

AYBÜ 2025 KIDR WRITING MEETING

"Together we grow - together we become stronger"

Meeting Summary

On Wednesday, February 18, 2026, a meeting was held by our University's Quality Coordination Office as part of the Internal Institutional Evaluation Report (IIR). The meeting, attended by the Rector, Vice Rectors, Quality Coordinator and Assistants, as well as numerous academic and administrative staff from the University, included an opening speech by the Rector. The Quality Coordinator and Quality Writing Coordinators then presented information on quality assurance systems implemented in higher education institutions and the "planning, implementing, monitoring, and correcting (PDCA)" cycle within the education, research and development, and community contribution processes.



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In his opening speech, our Rector, Prof. Dr. Ali Cengiz Köseoğlu, stated:

In his opening speech, our Rector, Prof. Dr. Ali Cengiz Köseoğlu, emphasized that the Quality Culture Assessment Report is not merely a formal obligation, but a strategic self-assessment tool that reveals the university's strengths and identifies areas for improvement. Noting that a quality culture is a dynamic process requiring continuity and strengthened by the joint contributions of all units, our Rector stated that the recent YÖKAK (Higher Education Quality Council) site visit was successful and that the evaluation process is ongoing.

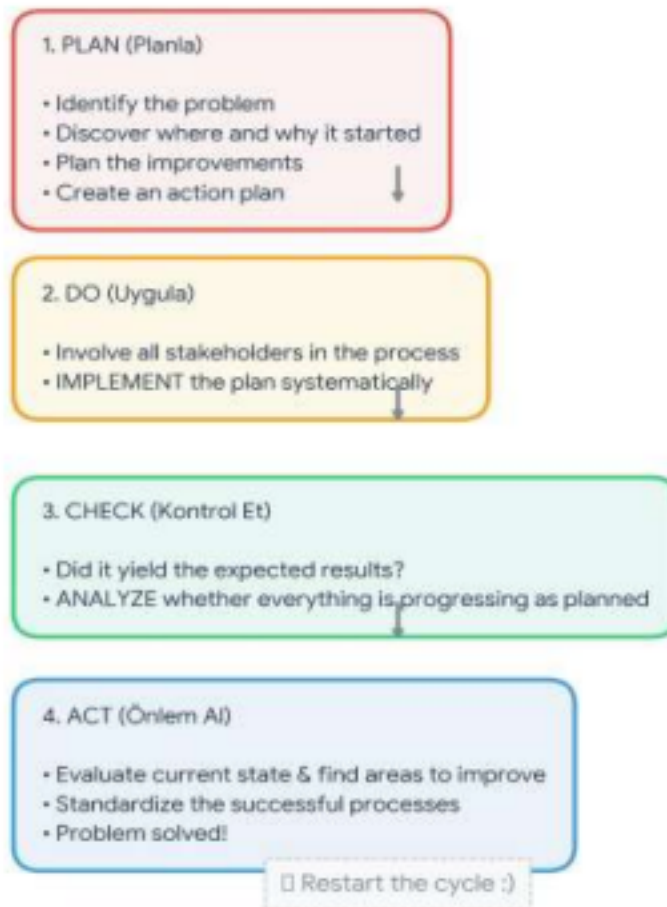
Regardless of the outcome of the final decision, our Rector stated that the quality journey will be continued with determination, that the upcoming period is critically important for institutional development, that quality efforts should be seen not as a burden but as a shared responsibility in line with the goal of achieving excellence, and that this process will increase the quality of student education, the impact of research outputs, and societal contribution.

Our university's Quality Coordinator, Prof. Dr. Ahmet Salih Yiğit, spoke about the KİDR preparation processes;

Our University's Quality Coordinator, Prof. Dr. Ahmet Salih Yiğit, stated regarding the preparation processes of the Institutional Quality Assessment Report (IQA): The IQA is prepared to monitor the institution's annual internal evaluation processes and to serve as a basis for evaluations conducted by the Higher Education Quality Council (YÖKAK) within the scope of Institutional Accreditation. He emphasized that the IQA is not merely a list of activities, but a self-assessment document that comprehensively presents the implementation of the institutional quality system in the units. He also stressed the necessity of preparing the report based on the PDCA cycle, directly related to the sub-criteria, and with up-to-date and consistent evidence.

PDCA MANAGEMENT CYCLE

Quality Assurance Process Diagram



PDCA Cycle Stages

The operational structure of the PDCA (Plan - Do - Check - Act) cycle, which was emphasized at the meeting, is as follows:

- **1. PLAN:** Identify the problem. Discover where and why it started. Plan improvements and create an action plan.
- **2. APPLY:** Include all stakeholders in the process and IMPLEMENT the plan.
- **3. CHECK ONE:** Did it perform as expected? Analyze whether everything went according to plan and whether the expected outcome was achieved. Measure performance.
- **4. TAKE PRECAUTIONS:** Assess the current situation and identify areas for improvement. If the expected results are achieved, standardize the process and restart the cycle.

From the Writing Team Coordinators;

In his presentation titled "Social Contribution," Dr. Abdullah Demir, Assistant Professor, stated:

In his presentation under the heading "Social Contribution," one of the criteria of the KİDR report, the Writing Team Coordinator, Dr. Abdullah Demir, mentioned the university's goals in line with its 2025-2029 Strategic Plan, including increasing education and awareness activities aimed at the needs and development of society; integrating academic outputs (articles, papers, book chapters, etc.) with the public and civil society; producing solutions to social problems such as terrorism, poverty, migration, unemployment, addiction, violence, and discrimination; developing collaborations with disadvantaged groups; and expanding services that support healthy living.

It was stated that the process should be carried out within a quality cycle framework that includes the planning, implementation, monitoring, corrective action (PDCA), and sustainability phases. In other words, first the activity is planned (through strategic plans and unit decisions), then it is implemented, followed by monitoring and evaluation of the activities through surveys and feedback, corrections are made to the content if necessary, and finally, the sustainability of the activities is ensured.

Example Application: In an activity conducted between the Faculty of Theology and a nursing home, the activity was planned beforehand, implemented throughout the year, feedback was received, and then this collaboration was made more permanent. This example demonstrates that community contribution efforts are carried out within a planned, measurable, and continuously improved structure.

In his presentation titled "Education and Training," Prof. Dr. Arif Bakla stated:

In his presentation titled "Education and Training," Prof. Dr. Arif Bakla stated that within the scope of the Quality Assurance and Development (QAD) framework, education and training processes are addressed from a quality assurance perspective, emphasizing that educational activities should not only be conducted but also supported by formal, up-to-date, verifiable, and systematic evidence. He highlighted the importance of considering all processes within the framework of the PDCA cycle.

In the Curriculum Design and Updating Criteria, emphasis was placed on issues such as the balance of course distribution, the alignment of learning outcomes with program objectives, course design based on student workload, and regular monitoring of programs. Furthermore, it stated that there is a need to increase our accredited program rate, to support curriculum changes with stronger justifications, to address shortcomings in the Bologna information

packages, and to develop course outcomes to encompass higher-order cognitive skills.

In the Program Implementation Criteria, the focus was on teaching methods based on a student-centered learning approach, and especially on measurement and evaluation processes. It was stated that the goal is to widespread the use of performance-based and multidimensional assessment methods, and that the reliance on traditional exams should be reduced, while alternative methods such as projects and portfolios should be increased. It was emphasized that standardization in measurement and evaluation practices should be ensured and that our education and training processes should be strengthened with a more systematic, data-driven, and sustainable quality approach.

Associate Professor Dr. Keziban Avci, in her presentation titled "Research and Development";

Assoc. Prof. Dr. Keziban Avci, in her presentation titled "Research and Development," explained the place of R&D within the KİDR and KAP evaluation structure, emphasizing that research activities are not limited to producing outputs but must also be carried out within a traceable and sustainable system that is aligned with the strategic goals of our University. In this context, she drew attention to the importance of elements such as organizational structure, research funds, doctoral programs, human resource development, and participation in national/international research networks.

Avci, who particularly focused on the monitoring of research performance, stated that research objectives are defined in the University's Strategic Plan, that the Coordination Office monitors national and international rankings, and that departments are asked to define objectives aligned with their areas of specialization. He indicated that evidence of these processes can be presented in the form of strategic plan and monitoring reports, senate and board of directors decisions, department meeting minutes, and research incentive records.

Areas for Improvement and Deficiencies:

Although applications exist, they do not fully align with research objectives, and It was stated that the contribution of incentive mechanisms to the determined strategic goals remained limited. It was noted that while the evaluations conducted within the framework of the Quality Management and Development (QMD) and especially the Corporate Accreditation Program (CAP) included planning and implementation phases (data collection, meetings, ranking monitoring), the "action" phase of the quality cycle was not sufficiently strong, meaning that the results obtained were not systematically transformed into improvements.

Assoc. Prof. Dr. Keziban Avci's PDCA Example Regarding R&D Processes:

- A strategic plan exists → Planning has been done.
- Data is being collected, rankings are being monitored, meetings are being held → Implementation is in place.
- Collected data is being analyzed, deviations from targets are identified, and performance is being measured → Check
- HOWEVER, the results obtained are not being systematically translated into improvement

→ There is a deficiency in the Action Plan phase.

In his presentation titled "Leadership, Governance and Quality," Prof. Dr. Hasan Engin Şener stated:


In his presentation titled "Leadership, Governance, and Quality," Prof. Dr. Hasan Engin Şener emphasized the importance of ensuring the participation of internal and external stakeholders in strategic decisions and processes, obtaining feedback, establishing necessary systems, providing detailed explanations of processes, and demonstrating the PDCA cycle with evidence while implementing these steps. He issued an important warning, stating, "Simply writing down that the requirements are being fulfilled is not enough. The process must be explained, and the PDCA cycle must be described."

Examples of evidence that can be presented to support stakeholder engagement:


- Advisory board meeting minutes,
- Official documents and records showing that the advisory board decisions have been implemented, workshop minutes (if any), and information on improvements made.
- Improvements to the minutes of meetings with student representatives and the decisions made,
- Evaluation of surveys (Student, Academic and Administrative Staff Satisfaction Surveys and Course Evaluation Survey) and improvements made/planned regarding issues in the surveys,
- Communication with alumni and ongoing activities.

Key Points and Recommendations Based on the KIDR Criteria:

- A.2 Mission and Strategic Objectives: It was recommended that units establish their own unit objectives, taking into account the strategic plan objectives, and regularly monitor them.
- A.3 Management Systems: It was stated that evidence should be provided regarding which digital solutions are used in an integrated manner for process tracking and performance measurement (such as reward/incentive criteria in human resources management and in-service training activities that support employee development).
- A.5 Internationalization: It was stated that collaborations and protocols, international student and faculty ratios, international mobility and project performance, promotional activities, and success in international rankings could be added as evidence.



QUESTIONS AND ANSWERS
WERE TAKEN AS THE LAST
AGENDA ITEM; NECESSARY
INFORMING
AND NOTIFICATIONS WERE
MADE.



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