proficiency exam and were certified at the A1 language level.(OD4).

Project to Promote the Social Participation of Hearing-Impaired Youth Through Sports Activities:In 2024, the project "Hearken the Youth Fostering Social Inclusion of Deaf Youth through Sports Engagements" was prepared under the coordination of the Faculty of Sports Sciences and was deemed eligible for funding under the Erasmus+ KA220-YOU (Youth Sector) action.

The project aims to promote the social participation of hearing-impaired youth through sports activities. The opening meeting of the project was held on February 18, 2025, with the participation of AYBÜ Rector Prof. Dr. Ali Cengiz KÖSEOĞLU.(OD4).

Teacher Necla Kızılbağ Nursing Home Elderly Care and Rehabilitation Center Psycho-Social Support Project:The Faculty of Theology's Subcommittee on Social Contribution is responsible for the planning, implementation, and development of the Faculty of Theology's social contribution activities. Joint planning and activities are carried out under the coordination of this unit, based on requests and suggestions from internal and external stakeholders. In this context, based on the requests and findings received, in 2023, the Teacher Necla Subcommittee was established...