

# **INTERNAL EVALUATION REPORT OF THE INSTITUTION**

**FIRAT UNIVERSITY**

**2017**

## **1. CORPORATE INFORMATION**

Our university's mission, vision and core values are determined in the 2014-2018 Strategic Plan and published on our website. Fırat University, which has a deep-rooted history, continues its education and training activities in Elazığ, which has a rich cultural life. Our university has 17 faculties, 2 colleges, 1 state conservatory, 9 vocational schools, 4 institutes and 26 research centers.

### **a-Contact Information**

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### **Contact Information**

#### **b-Historical Development**

Having a deep-rooted history, Fırat University started its educational activities in 1967 in Elazığ, which has a rich cultural life. In addition to its development in the central campus and districts of Elazığ, Fırat University has expanded its campus in Bingöl, Muş and Tunceli provinces and Erzincan since 1983. He opened higher education institutions affiliated with Fırat University in Kemaliye district of Turkey and in the following years, he was instrumental in transforming these institutions into universities. In addition, Fırat University trained faculty members for these universities with the postgraduate activities it carried out and

It has become a higher education institution that makes significant contributions to the development of higher education in Eastern/Southeast Anatolia.

The foundation years of the faculties, institutes, colleges and vocational schools established under Fırat University can be accessed at <http://www.firat.edu.tr/content/tarih%C3%A7e-0>.

Fırat University currently continues its education activities with 17 faculties, 2 colleges, 1 state conservatory, 9 vocational schools and 4 institutes.

#### **•Employee**

As of 2017, the number of academic staff of Fırat University is given as evidence. The current number of academic staff is 1,799 and the number of administrative staff is 1,611.

#### **•Infrastructure**

Our university consists of nine separate campus units, including the Rectorate, Engineering and Kesikköprü main campuses.

The Rectorate Campus consists of an area of 4,395,714.53 m<sup>2</sup>, registered in the name of the treasury and allocated to our university, and an area of 744,570.02 m<sup>2</sup> (total 5,140,284.55 m<sup>2</sup>) expropriated and registered in the name of our university . was established on an area of 885,210.79 m<sup>2</sup>, registered in the name of the treasury and allocated to our University. The Research and Application Farm affiliated to our University continues its activities in two units; in Kesikköprü on an area of 6,229,243 m<sup>2</sup> and in Yurtbaşı on an area of 711,914 m<sup>2</sup>. In Sivrice Cevizdere, our University Education and Recreation Facilities were established on an area of 4,285 m<sup>2</sup> . In Harmantepe - Cip Dam, on an area of 17,500 m<sup>2</sup> ' the Faculty of Fisheries affiliated to our University There are Aquaculture Facilities. Our University Fırat Medical Center was established on an area of 30,000 m<sup>2</sup> and was put into service in 1998 and provides health services to Elazığ and the Eastern Anatolia Region. There are 332 flats of housing for academic and administrative staff in our university. 166 of the current housing are in the Rectorate and 156 in the Engineering Campus. The dimensions of our university campus area are given as evidence.

## Historical Development

Evidence• [proof](#)

[1.1.b.docx](#)

### c- Mission, Vision, Values and Goals

#### Mission

The mission of Fırat University is to raise individuals who are qualified, enterprising, innovative, self-confident, questioning, socially responsible, prioritize scientific and ethical values, take into account the expectations of their stakeholders, and shape the future of our country by producing science, art and technology at national and international levels in the field of education and research. In addition, regionally; to support the academic development of new universities established in the Eastern and Southeastern Anatolia Region, to provide support to industrial establishments and to train the qualified human resources needed by the region.

#### Vision

To be a respected university that pioneers change and development in the fields of education, research and community service in our country and around the world.

#### Core Values

The mission, vision and core values that constitute the strategies within this scope of Fırat University are given below:

- Academic Freedom
- Scientificity
- Environmental Awareness
- Reliability
- Tolerance
- Participation
- Merit
- Stakeholder Satisfaction
- Social Responsibility Awareness
- Transparency
- Innovation
- Entrepreneurship

## **Mission, Vision, Values and Goals d-Units**

### **Providing Education and Training Services**

Firat University currently continues its education activities with 17 faculties, 2 colleges, 1 state conservatory, 9 vocational schools and 4 institutes.

### **Units Providing Education and Training Services**

**Evidence** • [evidence 1.1.d.docx](#) **Units**

### **Where e-Research Activities Are**

### **Conducted**

All academic units of our university are units where academic staff conduct R&D studies along with education-training activities. R&D activities are carried out in Tissue Culture Laboratory and Greenhouse, FÜ Hospital, FÜ Central Laboratory, FÜ Animal Hospital and 26 Application and Research Centers whose names are given in the attached list.

### **Units Where Research Activities Are Conducted**

#### **Evidence**

- [APPLICATION AND RESEARCH CENTERS.docx](#)

### **f- Improvement-Oriented Studies**

Our institution has gone through an external evaluation process and since the final report has not yet reached our university, no improvement work has been started. When the report reaches us, the necessary work will be done within the framework of our Quality Commission's planning.

### **Improvement-Oriented Studies**

## **2. QUALITY ASSURANCE SYSTEM**

## 1. Quality Policy

The institution has been preparing a strategic plan since 2009. The plans are renewed every five years and necessary corrections are made regarding the mission, vision and strategic goals. The institution prepares its Strategic Plans with a pluralistic participation approach, taking into account the unit strategic plans prepared by the sub-units. As of 2019, the rates of achievement of the determined goals will be monitored and evaluated every six months and the necessary revisions in the plans will be carried out with a pluralistic approach.

### Evidence

- [Mission-vision.docx](#)

**a-How do the institution's mission, vision and goals reflect its corporate stance, priorities and preferences? Explain.**

The words "... in the fields of education, research and community service..." stated in the institution's vision reflect its institutional stance and priorities. Because the 1st, 2nd, 4th and 5th goals in FÜ's 2014-2018 Strategic Plan, which are stated below, directly cover the work towards this vision:

Strategic Goal-1: Improving the Quality and Diversity of Education and Training

Strategic Goal-2: Development of Scientific Research Activities

Strategic Goal-4: Development of Social Relations and Community Services

Strategic Goal-5: Increasing Quality and Diversity in Health Services

**How do the institution's mission, vision and goals reflect its corporate stance, priorities and preferences?**

**b- Are the institution's strategies and goals related to these strategies related to its mission and vision?**

Yes, the organization's strategies and goals are related to the defined vision and mission.

**Are the institution's strategies and goals related to these strategies related to its mission and vision? c- Has a mission differentiation-oriented approach been adopted in the institution? Explain.**

Yes, it has been adopted. However, this will be included in the 2019-2023 Strategic Plan that is being prepared.

**Has an approach focused on mission differentiation been adopted in the institution?**

**d-How is the balance established between units in the sharing of corporate resources?**

In addition to routine budget items allocated to units by the Ministry of Finance, a balanced distribution is made from the Rectorate budget for extra needs of units such as machinery and equipment, course fees, assignments, taking into account student numbers, R&D studies and laboratory facilities. Fixed asset needs are met each year through central tenders in line with the demands received from the units.

**How is the balance established between units in the sharing of corporate resources?**

**Is there a defined and declared Quality Policy covering all processes of the e-Institution?**

Although we do not have a policy document that has been approved by the Senate, the mission, vision and set of values included and declared in the Strategic Plan constitute our quality policy.

**Is there a defined and declared Quality Policy that covers all processes of the institution?**

**f- How does the institution announce its Quality Policy to all its stakeholders? How does it ensure its dissemination within and outside the institution?**

The quality policy is announced on our institution's website and is attached. The university's general

Apart from the quality commission, sub-commissions established in all units in 2017 hold internal and external stakeholder meetings to ensure dissemination of the quality policy. Regular communication with stakeholders is provided, especially in accredited faculties, and efforts are underway to spread these activities to all units.

**How does the institution announce its Quality Policy to all its stakeholders? How does it ensure its dissemination within and outside the institution?**

**g-What are the practices that show that the Quality Policy has been adopted in the institution?**

With the help of unit quality commissions, internal evaluation processes of the institution are transferred to internal and external stakeholders, and quality culture is ensured. Awareness meetings have been held. Automation has been put into service, where consecutive surveys can be examined comparatively. Course evaluation surveys are reported by faculty, department and program. It is planned to increase participation in surveys and to take corrective actions from the result reports.

**What are the practices that show that the Quality Policy has been adopted in the institution?**

**h-Does the Quality Policy reflect the institution's preference? (compliance with standards, fitness for purpose or both, etc.)**

Our University's Quality Policy reflects the institution's preference in terms of suitability for purpose. However, this is a situation that needs to be improved.

**Does the Quality Policy reflect the institution's preference? (compliance with standards, fitness for purpose or both, etc.)**

**i- How are Strategic Management and Quality Management practices in effect in the institution integrated? How is the continuity of this integration ensured?**

Coordination is provided between the strategic plan, internal control, quality board and quality commission and the joint members working in the teams. Studies on continuity and assurance of integration are ongoing.

**How are Strategic Management integrated with Quality Management practices in effect in the organization? How is the continuity of this integration ensured?**

**i- How are the applications such as budget monitoring, internal control, internal audit integrated with the strategic management implemented in the institution?**

The strategic management, budget monitoring, internal control, internal auditing and similar practices implemented in our university are carried out jointly by the Quality Commission and the Strategy Development Department. Thus, integration is ensured in these studies.

**How are applications such as budget monitoring, internal control, and internal audit integrated with the strategic management implemented in the institution?**

**j-Has the institution defined the performance indicators that it should monitor in line with its strategic plan? How does it monitor these indicators? Which units (academic, administrative and education-training, R&D, contribution to society) do the indicators cover and to what levels (individual) do they go down?**

Yes, it is defined. The performance indicators that are quantified in our 2019-2023 strategic plan that is being prepared will be monitored with monitoring studies to be carried out every 6 months. The indicators cover education-training, research, contribution to society, management (academic and administrative) and health services units.

**Has the institution defined the performance indicators that it should monitor in line with its strategic plan? How does it monitor these indicators? Which units (academic, administrative and education-training, R&D, contribution to society) do the indicators cover and to what levels (individual) do they go down?**

**k- Does the institution determine key performance indicators among the performance indicators it monitors?**

In the current Strategic Plan (2014-2018), key performance indicators have not been determined among the performance indicators monitored at our university. However, in our 2019-2023 strategic plan, 15 performance indicators will be determined and presented as key performance indicators.

**Does the institution determine key performance indicators among the performance indicators it monitors?**



**l- How are the institution's historical background and habits integrated with the quality assurance system?**

Our accredited faculties have already adopted the quality culture. In addition, this culture is spreading to non-accredited academic units through awareness meetings and quality commission activities. A similar process is carried out for administrative units with internal audit studies. The institution's savings are a facilitating element in this process.

**How are the institution's historical background and habits integrated with the quality assurance system?**

**Does the institution determine a strategy for internationalization?**

Yes. The International Relations Unit continues its work. Our Technology Faculty's software engineering UOLP and 2+2 dual diploma bilateral agreement with Sam Houston University in the USA are active and have graduated their 2nd term. Programs such as Erasmus and Mevlana, such as student and faculty exchange, continue. FÜYÖS is an entrance exam for foreign students in many countries, recognized by many universities. Our education formation master's agreement with Ghana is successfully carried out.

**Does the institution determine a strategy for internationalization?**

**Evidence•**

[internationalization.docx](#)

**n-Has the institution determined its goals and the performance indicators it needs to monitor in order to achieve this strategy? How does it monitor these indicators? What is done according to the results?**

These indicators, determined in the current Strategic Plan (2014-2018), will be detailed in the 2019-2023 Strategic Plan.

**Has the institution determined its goals and the performance indicators it needs to monitor in order to achieve this strategy? How does it monitor these indicators? What is done based on the results?**

**o-How are the results of international protocols and collaborations monitored and evaluated?**

Students or faculty members participating in the exchange program using bilateral agreements are requested to fill out status reports; the external relations unit meets periodically to discuss whether the agreements with universities in the countries they go to should continue. The results are reported to the Rectorate and the National Agency.

**How are the results of international protocols and collaborations monitored and evaluated?**

**2. Duties, Responsibilities and Activities of Higher Education Quality Commissions**

In order to establish and operate our institution's quality assurance system, a University Quality Commission consisting of 20 members and representatives from almost every unit was established with the Senate Decision numbered 2016-2017/2 dated 31.10.2016 . In addition, sub-commissions and advisory groups were established in almost all of our sub-units. The General Secretariat and Strategy Development Department units also play a role in the commission. Activities such as awareness and PUKÖ cycle are used as effective tools in the establishment and operation of the Quality Assurance System.

**a-Are there Quality Management processes (system, approach, mechanism, etc.) defined in the institution, carried out periodically and with a continuous improvement perspective?**

Yes, there is. With the Senate Decision dated 31/10/2016 and numbered 2016-2017/2, the University Quality Commission consisting of 20 members was established and subsequently, the Quality Management process was initiated by establishing quality commissions for each sub-unit. In this way, the Institution's Quality Management approach is maintained with a pluralistic approach.

Periodic meetings of the commissions and preparation of the Institutional Internal Evaluation Reports (KIDR) were ensured. Within the scope of these activities, reporting processes for the years 2015, 2016 and 2017 were completed.

The KIDR documents prepared by the sub-units are taken into consideration with a continuous improvement perspective and our Institution's KIDR documents are created.

**Are there Quality Management processes (system, approach, mechanism, etc.) in the institution that are defined, periodically implemented and carried out with a continuous improvement perspective?**

**Evidence•**

[kidr.docx](#)

**b- In addition to the quality commission, are there any quality-focused commissions/advisory groups specific to the institution?**

There is a university quality board and quality commissions of the units. In addition, quality-focused sub-commissions and advisory groups have been established in some units.

**In addition to the quality commission, are there any quality-focused commissions/advisory groups specific to the institution?**

**Evidence•** [proof](#)

[2.2.b.docx](#)

**c- How are the unit/units responsible for Quality Management in the institution associated with the Quality Commission?**

Secretariat and the Strategy Development Department participate in the Quality Commission meetings . Joint members in the Quality Board and Internal Audit Commission support coordination.

**How are the unit(s) responsible for Quality Management in the institution related to the Quality Commission?**

**Evidence•** [proof](#)

[2.2.c.docx](#)

**d- How is the participation/representation of all units in the Quality Management activities in the institution ensured?**

In order to form a commission with broad participation, efforts were made to ensure that representatives from almost every faculty, institute and college were present.

The Institutional Quality Commission is divided into sub-commissions and each sub-commission conducts information visits/meetings to other units at certain intervals. In this way, the opinions of units that do not have the opportunity to be represented can be taken into account in general evaluations.

**How is the participation/representation of all units in the Quality Management activities in the institution ensured?**

**Evidence**

- [FÜ QUALITY COMMISSION MEETING.docx](#)
  - [FÜ QUALITY COMMISSION MEETING-GROUP 2.docx](#)
- 

**What are the e-Institution's past and current experiences in external institutional evaluations, program and laboratory accreditations, and system standards?  
What are the learnings and gains from these experiences?**

Our institution was subjected to external evaluation for the first time in early November 2017. During this evaluation process;

- The importance of sharing the institution's activities with the society and all stakeholders and using the internet environment more effectively has been understood. In this context, the deficiencies in the units' websites have been largely eliminated.
- The strengths and weaknesses defined by the institution itself were evaluated more accurately by external observers and thus led to the development of healthier education, research and social contribution policies. It also made significant contributions to the formation of the institution's differentiation strategies.

- Motivation was provided to units that had not yet started accreditation work, and a common idea emerged that accreditation work should be started.
- The importance of a pluralistic approach in management processes has been understood and it has been concluded that teamwork is necessary in many issues.
- Significant accumulation has been made on issues such as institutional learning, institutionalization, strengthening internal and external stakeholder relations and obtaining stakeholder opinions, and satisfaction surveys have begun to be conducted periodically in electronic environment.

**What are the institution's past and present experiences in external institutional evaluations, program and laboratory accreditations, and system standards? What are the learnings and gains from these experiences?**

**Evidence• [evaluation process- satisfaction survey.docx](#) f-What is being done to spread and adopt quality culture within the institution?**

The sub-commissions of the quality commission carry out unit visits and information meetings and work to spread the quality culture and create awareness. In addition to the official website of the university, each unit has created a tab under the name of quality on their own websites.

**What is being done to ensure the dissemination and adoption of quality culture within the institution?**

**g- How do the leaders in the organization ensure that the employees have unity of purpose in line with the goals and objectives of the organization?**

Managers participate in the board of directors and senate meetings where all units are represented, decisions are made in line with the objectives of the institution, and unity of purpose is ensured by receiving contributions from internal and external stakeholders.

**How do leaders in an organization ensure that employees have unity of purpose in line with the organization's goals and objectives?**

**h- How is the PUKÖ cycle ensured in education-training processes?**

A PUKÖ cycle is being created in education and training through the evaluation of studies and results conducted within the scope of MÜDEK, TEPDAD and EAEVE in the fields of engineering, medicine and veterinary sciences. Studies to create a PUKÖ cycle are also continuing in other units.

**How is the PUKÖ cycle ensured in education-training processes?**

**Evidence• [evidence 2.2.h.docx](#) I-How is the PUKÖ cycle ensured in research and development processes?**

In research and development processes, the PUKÖ cycle has so far been followed only with unit activity reports, and the emphasis within the scope of academic outputs has been limited to scientific articles and notification studies. Evaluations covering patents

and projects and the “Planning-Implementation” and “Take Measures” steps on this issue have not been kept at the desired level. However, it is anticipated that the PUKÖ cycle can be established more soundly with the changes made in the content of the Academic Promotion and Appointment Directive accepted by the University Senate in April 2018.

**How is the PUKÖ cycle ensured in research and development processes? How is the PUKÖ cycle ensured in i-Social contribution processes?**

In social contribution processes, the PUKÖ cycle has been followed with activity reports, and no meaningful "Take Action" study has been carried out so far. Planning studies are generally bottom-up and there is no top-down strategy.

**How is the PUKÖ cycle ensured in social contribution processes? j-**

**How is the PUKÖ cycle ensured in managerial/administrative processes?**

Strategic plan documents and activity reports of the units prepared for five years are regularly monitored. The rates of achievement of the targets foreseen in the plans are determined and changes are proposed in the action plans if deemed necessary. This situation, which has been monitored with activity reports until today, will be monitored with strategic plan monitoring and evaluation studies and reports as of 2019.

**How is the PUKÖ cycle ensured in managerial/administrative processes?**

### **3. Stakeholder Participation**

Various studies are carried out in our institution to ensure that internal and external stakeholders are identified and participate in and contribute to the Quality Assurance System. Satisfaction Surveys are among our activities carried out for this purpose. In this context, face-to-face interviews and meetings are also held. Graduate Tracking Forms have been created in some faculties and departments of our university. Decisions and practices taken in our university are announced to internal stakeholders via the web page and EBYS. Information sharing with external stakeholders is carried out through channels such as the web page, social media accounts and the printed Fırat News Newspaper. In addition, joint activities such as training, panels, seminars and conferences are carried out with the governor's office, municipality, institution directorates and civil society organizations.

**a-How is stakeholder analysis conducted in the institution? How has the institution determined the prioritization among its stakeholders? Who are its priority stakeholders?**

While preparing the 2014-2018 Strategic Plan at our university, a stakeholder analysis was conducted. Our internal stakeholders are our students, academic and administrative staff, and our external stakeholders are public institutions and organizations, NGOs and some private organizations. Stakeholder analysis was conducted by applying surveys to each stakeholder group, holding face-to-face interviews and meetings. Stakeholders were

first grouped as internal and external stakeholders. Prioritization was made by considering the impact and importance analyses of stakeholders. Our priority stakeholders were determined as service recipients.

**How is stakeholder analysis conducted in the institution? How has the institution determined its prioritization among its stakeholders? Who are its priority stakeholders?**

**b- How, in what environments and with what mechanisms does the institution ensure the participation of its internal stakeholders in decision-making and improvement processes?**

In order to ensure the participation of academic and administrative staff and students, who are internal stakeholders in our university, in decision-making and improvement processes, satisfaction surveys are conducted and suggestion/complaint forms are also created. The surveys and suggestion/complaint forms are evaluated and the prepared report is presented to the senior management. The evaluations ensure that decisions are made when necessary and that work is carried out within the scope of continuous improvement.

**How, in what environments and with what mechanisms does the institution ensure the participation of its internal stakeholders in decision-making and improvement processes?**

**c-How are internal stakeholders informed about decisions and practices in the institution?**

The decisions and practices taken at our university are informed to internal stakeholders through our university website, electronic document management system (EBYS) and official e-mail addresses. Students are also informed through bulletin boards, electronic billboards and mass messaging.

**How are internal stakeholders informed about decisions and practices in the organization?**

**d-What are the feedback mechanisms used regularly to obtain the opinions and suggestions of internal stakeholders in the organization?**

Regular course evaluation and satisfaction surveys are organized to obtain the opinions and suggestions of academic and administrative staff and students, who are internal stakeholders of our university. The evaluations made as a result of the survey and suggestion/complaint forms are reported transparently and opened to the opinion of the stakeholders. In addition, it is planned to create suggestion/complaint forms and obtain the opinions and suggestions of our internal stakeholders.

**What feedback mechanisms are used regularly to obtain the opinions and suggestions of internal stakeholders in the organization?**

### **Evidence**

- [Satisfaction and Course Evaluation Survey.docx](#)

**How, in what environments and with what mechanisms does the e-Institution ensure the participation of its external stakeholders in decision-making and improvement processes?**

In our university, surveys are conducted, face-to-face interviews and search meetings are held for the participation of external stakeholders in decision-making and improvement processes.

**and with what mechanisms does the institution ensure the participation of its external stakeholders in decision-making and improvement processes ?**

**f- How are external stakeholders informed about decisions and practices in the institution?**

Decisions and practices taken at our university are announced on our website to inform our external stakeholders. In addition, information is shared through our university's social media accounts and the printed Fırat News newspaper. When necessary, direct communication methods are also used with external stakeholders.

**How are external stakeholders informed about decisions and practices in the institution?**

**g-What are the feedback mechanisms used regularly in the institution to receive the opinions and suggestions of external stakeholders?**

In general, there are no regularly used feedback mechanisms in our University to receive the opinions and suggestions of external stakeholders, however, this structure is operated in accredited units. In 2019, it is planned to create a forum on our university website where external stakeholders can submit their suggestions/complaints in order to receive the opinions and suggestions of external stakeholders.

**What feedback mechanisms are used regularly in the organization to obtain the opinions and suggestions of external stakeholders?**

**h- How is the participation of external stakeholders in the work of the quality commission ensured?**

The participation of external stakeholders in the work of the Quality Commission is ensured through surveys, face-to-face interviews and meetings.

**How is the participation of external stakeholders in the work of the quality commission ensured?**

**I-What are the approaches, processes and systems in place in the institution to manage relations with graduates? How is the feedback obtained through these used in all processes?**

In our university, some faculties and departments have created graduate tracking forms. It is planned to create a Graduate Tracking system that will cover all faculties and make it available on our university's website.



**What are the approaches, processes and systems in place in the institution to manage relations with alumni? How are the feedback obtained through these used in all processes?**

**i- In which environments, with which tools and mechanisms is the participation of students in decision-making processes ensured?**

The participation of student representatives in the university senate and the boards of directors of the units is also ensured in matters concerning students. In addition, student representatives are invited to the Bologna Commission, Quality Commission, etc. when necessary . Satisfaction surveys are conducted regarding the course curriculum and the processing of the courses , and students' participation in the processes is ensured by receiving their opinions and suggestions.

**In what environments, with what tools and mechanisms are students' participation in decision-making processes ensured?**

**j- How do institutions such as local governments, non-governmental organizations and relevant ministries contribute to institutional development?**

Contributions to the institutional development of our university are received through joint activities such as training, meetings, panels, seminars, conferences and many joint projects with the Governorship, Municipality, institution directorates and non-governmental organizations.

**How do institutions such as local governments, non-governmental organizations, and relevant ministries contribute to institutional development?**

**Evidence**

- [Event List.docx](#)

### **3. EDUCATION AND TRAINING**

#### **1. Design and Approval of Programs**

When designing programs in the institution, expert opinions are primarily sought. In addition, all sources and methods such as deficiencies, suggestions, and corrections obtained through feedback are the primary methods used in the design of programs. In this sense, stakeholder opinions are of great importance since they come directly from the field of application. In order to obtain healthy feedback from stakeholders, the subject is brought to the agenda in annual stakeholder meetings held in the units and the necessary results are tried to be obtained. On the other hand, the outputs and qualifications of the education programs are determined by taking into account the characteristics of the relevant programs, social and professional expectations, and student characteristics in a way that is compatible with the Teacher Qualifications determined by the Ministry of National Education together with the Turkish Higher Education Qualifications Framework.

**a-How are education and training programs designed in the institution? How is the continuity of this process ensured?**



In determining the educational objectives of the programs and designing the curriculum, professional qualifications are primarily taken into consideration and the evaluations of field expert faculty members and the opinions of external stakeholders are utilized. For this purpose, the subject is examined in detail and decided by considering the sub-commission studies in the authorized boards of the educational units. The continuity and improvement of the educational programs are ensured by the decisions taken by the educational committees in line with the program objectives determined with the help of new graduate, old graduate and employer/manager surveys, taking into account the opinions of internal and external stakeholders.

**How are education and training programs designed in the institution? How is the continuity of this process ensured?**

**b- By what methods are stakeholder opinions obtained in the design of programs? How are these reflected in program designs?**

During the sub-commission work of the units, developments in the field are closely observed.

Within the framework of implementation practices, feedback is received from internal stakeholders (students, academic staff and administrative staff) and external stakeholders (graduates, industrial organizations, non-governmental organizations, public institutions, etc.) through meetings and surveys. Thus, changes can be made in the educational objectives and curriculum of the programs. In addition, necessary arrangements are made in this process, taking into account the Bologna criteria.

**By what methods are stakeholder views obtained in the design of programs? How are these reflected in program designs?**

#### **Evidence**

- [FÜ Commission Studies - Internal Stakeholder Surveys - Bologna.docx](#)

**c-How are stakeholders informed about the designed programs?**

Stakeholders are informed about the designed programs through internal/external stakeholder (student, faculty members, administrators, education representatives, industrial organizations, provincial representatives of relevant ministries, private enterprise representatives) meetings held at regular intervals in the units, and a mutual consensus is reached by benefiting from their opinions, suggestions and contributions. In addition to informing stakeholders, this also ensures the real equivalent of the designed programs in the field.

**How are stakeholders informed about the designed programs?**

**d- Are there activities supported by projects to provide students with research competence at all levels of education?**

With the Fırat Technopreneurship Academy, undergraduate students were provided entrepreneurship training with the support of TÜBİTAK. As a certified training supported by TÜBİTAK and accepted by KOSGEB, the Fırat Technopreneurship Academy aims to provide undergraduate students with competence in subjects such as the basics of

entrepreneurship, creating a business model, and conducting scientific research. In addition, the Faculty of Medicine organized an Introduction to Academic Skills and Project Training supported by TÜBİTAK in 2017 and 2018.

Graduation project competitions are held at the end of each academic year in the Faculties of Engineering, Technology and Veterinary Medicine. The best projects are awarded as a result of the evaluations of referees with trade and industry backgrounds.

In addition, our students are provided with project experience by submitting their graduation projects to TÜBİTAK.

The theses of master's and doctoral students are supported by Fırat University BAP. In addition, in order to provide graduate students with the competence to prepare external projects, a "research project preparation and execution training for doctoral students" was organized with the support of TÜBİTAK. Similar events are planned to be organized in the future.

In addition, there are scientific research methods courses available for students in various programs at associate, undergraduate and graduate levels. In these courses, the theoretical knowledge conveyed to students is supported by practice.

**Are there activities supported by projects to provide students with research competence at all levels of education?**

#### **Evidence**

- [Activities Supported by Projects.docx](#)

**e-In which environments/tools are the program and course information packages prepared for each level of education program and the educational objectives and achievements of the programs shared within/outside the institution?**

The course information content, educational objectives and achievements of all programs in our university are available on the "Bologna Information System" page on our university's website. This information is also available on each department's own website. As an example of evidence, the link to the website of the Mechanical Engineering Department of the Faculty of Engineering is given.

**In what environments/tools are the program and course information packages prepared for each level of curriculum and the educational objectives and achievements of the programs shared within/outside the institution?**

#### **Evidence**

- [Bologna Information System- Mechanical Engineering.docx](#)

**f-How has the compliance of the programs' qualifications with TYYÇ been ensured?**

The program qualifications of all departments have been determined to cover TYYÇ. Program Qualifications (PY) – TYYÇ matrix has been prepared for all departments, thus the compliance of the departments with TYYÇ can be checked. Our university's homepage "Bologna Information

By using the “System”, PY-TYYÇ matrices of all programs can be accessed. For example, the PY-TYYÇ page link of the Faculty of Engineering, Department of Civil Engineering is given as evidence.

The adequacy of the programs is determined as a result of meetings with internal and external stakeholders and is changed if deemed necessary in periodic meetings.

Some faculties and departments of our university have applied to independent organizations (MÜDEK, UTEAK, EAEVE) for accreditation and are inspected by these accreditation organizations at certain intervals. The deficiencies identified during the accreditation process are categorized as observations, concerns and weaknesses and the issues reported are addressed by the relevant unit and university administration, and the necessary measures are taken by questioning how the weaknesses and concerns will be resolved. Information on the accreditation processes of our three faculties that have applied for accreditation is summarized below:

### **1-Accreditation of Engineering Departments:**

MÜDEK is an independent organization that operates to contribute to the improvement of the quality of engineering education in Turkey by conducting accreditation, evaluation and information studies for various engineering education programs in our country. Accreditation studies have been carried out by MÜDEK in the Faculty of Engineering of our university since 2005. Following the preliminary accreditation given in the first accreditation process, the process was successfully completed following the Interim Visit and the Electrical-Electronics, Civil, Geology, Chemistry and Mechanical Engineering departments were accredited. In 2011, an application was made for the second accreditation process. Following this application; Computer Engineering was accredited until the interim visit period, and Environmental, Electrical-Electronics (Daytime and Evening Education), Civil (Daytime and Evening Education) and Mechanical (Daytime and Evening Education) Engineering departments (7 programs in total) were accredited until March 2018. After this date, the necessary studies are carried out for the accreditation of our mentioned programs for another 3 years after the interim visit to be carried out by MÜDEK. Detailed information can be accessed from the relevant web addresses.

### **2-Accreditation of the Faculty of Medicine:**

The idea of establishing standards in medical education in Turkey began in 2008 with the establishment of UTEAK (National Medical Education Accreditation Board) within the Council of Higher Education. The board later shared its duties with TEPDAD (Association for Evaluation and Accreditation of Medical Education Programs), which was established in 2010. Thus, UTEAK and TEPDAD officially gained the authority to determine and evaluate the standards of medical education in our country and to approve their accreditation. TEPDAD is an accreditation institution accepted by the Council of Higher Education and accredited by the World Federation for Medical Education.

The accreditation process in our Faculty of Medicine was first initiated by a commission formed in 2010, and following the preparations in 2011, an application was made to UTEAK. TEPDAD,

The evaluation was made in the same year and time was given to eliminate the deficiencies. We requested a re-evaluation in 2015, and since some deficiencies continued in this evaluation, a conditional and one-year accreditation was suggested. At the end of

2016, the last deficiencies were eliminated and the faculty report was submitted to UTEAK-TEPDAD and a new evaluation request was submitted.

The visit and evaluation report made in January 2017 was accepted by the TEPDAD board of directors in April and it was announced that our Faculty of Medicine was accredited as of January 1, 2017. Our faculty became the 24th accredited Faculty of Medicine. It is the only Faculty of Medicine in the Eastern-Southeastern Anatolia Region that is accredited in Medical Education.

### **3-Accreditation of the Faculty of Veterinary Medicine:**

Our university's Faculty of Veterinary Medicine is a member of national and international quality assessment organizations. In this context, since 2012, VEDEK (Association for Evaluation and Accreditation of Veterinary Education Institutions and Programs) and since 1994, EAEVE (European

It is a member of the Association of Veterinary Education Institutions. EAEVE is the association of veterinary education institutions of all European Union countries.

It is an institution that inspects its schools. EAEVE; After becoming a member of ENQA (The European Association for Quality Assurance in Higher Education), it has raised its evaluation norms and is considered one of the most prestigious quality assessment institutions in the world.

Our Faculty of Veterinary Medicine first underwent an inspection visit in 2007 and received conditional accreditation after the second inspection visit in 2011. The last visit was in 2013 and our faculty demonstrated its quality by receiving full accreditation. It is currently one of the 4 fully accredited faculties in our country. The inspection visit that was supposed to be held in 2017 was postponed to 19-23 March 2018 as a result of the agreement made with EAEVE.

**How has the compliance of the programmes' qualifications with TYYÇ been ensured?**

#### **Evidence**

- [Civil Engineering - MÜDEK.docx](#)

**g- How are the workloads of students' professional practice/field study and internships in workplaces both in Turkey and abroad reflected in the programs?**

**The workloads** of students' professional practice/field study and internships in workplaces both in Turkey and abroad are reflected in the programs in a harmonious manner. The course programs, professional practice/field study and internship workloads in the relevant periods are taken into consideration in terms of scope and duration and are prepared accordingly. In this way, it is aimed for students not to fall behind in their field activities and to obtain sufficient efficiency.

The workloads of internships and workplace training studies are reflected in the programs in proportion to the ECTS credits specified in the curriculum.

**How are the workloads of students' professional practice/fieldwork and internships in workplaces at home and abroad reflected in the programs?**

## **2. Continuous Monitoring and Updating of Programs**

The review and updating of programs are among the priorities of our university. The continuous updating of programs within the scope of TYYÇ is ensured with activities such as the harmonization policy with Erasmus+, Mevlana and Farabi programs, diploma supplement, and information meetings for students. These responsibilities are meticulously carried out in the committees established in all programs. The up-to-dateness of the departments is announced to the stakeholders through meetings, workshops and symposiums held with external stakeholders.

**a-What methods are used to review and update the programs?**

Program review activities are carried out as a result of evaluations made by program coordinators in accredited programs and other committees established within the program for this purpose. During the evaluation process in these programs, necessary measures are taken to overcome deficiencies, weaknesses, concerns and observations determined by the evaluators . Such activities are already routine work in order to continue the accreditation of programs, especially those included in the accreditation process. Therefore, during the program review phase, all stakeholders of the program output that is found to be inadequate should be included in the process.

**What methods are used to review and update programs ?**

**b- How do stakeholders contribute to program update efforts? Is there a defined process that explains how stakeholder input is received?**

The revision of programs in our university's accredited programs is carried out with the participation of internal and external stakeholders (students, employees, employers, representatives of business and professional organizations, alumni, etc.) in the process and with the feedback obtained from the stakeholders. At the same time, workshops, symposiums and meetings with sector participation, which are organized by establishing interactions with professional experts and institutions/organizations, contribute to both the coming together of sector components with our students and academic staff and the revision of the program. One of the methods applied in this regard is the surveys conducted for internal and external stakeholders.

**How do stakeholders contribute to program update efforts? Is there a defined process that explains how stakeholder input is received?**

**c- How does the institution ensure that educational objectives and learning outcomes are achieved in all its programs?**

The commitments of the programs regarding the educational objectives and learning outcomes are provided by evaluating the success rates of the students at the end of the academic year and the learning processes according to the applied surveys. In addition, conclusions are reached regarding the adequacy of the faculty members in using various teaching tools and materials in the courses, having effective communication skills, encouraging critical thinking, being accessible to students and allocating time for students, and measuring and evaluating with techniques appropriate to the learning levels of the students. This situation is shared with the faculty members, and thus, competencies are increased and deficiencies are eliminated. In addition, the commitments of the programs regarding the educational objectives and learning outcomes are secured with activities such as continuous updating of the programs within the scope of TYYÇ,

harmonization policy with Erasmus+, Mevlana and Farabi programs, diploma supplement, and information meetings for students.

**How does the institution ensure that educational objectives and learning outcomes are achieved across all of its programs?**

**d-What mechanisms are used to monitor whether program outputs have been achieved?**

Our university monitors whether the programs have achieved their educational objectives based on the success rates of our graduates in national and professional exams, employment rates, workplace successes and promotions. However, no measurement or evaluation is made outside of accredited units. A clear idea of whether the program outcomes have been achieved is obtained through surveys conducted on students both on a course basis and on the basis of the faculty members who teach the course.

**What mechanisms are used to monitor whether program outcomes are achieved?**

**How are improvement efforts carried out in cases where e-Program outputs cannot be achieved?**

The evaluation results are carried out by taking into account the student's level of success and the feedback of the students and stakeholders is taken as basis for the updating and continuous improvement of the program. Updates and improvements are made when necessary, and changes are made to the curriculum, materials and methods when necessary. The feedback from the graduate students who have become stakeholders of the program outputs, the institutions where the students work, the evaluation reports produced by the in-house commissions and boards at the end of each term and the evaluation data from the meetings held with external stakeholder representatives are the basic starting point for the improvement of the program. The sustainability of this process is constantly monitored by the commissions and boards established in our units.

**How are improvement efforts carried out in cases where program outcomes cannot be achieved?**

**f-How are all stakeholders informed about the improvements and changes made?**

Stakeholder information meetings are held regarding improvements and changes made in accredited units and all stakeholders are informed. In general, changes and information on all subjects are kept up to date on our corporate website.

**How are all stakeholders informed about improvements and changes made? g-**

**How are programs that want to be accredited supported?**

Programs that want to be accredited are encouraged. Priority is given to the needs of programs that will apply for accreditation. By ensuring coordination between accredited and non-accredited departments in our university, motivation is increased.

**How are programs seeking accreditation supported?**

### **3. Student-Centered Learning, Teaching and Assessment**

Our institution has a student-centered learning policy, provides training to develop faculty members' competencies in active learning, credit values based on student workload are determined according to international criteria by taking student opinions into account, infrastructure studies are carried out for our students to gain cultural depth and to get to know different disciplines, management of elective courses is carried out by the boards in the units, student counseling system applications are supervised and their effectiveness is supervised by the boards, there are defined processes for measuring and evaluating students' success and these are continuously and regularly communicated to students through student automation, students' graduation conditions are defined, program and course learning outcomes are measured through BDY, there are clear regulations covering the situation of student absenteeism or justified and valid reasons preventing them from taking the exam according to official legislation, and students' complaints are taken into consideration by each unit.

**a-What are the policies implemented in the institution regarding student-centered learning (active)? What is the institution's policy regarding student-centered education?**

In our institution, for student-centered education, students are given activities such as homework project presentations, laboratory experiments, internship presentations. Laboratory courses are especially effective in gaining practical skills, and students learn information by applying and experiencing.

**What are the policies implemented in the institution regarding student-centered learning (active)? What is the institution's policy regarding student-centered education?**

**b- How is the dissemination of the practices implemented in line with the student-centered education policy ensured? What is the awareness level of this policy in the institution?**

Projects prepared by students for the dissemination of student-centered education policy are exhibited throughout the university under the name of Project Exhibition and students who are successful are rewarded. These activities are shared with the public through visual and audio media. In addition, efforts are made to adapt such activities to all units.

**How are the practices implemented in line with the student-centered education policy disseminated? What is the awareness level of this policy in the institution?**

#### **Evidence**

- [Engineering Faculty Student Graduation Project Competition.docx](#)

**c- How is the development of faculty members' competencies in the student-centered education model and/or active learning ensured in the institution?**



In our institution, in addition to the Trainer-Trainings carried out by the Faculty of Medicine, in-service seminars are carried out in other faculties, colleges, etc.

**How is the development of faculty members' competencies in the student-centered education model and/or active learning ensured in the institution?**

**Evidence**

- [Faculty of Medicine and Faculty of Veterinary Medicine Education](#)

[Seminars.docx](#) **d-How were the credit values based on student workload**

**determined in the course information packages?**

Credit values (ECTS) based on student workload in the course information packages included in the programs are determined by the unit preparing the program and the compliance of this information with the Bologna criteria is inspected by the University Education Commission.

**How are credit values determined based on student workload in course information packages?**

**Evidence**

- [Bologna Information System.docx](#)

**How are student opinions taken into account when determining credit values based on e-student workload?**

Credit values (ECTS) of the courses in the programs based on student workload are determined by the units, taking into account the results of the survey applied to the students studying in the program and the achievements of the graduated students.

**How are student opinions taken into account when determining credit values based on student workload?**

**f- How is the student workload-based credit transfer system used in international mobility programs?**

Students are expected to be sent abroad to follow a program that is equivalent to 60 ECTS credits for a full academic year; 30 ECTS credits for one semester in a two-term academic year; and 20 ECTS credits for one semester in a three-term academic year in order to carry out the studies required for their diploma/degree. The courses taken by students participating in international mobility programs abroad and considered equivalent are evaluated by the Unit Adaptation Committee and are included in their transcripts with their original names after the approval of the authorized boards.

**How is the student workload-based credit transfer system used in international mobility programs?**



**g- How are external experience programs such as internships and workplace training carried out? Are there defined processes? How is stakeholder participation ensured?**

Internship committees have been established in our units for our students to gain external experience such as internships and workplace training, and our students are guided by these committees. For programs that require students to gain external experience such as internships and workplace training, cooperation with stakeholders from various institutions and organizations is provided through these committees. Within the scope of professional practice courses, students do internships in clinics, public hospitals, pharmacies, factories, private sector organizations, libraries, archives, museums and schools affiliated with the Ministry of National Education, etc. in Turkey and abroad. Defined processes are maintained with directives and documents such as internship guides, etc.

**How are external experience programs, such as internships and workplace training, conducted? Are there defined processes? How is stakeholder participation ensured? Evidence**

- [Internship Guidelines.docx](#)

**h- Are there elective courses that provide the opportunity to gain cultural depth and get to know different disciplines, and are students directed to these courses?**

In our institution, elective courses that provide the opportunity to get to know different disciplines and gain cultural experience are available in the curriculum, and in this way, students gain cultural depth.

**Are there elective courses that provide cultural depth and the opportunity to learn about different disciplines, and are students directed to these courses?**

**i- How is the management of elective courses provided in the institution? What are the mechanisms implemented in the institution in this regard?**

The management of elective courses is ensured under the supervision of the heads of each department and major branch in accordance with the opinions of the department or department board members in accordance with internationally accepted norms. In the implementation of the elective courses in the institution within the framework of official legislation, the department board, faculty board and faculty management board carry out and supervise the implementation of this mechanism. Elective courses are opened through student automation within certain quotas and students are allowed to choose courses.

**How is elective courses managed in the institution? What are the mechanisms implemented in the institution in this regard?**

**i-How are student counseling system practices carried out in the institution? How is their effectiveness evaluated? What is done according to the evaluation results?**

Academic Counseling services are effectively implemented to facilitate the education and training processes of our students and to increase their professional development. Counselors assigned by the units; direct the student's course registrations, monitor their success in the courses, try to help solve the problems they encounter, contribute to the applications aimed at developing professional skills or directing them to a higher level program such as undergraduate and graduate programs. Counselors continue these duties until the students graduate. The student counseling system department, department board, faculty board and faculty management board evaluate the implementation of this mechanism. According to the evaluation results, they make decisions and put them into practice to eliminate the deficiencies in the counseling system and increase its quality.

**How are student counseling system practices carried out in the institution? How is their effectiveness evaluated? What is done according to the evaluation results?**

**j-What are the defined processes for measuring and evaluating student success (SAS)? How are these processes announced to students? How is the implementation of these processes ensured in all programs?**

Success Measurement and Evaluation (SAM) is designed to measure whether the targeted course learning outcomes have been achieved. The grade evaluation process is based on the Relative Evaluation System (RAS). Different measurement methods are used in line with the goals and objectives in the educational programs. The measurement systems applied in courses and internships are listed below:

- Classical written exam

- Oral exams
- Mini Quizzes
- Multiple choice exams
- True/false tests
- Making a presentation
- Practical exams

Report preparation (for laboratory courses)

Especially in units included in the accreditation process, the Course Evaluation Report prepared by the instructor teaching the relevant course at the end of each academic term is compared with the course information package defined for that course.

All announcements and notifications regarding the measurement and evaluation of student success (BDY) processes are made electronically through the central student automation. Again, the arrangements, changes and updates are published in the announcement and notification section of our university and some information is sent to students via SMS.

**What are the defined processes for measuring and evaluating student success (SAS)? How are these processes announced to students? How is the implementation of these processes ensured in all programs?**

**k-What are the graduation requirements for students?**

The criteria previously determined and announced in accordance with the Turkish Higher Education Qualifications Framework are monitored by the Student Affairs Department. After the students who have completed their annual 60 ECTS course obligations and graduated are notified to their departments and a signed confirmation is received, graduation procedures are carried out and their diplomas are prepared. In addition, the information of our graduated students is shared with YÖKSİS online by our Student Affairs Department.

### **What are the student's graduation requirements?**

#### **l-How are program and course learning outcomes measured?**

The commitments of the programs regarding the educational objectives and learning outcomes are provided by evaluating the success rates of the students at the end of the academic year and the learning processes according to the applied surveys. In addition, conclusions are reached regarding the adequacy of the faculty members in using various teaching tools and materials in the courses, having effective communication skills, encouraging critical thinking, being accessible to students and allocating time for students, and measuring and evaluating with techniques appropriate to the learning levels of the students. This situation is shared with the faculty members, and thus, competencies are increased and deficiencies are eliminated. In addition, the commitments of the programs regarding the educational objectives and learning outcomes are secured with activities such as continuous updating of the programs within the scope of TYYÇ, harmonization policy with Erasmus+, Mevlana and Farabi programs, diploma supplement, and information meetings for students.

#### **How are program and course learning outcomes measured?**

#### **m- How are information and training provided in the institution to measure and evaluate student success?**

The Student Affairs Department and the Education Commission of our university are responsible for the general provision and planning of information and training on Measurement and Evaluation of Success in our university. These units provide general information and training as needed. In addition, the education commissions of the education units actively serve in this regard. Again, some units contribute to the training of academic staff with seminars and information meetings such as Training of Trainers and Effective Use of Measurement and Evaluation Methods according to their own needs. These trainings are sometimes given collectively to department heads or department heads within a certain plan according to their areas of interest, and sometimes they are given to all academic staff and staff in meetings held in the units. In addition, information about BDY is given to our students within the scope of orientation training at the beginning of the academic year in our sub-units.

#### **How are information and training provided in the institution to measure and evaluate student success?**

**n- What are the clear regulations in the institution that cover the student's absence or the occurrence of justified and valid reasons preventing him/her from taking the exam?**

There are clear regulations in the FÜ Associate and Undergraduate Education-Teaching Regulation covering the situation of justified and valid reasons preventing the student from continuing or taking the exam. There are regulations on these issues in Articles 23-(7), 24-(1), 24-(3), 28-(1), 30-(1), 30-(2), 47-(8) of the Regulation and Articles 3-(8), 17-(3) of the Senate Principles.

**What are the clear regulations in the institution that cover the student's absence or the occurrence of justified and valid reasons preventing him from taking the exam ?**

#### **Evidence**

- [Regulation - Senate Principles.docx](#)

**o-How and through what mechanisms are student complaints received? What is the policy implemented to resolve these complaints?**

Student complaints are received in writing and electronically according to official legislation (<http://yeni.firat.edu.tr/tr/content/disiplinsoru%C5%9Fturma-etik>). Complaints received through BİMER and CİMER are forwarded to the relevant units or departments through the rectorate, and the relevant units conduct research on the subject and respond. Again, written complaints made to units and departments are responded to within the legal period after a preliminary examination or investigation by the relevant unit. In some units, complaints are also received through complaint and suggestion boxes, and efforts are made to provide solutions by taking these into consideration. The policy implemented to resolve complaints is systematically within the scope of official legislation, and is aimed at eliminating the problem and preventing it from recurring.

**How and through what mechanisms are student complaints received? What is the policy implemented to resolve these complaints?**

**How is it ensured that students achieve general (non-field specific) program learning outcomes?**

It has been planned to ensure that the general field requirements, educational objectives and learning outcomes are achieved in accordance with the Turkish Higher Education Qualifications Framework (TYYÇ). At the end of the education-training period, students' success rates and learning processes are evaluated according to the applied surveys.

**How to ensure that students achieve general (non-domain-specific) program learning outcomes?**

#### **4. Student Admission and Development, Recognition and Certification**

As a state university, Firat University uses clear and consistent criteria when accepting students within the framework of all the opportunities offered by the state. In addition to the formal education provided by our faculty members, each of whom is an expert in their

own field; the informal education process, which is institutionalized by being certified, is also closely monitored.

**a-Does the institution apply clear and consistent criteria in student admissions? What are the criteria applied in horizontal transfer, YÖS, ÇAP, minor student admissions, especially those outside of the student groups that come through central placement?**

As in all state universities, placement procedures at Fırat University are carried out according to the results of the Higher Education Transition Exam and Vertical Transfer Exam conducted by ÖSYM. Student admissions, other than those groups that come through central placement, are carried out meticulously according to the dates announced in the academic calendar.

Horizontal Transfer; Students are admitted to our university through internal and external Horizontal Transfer within the framework of the YÖK Horizontal Transfer criteria. The guidelines, regulations and senate principles that the student will need in this regard are available on our university's web page/documents/regulations and guidelines tab.

Admission of foreign students to undergraduate programs is carried out in accordance with the principles set forth in the “Fırat University International Student Selection and Placement Directive for Associate and Undergraduate Programs”. For this purpose, applications of foreign students who meet the requirements are received online at various centers in Turkey and abroad each year, and an exam (FÜYÖS) is held on a previously announced date. According to the grades received in this exam, students are placed in previously announced quotas, taking into account their own preferences.

Minor and Double Major applications are carried out in accordance with the regulations and guidelines of our institution.

**Does the institution apply clear and consistent criteria in student admissions? What are the criteria applied for horizontal transfer, YÖS, ÇAP, minor student admissions, especially those outside of central placement student groups?**

#### **Evidence**

- [Regulations and Guidelines.docx](#) **b-Are there defined processes for the**

**recognition of previous “formal” learning in the institution?**

There are regulations and guidelines in our university for the recognition of formal learning. They are placed on our website for both our students and all academic and administrative staff to access. In addition, exemption and adaptation, the principles required for special/special situation students are defined as guidelines and as a general application covering all units.

Within the scope of the Bologna process, all formal learning is defined and accessible to students.

**Are there defined processes in the institution for recognizing prior “formal” learning?**

## Evidence

- [Documents - Bologna Information System.docx](#)

### **c- Are there defined processes for the recognition of prior non-formal and informal learning in the institution? (directive, senate decision, etc.)**

Pedagogical formation training is provided and certified in our institution. All necessary guidelines and regulations are available on our website.

Another unit that is involved in the process of providing informal education is Fırat University Continuing Education Center (FÜSEM).

Distance Education Center (FÜ-UZEM) established under the Presidency of Fırat University

It is a part of the non-formal education process. With the distance education system, our university gave English, Turkish Language, Atatürk's Principles and Revolution History courses in the 2017-2018 Academic Year.

### **Are there defined processes for the recognition of prior non-formal and informal learning in the institution (directive, senate decision, etc.)?**

## Evidence

- [Documents - Continuing and Distance Education Centers.docx](#)

## **5. Education-Training Staff**

Activities aimed at ensuring the professional development of academic staff are supported by the university administration, taking into account performance indicators. In the assignment of courses within the institution, attention is paid to the compatibility of the course contents with the areas of expertise of the academic unit staff. At the same time, assignments from outside the institution in the required branches are made in accordance with the relevant articles of Law No. 2547. In the programs where the training of trainers program is started, the contents are restructured according to current technological and teaching methods/techniques.

### **a-What are the opportunities provided to sustain the professional development of teaching staff and improve their teaching skills? How is the participation of all faculty members in these practices ensured?**

In order for the teaching staff to continue their professional development and improve their teaching skills, domestic and international research, study and assignment requests are encouraged by the university senior management. Academic staff are provided with free access to numerous national and international electronic databases within the scope of library services. In 2017, the active participation of Academic Members and Research Assistants in international conferences and symposiums not exceeding 3 times a year was supported by our university with travel and participation fee expenses. In addition, the university and YÖK provide performance and incentive awards and BAP project support within the scope of the relevant legislation. In addition, participation in domestic symposiums and congresses is supported.

Within the framework of the trainer-training program, training was given to faculty members at the Faculty of Medicine between May 2-5, 2017 and December 25-28, 2017.

**What opportunities are provided to sustain the professional development of teaching staff and improve their teaching skills? How is the participation of all faculty members in these practices ensured?**

#### **Evidence**

- [Training of Trainers Course.docx](#)

**b- How is the correspondence between the competencies of the teaching staff and the course content ensured and secured in the course assignments at the institution?**

In the assignment of courses in the institution, the correspondence between the competencies of the teaching staff (field of study/academic expertise, etc.) and the course content is ensured by the heads of the relevant units and the authorized boards, primarily under the responsibility of the department heads and science branch heads.

**How is the correspondence between the competencies of the teaching staff and the course content ensured and secured when assigning courses at the institution?**

**c- How is the training of trainers program in the institution updated in line with the institution's goals?**

Studies have been initiated to implement the Training of Trainers Program initiated in the Faculty of Medicine in other units of our university. These studies are planned to be evaluated by our university's education commission and necessary updates will be made.

**the institution's training of trainers program updated in line with the institution's goals?**

**d- What are the defined rules for the selection and invitation of faculty members to teach externally to the institution? How are these rules announced?**

The selection and invitation procedures for external lecturers to teach in branches where the institution is in need are carried out in accordance with the relevant articles of Law No. 2547. Assignments are made with the proposal of the Department Heads, the approval of the Board of Directors and the approval of the Rector's Office.

**What are the defined rules for selecting and inviting faculty members to teach externally? How are these rules announced?**

## **6. Learning Resources, Accessibility and Supports**

Our university offers its strong human, physical and technical facilities to our students, primarily for education, as well as other psychological, social and cultural expectations. In 2017, the foundation of a larger and more comprehensive modern library was laid in



addition to the existing library, and its construction is progressing rapidly. There are many databases subscribed to by our university library for accessibility and support of learning resources.

## **Evidence**

- [Information Resources.docx](#) **a-What are the facilities**

### **and infrastructures for student use?**

Our university units include classrooms, meeting rooms, clinics, research and computer laboratories, graduate classrooms, conference halls of various capacities, meeting rooms and workshops. In the computer laboratory, which has the qualifications required by information and internet technologies, students acquire the skills to use today's information systems required in their fields and can access all kinds of scientific resources via the internet.

There are sufficient facilities such as dormitories, dining halls, indoor and outdoor sports areas, cafeterias, libraries and computer laboratories within the university campus for student use.

### **What are the facilities and infrastructures for student use?**

### **b-What are the social, cultural and sportive activities for student development and how are they supported?**

Social, cultural and sportive activities are organized for student development; conferences, panels, congresses, as well as social responsibility projects are organized and supported. Some of these activities are organized directly by the University, while others are organized through student clubs established within the University.

Students participate in social, cultural, artistic and sports activities by becoming members of student clubs established at the university and operating in different fields. The largest sports hall in our region where students can carry out sports activities

It has just started operating in our university. The social, cultural and sports activities of the students are supported and organized by the Health, Culture and Sports Department. In addition, the university provides financial and moral support for the organization of scientific student congresses and participation in congresses at other universities. Students who achieve success as a result of social, cultural or sports activities at the university during the year are rewarded.

### **What are the social, cultural and sports activities for student development and how are they supported?**

## **Evidence**

- [Department of Health, Culture and Sports.docx](#)

### **c-What are the guidance and psychological counseling services offered to students at the institution? What are the guidance and support services provided by the teaching staff at the institution?**



A counselor is assigned to students at Firat University after they enroll. The counseling service helps students solve the problems they encounter. Students can receive health services from the Firat University Medical Faculty Research Hospital, which is the largest university hospital in our region, as well as the Student Health Center affiliated with the Faculty of Dentistry, Health, Culture and Sports Department.

**What are the guidance and psychological counseling services offered to students at the institution? What are the guidance and support services provided by the teaching staff at the institution?**

**d-What are the special services provided by the current regulations for students who require a special approach (such as refugees, disabled or international students) at the institution?**

Necessary measures are being taken within the scope of "Barrier-Free University" studies so that disabled students studying at the university can complete their education-training processes in a healthy, barrier-free, independent, social and successful manner. Necessary studies are being carried out to create the necessary physical environment (ramp, elevator, wheelchair) to facilitate disabled students' access to classrooms.

Our University's Foreign Student Office provides assistance to international students who require a special approach, and language courses are provided by TÖMER (Turkish Language Teaching Center). In addition, the International Student Office, which has the status of a counseling center, provides the necessary support for our guest students from abroad to have a smooth and successful higher education process.

**What are the special services provided by the current regulations for students requiring a special approach (such as refugees, disabled or international students) at the institution?**

#### **Evidence**

- [TÖMER- Foreign Relations Unit.docx](#)

**How is the institutional planning of the services and supports offered to students in the e-Institution done?**

Throughout the education-training process, all members, including academic and administrative staff and students, are contacted by the units in order to receive feedback. The meetings and interviews that advisors hold face-to-face with students every year, general survey applications, and communication and meetings established with alumni are important forms of communication established with students. In line with the transparency and accountability principles of contemporary management, students can communicate with both academic and administrative staff at the University directly or indirectly (such as complaint boxes, e-mail messaging via OBS). In addition, since 2016, our Student Affairs Department has started to send important and urgent information about our students to our students' mobile phones via messages. The accreditation studies carried out in our University's Veterinary and Medical Faculties and the Computer, Environmental, Electrical-Electronics, Civil and Mechanical Engineering Departments of

the Faculty of Engineering are indicators that the quality, effectiveness and adequacy of the services/supports provided are being secured. In addition, the quality, effectiveness and adequacy of the services/supports are constantly questioned in many committees where unit managers are involved, and the necessary measures are taken.

**How is the institutional planning of the services and supports provided to students made in the institution? f- How is the percentage distribution of the Annual Budget in terms of learning resources and supports provided to students decided?**

The total budget of our university for 2017 is 345,237,000 TL. A total of 11,795,000 TL was foreseen to be used for students' expenses in 2017. This amount is obtained from student fees, meals, etc. These incomes are allocated under the Health, Culture and Sports Department.

Intern salaries are paid to 6th year intern students of the Faculty of Medicine. Internship fee support is provided to students who do their internship by the Council of Higher Education.

There are supports provided by the Council of Higher Education to senior students who receive practical training in the fields of Science and Engineering.

While distributing the funds, the needs of the students are taken into consideration. In addition, considering the laws and budget preparation guides, under the Health, Culture and Sports Department, the distribution of funds for students' nutrition, accommodation, sports, cultural activities and other activities is made in line with the needs. In the 2017 university budget, an allocation of 668,000 TL was foreseen for intern students, taking into account the number of students.

**How is the percentage distribution of the Annual Budget in terms of learning resources and support provided to students decided?**

## **4. RESEARCH AND DEVELOPMENT**

### **1. Research Strategy and Objectives of the Institution**

With approximately 45,000 students, Firat University has a great potential to provide the qualified workforce needed regionally and nationally. R&D studies can be commercialized by students or academics at Firat Teknokent. The research strategy and goals of our institution are defined in our university's 2014-2018 strategic plan. Studies are ongoing to expand the studies to include departmental or program-based research and development activities in education/training processes to include other units.

**a-Does the institution have a research strategy and objectives and a research policy that it follows in line with these?**

Firat University's research strategy, goals and the units that will carry out these goals have been determined *in the Strategic Plan for the years 2014-2018* . *The second strategic goal of the Strategic Goals and Targets* section in *the Strategic Plan* is to carry out scientific research activities. Accordingly, the research goals and targets are;

- Scientific Research Projects during the strategic plan period (2014-2018) ,
  - To work towards providing more support and encouragement for scientific activities,
  - Creating resources for scientific meetings, conferences, seminars, etc.
  - Training on project preparation by the Project Coordination and Consultancy Center
- To organize meetings and provide technical support to faculty members who will prepare projects,
- Increasing support for projects and patent applications,
  - FÜBAP primarily supports interdisciplinary projects.

**Does the institution have a research strategy and objectives and a research policy that it follows in line with these?**

**b- What are the areas where the research-development processes and education-training processes in the institution are integrated and what are the policies followed in these areas?**

There is a multi-faceted interaction between our university's research activities and other academic activities (education and training). On the one hand, the participation of academic staff in national or international meetings within the scope of research activities is encouraged with the support given, on the other hand, services are provided to the society through UYG-AR centers. Integration of our university with the society is ensured in this way. For example, joint projects are carried out with Harput Application and Research Center and the Ministry of Culture. Another example is the Organized Industrial Zone Vocational

It is a High School. In this unit, which is located in Elazığ Organized Industrial Zone, intermediate staff needed by the organized industry are trained, and academics are also given the opportunity to turn their research into practice.

**What are the areas where the research-development processes and education-training processes in the institution are integrated and what are the policies followed in these areas?**

**c- What are the areas where the research and development processes and social contribution processes in the institution are integrated and what are the policies followed in these areas?**

Firat University contributes to the qualified personnel needs of the region and our country with approximately 39,097 associate degree/undergraduate students and 4,913 master's and doctoral students. High value-added, priority products are produced by the companies located in Firat Teknokent. Detailed information about the companies located in Firat Teknokent can be accessed from the link below.

Thanks to its qualified academic staff, regional and national consultancy services are provided. Scientific studies in the field of social sciences (such as Harput Excavations) provide social benefits in various areas such as tourism.

**What are the areas where the research and development processes and social contribution processes in the institution are integrated and what are the policies followed in these areas?**

**Evidence**

- [Firat Technopolis.docx](#)

**d- How are local/regional/national development goals reflected in the institution's research and development strategies?**

Activities are regularly organized on various topics that will provide social benefit in line with local/regional/national development goals. Fırat Teknokent also plays an active role in this context.

The latest example of this was the “Defense Industry with SMEs” event held at Fırat Teknokent on 26.03.2017.

Growing, Elazığ Meeting” was held and at the end of the event, Fırat University and The "Researcher Training Program for Defense Industry (SAYP)" was signed between the Undersecretariat for Defense Industries and 6 major Defense Industry Companies.

**How are local/regional/national development goals reflected in the institution's research and development strategies?**

**Evidence**

- [Seminar- Fir at Teknokent.docx](#)

**e-How is the contribution of research to the socio-economic cultural fabric measured? How is this contribution encouraged?**

In addition to basic and applied research, academic studies that will benefit the economic and socio-cultural development of the region are also carried out at our university. Thus, it is aimed to increase the income level and welfare of the province and the region, and to prevent migration. In these studies, cooperation is made with other institutions and organizations for application. For example, in 2017, entrepreneurship trainings were organized with agreements made with Elazığ Municipality, KOSGEB, and İş-Kur. With the Fırat Technopreneurship Academy project carried out by Fırat University, approximately 110 students were provided with KOSGEB-approved entrepreneurship training in 2017. With the excavations and restoration-restitution works carried out in Harput Neighborhood in cooperation with the Ministry of Culture and Tourism and Elazığ Municipality, the historical texture of the region was revealed.

**How is the contribution of research to the socio-economic cultural fabric measured? How is this contribution encouraged?**

## **2. Research Resources of the Institution**

Fırat University provides the necessary infrastructure for research and development activities through the Fırat University BAP unit. In addition, training and support are

provided by the relevant units to increase external funds. Academicians with projects that provide external funds are rewarded through the BAP performance project.

**a- How does the institution plan, procure and use the resources required for research and development activities in line with its research and development strategies and objectives? What are the policies followed in this regard?**

the institution's research and development strategies and goals, some of the resources required for research and development activities are provided through externally supported projects. On the other hand, support is provided through the Firat University BAP unit to improve research quality and environment. The criteria for transferring in-house resources to research activities have been determined and announced with the Firat University BAP Coordination Unit Project Proposal Preparation, Evaluation and Execution Directive. In 2017, a total of 5,787,479 TL was allocated for R&D activities by transferring 2,838,313 TL for machinery and equipment and 2,949,166 TL for other payments such as service purchases and consumables through the Firat University BAP channel. The FÜ B AP Committee evaluates project applications according to the following criteria:

1. The project should contribute to science or the economic, social and cultural development of the country, depending on its nature, and should be related to basic and applied sciences. Priority should be given to projects in priority areas determined by the Senate of Firat University upon the recommendation of the Scientific Research Projects Commission.
2. Interdisciplinary research projects and projects that receive at least 30% support from outside the University receive priority in support.
3. The facilities, equipment and personnel where the project will be carried out and the researchers' knowledge of the relevant field knowledge, experience and accumulation are taken into consideration. Multi-partner comprehensive projects created with the participation of university units have priority in support.
4. Priority is given to projects of faculty members and staff whose articles have been published or accepted for publication in publications registered in international citation indexes.

The commission evaluates the project in terms of its financial portrait and available resources, and reorganizes the project budget by reaching an agreement with the project managers when necessary. The Scientific Research Projects Commission evaluates the project from the project expertise groups within one month for the proposed projects and presents it to the commission. The commission is authorized to make any changes, partially or completely reject them by a majority vote, taking into account the suggestions of the expert group members. Postgraduate thesis research is also supported within the scope of research projects.

**How does the institution plan, procure and use the resources required for research and development activities in line with its research and development strategies and objectives? What are the policies followed in this regard?**

**Evidence**

- [Scientific Research Projects Automation.docx](#)

**b-How does the institution ensure the participation of stakeholders in research and development activities? How is the continuity of this participation ensured?**

Firat University is in constant cooperation with internal/external stakeholders in order to respond to the needs of stakeholders, ensure effective/efficient use of resources and obtain additional resources. For example, it aims to provide various needs of the Vocational School established in Elazığ Organized Industrial Zone from the OIZ and to encourage the provision of resources from outside the institution through joint cooperation with Elazığ Municipality. Firat University's biggest stakeholders in terms of R&D are state institutions and the private sector. In 2017, projects were carried out in cooperation with various institutions, primarily Elazığ Governorship, Elazığ Provincial Directorate of Agriculture and Livestock, Elazığ Fisheries Research Institute, and Elazığ Municipality. In addition, various R&D and consultancy services were provided through the revolving fund channel in line with the demand of the private sector. Again, various consultancy services are provided by Firat Teknokent, and Firat TTO acts as an interface for industrialists to meet with relevant academicians. Firat University Central Laboratory is another unit that enables cooperation with external stakeholders.

**How does the institution ensure the participation of stakeholders in research and development activities? How is the continuity of this participation ensured?**

**c- What is the institution's system/method for monitoring the results of its research and development activities? How does it use these results?**

A vice rector has been assigned by the Firat University administration for R&D activities, and projects submitted to outside the institution, postgraduate research, scientific publications, monitoring of intellectual and industrial property outputs and continuous improvement studies are carried out under the coordination of this vice rector. The monitoring and improvement of R&D activities are ensured thanks to the Entrepreneurial and Innovative University index prepared every year. In addition, R&D activities are monitored every year thanks to academic incentive files. R&D activities carried out by academics in Firat Teknokent are also monitored regularly through visits and reports.

**What is the institution's system/method for monitoring the results of its research and development activities? How does it use these results?**

**Evidence**

- [ACADEMIC INCENTIVE COVER LETTER.pdf](#)
- [INCENTIVE ALL UNITS 2017.xlsx](#)

**d-What are the strategies followed by the institution to increase the amount of non-university funding for research studies?**

With the joint and individual studies carried out by Firat University Project Coordination and Consultancy Office and Firat TTO, support announcements from funding organizations such as TÜBİTAK, Ministry of Science, Industry and Technology, KOSGEB, SODES, EU, H2020 are regularly communicated to our academicians via e-mail and announcements. In addition, the Project Coordination and Consultancy Office and Firat TTO work together and inform the relevant academicians, especially for high-

budget project announcements, by calling or visiting them personally. In cooperation with Fırat TTO and Project Coordination and Consultancy Office, project preparation and implementation trainings are organized, and thus, external funds transferred to our university are tried to be increased. In 2017, 2 project preparation and implementation trainings supported by TÜBİTAK were carried out.

In addition, the new Directive on Promotion and Appointment to Academic Staff, which is currently under preparation, aims to provide advantages to academics who carry out projects.

**What strategies does the institution follow to increase the amount of non-university funding for research?**

**Evidence**

- [Project Trainings. docx](#)

**What activities are carried out to encourage researchers to use external funds?**

External project calls are announced to academicians, and information about calls in specific areas is conveyed to academicians by phone or one-on-one meetings. Project trainings are used to increase the knowledge and motivation of academicians. The new Academic Membership Promotion and Appointment Directive, which is currently under preparation, aims to give priority to academicians who have projects. In addition, the research of academicians who obtain funding through external projects is supported, especially with the Fırat University BAP Performance project.

**What activities are undertaken to encourage researchers to use external funding?**

**f- To what extent do the supports (project support, donations, sponsorships, etc.) provided by the institution from external sources contribute to its strategic goals?**

External support provided by external sources (such as TÜBİTAK, Ministry of Industry and Trade, Ministry of Development, Ministry of Culture, Ministry of Youth and Sports, TAGEM) is compatible with the strategic goals of our university, but is not sufficient. More efforts are required for this.

In addition to R&D projects, important social responsibility projects are also carried out at Fırat University. In cooperation with TIKA, 22 Ghanaian teacher candidates were hosted at Fırat University in 2017 and the pedagogical formation training required for them to teach in their country was provided by our university academics. In addition, 18 trainings were organized in 2017 with the Regional Animal Husbandry Training Center Project carried out in partnership with DAP, and 843 trainees were informed about animal husbandry through these trainings. In this way, strategic goals related to national and regional development were tried to be achieved.

**To what extent do the supports (project support, donations, sponsorships, etc.) provided by the institution from external sources contribute to its strategic goals?**

### **3. Research Staff of the Institution**



Our institution's research competencies and the expected levels based on these competencies are determined and measured by the committees established in all our units, taking into account annual work performances. The adequacy and effectiveness of the opportunities and facilities for the research staff to develop their research competencies are measured and evaluated by the relevant units in our institution. The performance-based support application of our BAP unit plays a primary role in encouraging research, technology development or art activities of the research staff.

**a-How are the research competencies of the research staff in the institution defined and the expected levels based on these competencies?**

Our institution's research competencies are evaluated on a unit basis by taking into account annual performance data. Each program prepares an annual activity report. In this activity report, academic activities such as papers, articles, projects and patents conducted by program academicians are reported and forwarded to the upper unit. In addition, doctoral programs are also decisive at this point. For example, doctoral students studying at Fırat University Institute of Science are required to publish at least one publication in a journal within the scope of SCI/SCI-Exp or to make an oral presentation at a scientific meeting abroad in order to graduate. With the work of the Ministry of Science, Industry and Technology, the strengths of our university in terms of personnel and infrastructure have been determined and reported. In addition, clustering studies have been carried out and the necessary working groups have been established to benefit from national and international external funds. Infrastructure projects prepared by these groups in 6 priority areas have been submitted to the Ministry of Development. Fırat University Rectorate expects every academician to take part in scientific project studies for academic promotion and appointment. Not content with this, our university is making efforts to make radical changes in the appointment principles in the field of research ( <http://yeni.firat.edu.tr/content/atanma-ilkeleri> 2014 ). As a result of the arrangements made, it is noteworthy that scientific research and industrial projects are given a significant place in the scoring in the appointment principles submitted to the Council of Higher Education . This is considered as a measure in defining research competencies.

In our institution, research competencies and expected levels based on these competencies are defined as a result of evaluations by committees established in all our units. Our university's upper unit makes the necessary definition through FÜBAP. In the existing system in the FÜBAP unit, the research activities to be carried out by researchers are determined in detail. Activity definitions are made based on national and international norms. In addition to this system, external research activities are monitored more comprehensively by our Project Office. Expected levels are defined by these two units in line with our national priority targets, especially for 2023, and by also taking as reference the priority project titles of TUBITAK and relevant ministries. In this context, our Rectorate and relevant units regularly send informative e-mails to all our academic staff.

In addition, our university exhibits an approach that prioritizes research in its appointment principles ( <http://yeni.firat.edu.tr/content/atanma-ilkeleri-2014> ). As a result of the arrangements made, it is noteworthy that scientific research and industrial projects are given a significant place in the scoring in the appointment principles submitted to the Council of Higher Education. This is considered as a measure in defining research competencies.



**How are the research competencies of the research staff at the institution defined and the expected levels based on these competencies?**

**Evidence**

- [FUBAP Performance Table.docx](#)

**b- How, how often and with what methods are the research staff's achievement levels of these competencies measured?**

The level of achievement of researchers' research competencies is included in the activity reports of the programs prepared annually. In addition, the files prepared by academics for academic incentives are used for performance evaluation. In addition, the studies carried out are determined from the applications to the FÜBAP performance project.

**How, how often and with what methods are the research staff's achievement of these competencies measured?**

**c-What opportunities, facilities and supports are available for research staff to develop their research competence? How are the adequacy and effectiveness of these supports and facilities measured and how are their results evaluated?**

In order to develop research competence, BAP and TTO make great efforts in our institution. For this purpose, scientific research projects are prepared in our university, seminars, courses, workshops, etc. activities are carried out. For example, below are the links to two studies conducted in 2017.

It has been determined that such activities are related to the increase in the number of people carrying out projects in the institution compared to previous years. Support opportunities are within the framework of projects supported by TÜBİTAK and Ministries. Our institution has service studies through Revolving Fund to report some needs of the private sector. It is known that this potential is not at a sufficient level in the field of activity such as consultancy to the private sector in research activities.

**What opportunities, facilities and supports are available for research staff to develop their research competence? How are the adequacy and effectiveness of these supports and facilities measured and how are their results evaluated?**

**Evidence**

- [TUBITAK Project Numbers.docx](#)
- [TÜBİTAK Research Projects Training.docx](#)

**d- Research staff; how are research, technology development or art activities incentivized? How are these incentives decided? How are the adequacy and effectiveness of these incentives measured and how are their results evaluated?**

The project performance system, which is measured and evaluated by FUBAP with automation for incentives in the field of research, is our primary activity in this regard. Measurement and evaluation are carried out in the light of a guideline. The link to the Firat University Performance Guideline is given as evidence. In addition, the best thesis award study carried out annually ensures the encouragement of researchers . The link to the most successful thesis guideline is given below:

In addition, the graduation project exhibition, which has been organized for approximately 5 years in the Faculty of Engineering of our University, evaluates the studies coming from the affiliated departments by a jury formed from the industry. Various awards are given to the 3 projects that are ranked. Thus, the synergy created is the encouraging driving force in research activities.

In addition, our university's personnel who are entitled to carry out projects in TÜBİTAK and other similar organizations are listed in the news section of our university's homepage.

**How are research staff encouraged for research, technology development or artistic activities? How are these incentives decided? How are the adequacy and effectiveness of these incentives measured and how are their results evaluated?**

#### **Evidence**

- [Success Incentives.docx](#)

#### **4. Monitoring and Improving the Institution's Research Performance**

The performance of our university in R&D studies is determined and monitored in line with the annual activity reports and reports received from the units, especially GYUE data. The deficiencies observed are tried to be eliminated through the BAP channel within the scope of continuous improvement.

**a-How is the effectiveness level/performance of the institution's research and development activities measured and evaluated?**

The performance of our university in R&D studies is determined by annual activity reports. The number of accepted projects and the budgets transferred to the institution are monitored and evaluations are made on a faculty basis, and success rates are determined. The number of international publications is obtained from various organizations such as the web of science and changes are evaluated according to years. The Entrepreneurial and Innovative University Index results are the primary methods used to evaluate the level of effectiveness of our institution. The index results are evaluated every year to determine the points that need to be improved and the place of our university among the universities in our country.

**How is the effectiveness level/performance of the institution's research and development activities measured and evaluated?**

**b) How does the institution review and ensure improvement of research performance in achieving the institution's objectives?**

Data such as the number of publications, patents, external projects and budget amounts earned by our university academics are collected annually and compared with previous years, and the increase amounts are compared with the targets. The projects are evaluated on a faculty and department basis, and efforts are made to encourage departments and faculties with low performance. In case of a lack of infrastructure, the necessary infrastructure is provided with BAP resources within the institutional means. Efforts are made to bring qualified academics to our university in departments where there is a lack of academics. With faculty and department visits made by the university administration, both academics are motivated and first-hand requests are conveyed to the university administration.

**How does the institution review and ensure that research performance is adequate to meet the institution's objectives?**

**c-How are the results of evaluations of research activities published?**

The evaluation results of the activities related to research activities are published in the annual work reports of our units. The activity reports of our units are available on the web pages of the relevant units.

Our university has been successful in being in the top 50 in the Entrepreneurial and Innovative University Index for the last 4 years. These results are published on our university's homepage every year to announce the success of our university.

**How are the results of evaluations of research activities published?**

#### **Evidence**

- [Faculty of Engineering Working Report - Faculty of Medicine and Veterinary Medicine Activity Report.docx](#)

**d-How is the contribution of the institution to the regional, national and world economy measured? How is the adequacy of these contributions evaluated?**

Firat University provides education and training opportunities to 45,514 students with its 16 faculties, 4 institutes, 3 colleges and 9 vocational schools. Thus, it provides services with our university diploma for qualified human resources in various fields that our country needs.

Thanks to Firat Teknokent, entrepreneurs are enabled to become companies and produce high value-added products in an R&D center that provides significant support.

With the DAP-supported Regional Livestock Training Center Project, technical support is provided to farmers and animal owners in our region.

The pedagogical formation training provided to Ghanaian teacher candidates in cooperation with TIKa not only benefits the promotion of our country abroad but also contributes to the increase in the quality of education in Ghana.

Thanks to the university-industry cooperation projects and consultancy services carried out with the existing infrastructure, support is provided for the development of industry in our region.

**How is the institution's contribution to the regional, national and global economy measured? How is the adequacy of these contributions evaluated?**

**How does e-Institution contribute to the regional, national and global economy (Ranking systems QS, Times Higher Education URAP etc.)?**

In 2017, within the framework of university-industry cooperation, 158 contracted projects without public-EU funding, 16 TEYDEB projects, 1 SAN-TEZ, 1 development agency and 49 different various projects (KOSGEB, Teknogiriřim etc.) were contributed to the country's economy.

In addition, many activities carried out at Fırat TTO, which has a respected place among Technology Transfer Offices, make serious contributions to the country's economy.

According to URAP data, Fırat University ranks 1075th among world universities and 18th among our country's universities.

**How does the institution contribute to the regional, national and global economy (Ranking systems QS, Times Higher Education URAP, etc.)?**

## **5. MANAGEMENT SYSTEM**

### **1. Structure of Management and Administrative Units**

The structure of our university's management and administrative units was established in accordance with the Higher Education Law No. 2547, the Higher Education Personnel Law No. 2914, the Civil Servants Law No. 657, and the Law on the Establishment and Duties of Ministries No. 3046.

**a-What is the management and administrative structure of the institution, including the management of education-training, research-development, and social contribution processes?**

The management and organization of Fırat University are determined according to the provisions of law no. 2547.

The university's governing bodies are the Rector, the University Senate and the University Board of Directors. The distribution of duties for the senior management of our university has been determined and the distribution of duties of the vice rectors and the organizational chart of our university have been added as evidence. The strategic plan, Internal Control and Quality studies are owned by the senior management.

Our units within the scope of Humanities and Social Sciences contribute to various social, economic and financial fields nationally and regionally.

- [Atatürk Principles and Revolution History Research and Application Center](#)
- Natural Disasters Research Center
- [Eastern Anatolia Region Research and Application Center](#)
- [Disabled Research and Application Center](#)
- [Harput Application and Research Center](#)
- [Directorate of Continuing Education Center](#)
- Activities on social issues are carried out through our centers

such as the Women's Studies Application and Research Center.

**What is the management and administrative structure of the institution, including the management of education-training, research-development, and social contribution processes?**

#### **Evidence**

- [DISTRIBUTION OF DUTY OF VICE](#)
- [RECTORS.doc](#) [Firat University Organization Chart.docx](#)

**b-What is the process of preparing an internal control action plan? How are the monitoring and evaluation processes of these action plans carried out?**

The Institution's Internal Control Action Plan studies were completed in 2017. The Action Plan is checked at least once a year in accordance with the relevant legislation and will be monitored and evaluated by making the necessary arrangements. For an effective Internal Control, job descriptions and work flow charts have been partially prepared and sensitive tasks and risky areas will be determined.

**What is the process of preparing an internal control action plan? How are the monitoring and evaluation processes of these action plans carried out?**

## **2. Management of Resources**

Within the framework of our university's mission, vision, principles and policies, personnel, financial, movable and immovable resources are planned. The principles of being effective, economical and efficient in the management of resources are followed, and resources are managed in a transparent and accountable manner.

**a-How and how effectively is human resources managed?**

Our university has a human resources management that will play an active role in achieving its goals. Personnel are provided within the framework of relevant legislation, and merit and justice are observed in personnel provision. Our university follows a merit-based human resources management that adopts the understanding of serving people, our most important resource, and positions employee satisfaction at the highest level in order to encourage all employees to experience the institutional culture that reflects qualified

human power, innovative, flexible and multi-dimensional perspective. Legal regulations are followed regarding issues such as personnel employment, appointment to higher positions and personal rights, and studies such as education, making work areas suitable, motivation training, and discounted use of social facilities are carried out.

### **How and how effectively is human resources managed?**

#### **b- How does the institution ensure that its recruited/appointed personnel have the necessary competence (in relation to the field in which they are recruited)?**

Our University has a human resources management that will play an active role in achieving its goals. Personnel are provided within the framework of relevant legislation, and merit and justice are taken into consideration in personnel provision. Relocation, promotion to higher positions and appointment procedures are evaluated within the framework of the Regulation on Promotion and Title Change of Personnel of Higher Education Supreme Organizations and Higher Education Institutions and are announced on our University's website.

#### **How does the institution ensure that its recruited/appointed personnel have the necessary competence (in relation to the field in which they are recruited)?**

#### **c- What are the defined processes to ensure that the education and qualifications of the personnel working in administrative and support units are compatible with the tasks they undertake?**

Within the scope of Internal Control studies, the job descriptions of the personnel working in administrative and support units have been partially defined. The qualifications sought within the scope of the job descriptions and the principles stipulated by the legislation are included. Efforts are being made to bring in suitable people for the job with our current personnel.

In our institution, in-service training, courses, seminars, lifelong support trainings (communication language, body language, public relations, basic computer usage, trainer training, etc.) are organized for the personnel providing administrative and support services to gain the skills required for their jobs and to develop these skills over time. The personnel who come with the exams and trainings whose fields of work, duties and responsibilities are determined by the legislation are assigned to the fields where their training is appropriate, and the other personnel are assigned to the fields where they are needed as a result of the analyses. Necessary legislation and compliance trainings are organized within the scope of the In-Service Training Regulation prepared regarding the training, merit and compliance process of the personnel.

Our institution's Occupational Health and Safety Committee has been determined, and occupational health and safety training programs are routinely organized by experts to ensure the occupational safety of all our administrative and support personnel in the places where they work.

#### **What are the defined processes to ensure that the training and qualifications of the personnel working in administrative and support units are compatible with the tasks they undertake?**

#### **d- How and how effectively are financial resources managed?**

In our university, according to the Public Financial Management Law No. 5018, the budget is prepared for three years within the scope of "Special Budget Administrations" in Schedule II of the Central Government Budget.

All revenues and expenditures of our units are included in the budget, and the chief executive of each spending unit to which an appropriation is allocated in the budget is the spending authority. While implementing spending instructions in order to realize strategic plans at the highest level, spending authorities are responsible for the effective, economical and efficient use of appropriations in accordance with budget principles and fundamentals, laws, statutes and regulations and other legislation.

In the use of financial resources in our university budget, the needs within the scope of the budget, which is previously created in line with the demands of the units, are met according to the criteria of appropriateness, suitability and priority. For this reason, the required allocation is recorded as an allocation to the relevant unit and used by the responsible spending authority. As stated in the Strategic Plan, our university has adopted a transparent and accountable management model. In this direction, during the control, accounting and reporting phase of the transactions carried out;

- E-budget, BKMYBS (Integrated Public Financial Management Information System), MYS, Say2000i
- Scientific Research Tracking Program and TUBITAK (TTS) Tracking System
- EKAP (Electronic Public Procurement Platform)
- KBS (Public Expenditure and Accounting Information System)
- HYS (Expenditure Management System)

TKYS (Movable Registration and Management System)

Electronic Travel Allowance Notification

- e-PAYRRO (Public Electronic Payroll System)

systems are used. All information and reports submitted to the Ministry of Finance through these systems are backed up by the Ministry.

**Financial resources are used within the framework of the appropriations allocated in the annual budget. Information on the use of financial resources is explained in the annual activity report, public investment monitoring and evaluation report, and institutional and financial status expectations report. How and how effectively is financial resources managed?**

**e- How and how effectively are movable and immovable resources managed?**

Existing movables are recorded and distributed effectively in accordance with the Movable Property Regulation. New movables to be procured are determined according to needs and the highest quality is procured at the most affordable price in accordance with the relevant articles of the Public Procurement Law No. 4734. Movables that have completed their economic life or have not completed their economic life but are no longer usable for their intended purpose due to technical and physical reasons or are deemed unserviceable due to repairable or uneconomical malfunctions are sent to relevant public or private sector institutions for recycling. All movables are recorded in a computer environment with the Movable Registration Management System provided by the

Ministry of Finance. Information on this subject is reported to the relevant main units and delivered to the sub-units from which purchases are made. Information on movable and immovable properties is included in the relevant annual reports.

### **How and how effectively are movable and immovable resources managed?**

## **3. Information Management System**

The information management system in our university is basically a system that updates the ever-increasing information capacity, defines and analyzes the accessible and necessary information and the processes required to reach them, and ensures that these are shared with our internal and external stakeholders.

### **a-How is the information management used by the institution to collect, analyze and report data regarding all its activities and processes operated?**

There are different Information Management Systems actively used in our university for different types of activities and transactions.

- **Student Information System:** It is a software automation that manages all processes related to education and training (undergraduate, graduate and doctorate) and keeps all records securely.
- **Electronic Document Management System:** It is a software that ensures that all correspondence in our university is in an electronic environment and stores these records securely. Our university is the first state university among all higher education institutions to fully switch to the system and start using it. In addition, a Registered Electronic Mail address was obtained and EBYS integration was also realized.
- **Personnel Information System:** It is the system that keeps and stores all personnel, appointment, progress, etc. information about all our academic and administrative staff.

**Housing Allocation System:** Automatic housing allocation by scoring according to relevant legislation.

is the system that performs it.

- **Academic Information System:** It is a system where our academic staff can enter all kinds of academic information such as publications, projects, courses, academic activities, etc. and share them over the web.
- **Event Calendar:** It is the system where all kinds of events and activities held at our university are announced and recorded for later.
- **Academic Survey System:** It is a system where all our academic staff can prepare any type of survey they want and conduct it over the web for any period of time.
- Documents are sent online to external organizations using **Registered Electronic Mail (KEP)**.

Institutional integrations with the relevant systems such as YÖKSİS and ASAL have been made and regular data transfer is carried out.

With the introduction of the Electronic Document Management System (EBYS) in 2013, administrations can instantly access the documents required for the unit. Necessary information and current legislation regarding the services provided by the units are



provided on their web pages. Electronic communication opportunities, Digital Announcement Boards and Web-Based Announcement and Event System are available for members, students and units through defined e-mail addresses. Before the information is published, it goes through the control process of the relevant upper units and is approved by the approval authority.

Information generated in our actively used information systems such as EBYS, Student Affairs Automation, Personnel Information System, Academic Information System, Housing Allocation Automation, Academic Survey System, Event Calendar, etc. are stored electronically and access to information is provided with Central Authentication System (CAS) authorization . In addition, the servers of all our information systems are hosted behind a firewall that is active 24/7 , and log records of all transactions are kept.

**How is the information management used by the institution to collect, analyze and report data on all its activities and processes operated?**

**b- How are the values of the key performance indicators that the institution must monitor collected and shared? How does the Information Management System support it?**

All student information (personal, demographic, success rates, etc.) is available and can be reported in the OBS system, which our university uses to manage educational activities.

Various surveys and polls are conducted on the Academic Survey System regarding the satisfaction and demands of our students and other stakeholders.

Our Academic Information System records all information about our academic staff, including research and development, publications, projects, and patents, and shares them on the web. In addition, this information is published collectively in various reports prepared annually.

The development of the Graduate Tracking System is ongoing. In our university's Faculty of Engineering, especially in departments accredited by MÜDEK, where and what our graduates do is shared on the web page upon their request. In this way, many useful information such as where employment opportunities are concentrated and providing assistance to students who will do internships is created. An example web page link for this situation is [http://web.fira.t.edu.tr/eemuh/mezun\\_liste.asp](http://web.fira.t.edu.tr/eemuh/mezun_liste.asp) . The implementation of such a study, which takes the Graduate Tracking System as a model, in other units of our university is among our goals in the future.

**How are the values of the key performance indicators that the organization must monitor collected and shared? How does the Information Management System support it?**

**c- How does the information system used in the institution support all other processes, especially quality management processes?**

In the OBS system, which our university uses to manage educational activities, all information about students (personal, demographic, success rates, etc.) can be found and

reported. Various surveys and polls are also conducted on the Academic Survey System regarding the satisfaction and demands of our students and other stakeholders.

Our Academic Information System records all information about our academic staff, such as research and development, publications, projects, and patents, and shares it on the web. In addition, this information is collectively published in various reports prepared annually. Similarly, our other electronic document systems provide great convenience and significant contributions in terms of monitoring and evaluating all academic and administrative assignments, quality correspondence, all activities, and student community activities.

**How does the information system used in the institution support all other processes, especially quality management processes?**

#### **Evidence**

- [Satisfaction Surveys- Academic Information System.docx](#)

**d-Is information regarding the institutional internal and external evaluation process collected at a pre-planned and announced frequency?**

At the end of each year, institutional internal evaluation reports (Annual Work Report) are requested from academic and administrative units, and these reports are discussed in authorized boards as university evaluation reports. The prepared annual activity reports are sent to the relevant authorities (Ministry of Finance, Court of Accounts and Higher Education Council). <http://strateji.db.firat.edu.tr/>

In addition to the annual Working Reports and the Internal Institutional Evaluation Report (KIDR), the University's Strategic Plan is also prepared every 5 years. FU internal evaluation processes are directed and monitored by the Strategy Development Department.

One of our units that went through the external evaluation process is our Veterinary Faculty and has EAEVE accreditation. Among our other units, MÜDEK accreditation in the Faculty of Engineering and UTEAK accreditation in the Faculty of Medicine have been completed, the accreditation of the Faculty of Engineering for the previous periods has been improved and our Faculty of Medicine, which was accredited for the first time in the region, has become one of the 24 accredited Faculty of Medicine in Turkey.

**Is information regarding the institutional internal and external evaluation process collected at a pre-planned and announced frequency?**

**How are the security, confidentiality and reliability of the e-collected data ensured and secured?**

All servers belonging to our information systems are hosted behind a firewall that is active 24/7, and log records of all transactions are kept. SOME (Cyber Incident Combating Team) has been established in the Information Technology Department to ensure the security of all electronic data within the institution, to develop an action plan against internal and external cyber attack threats, and to respond immediately to cyber attacks.

**How are the security, confidentiality and reliability of the collected data ensured and secured?**

In order to preserve and maintain institutional memory at our university, all official information and documents are archived and stored electronically. Information and documents can be accessed upon request.

**What practices are being implemented to preserve institutional memory and ensure its sustainability?**

#### **4. Quality of Services Provided Externally**

The quality of the services provided by our University from outside the institution is aimed at ensuring that all our staff and students perform their performance without errors and that the products are received by our University correctly, on time and in the right place.

**a-What are the criteria regarding the procurement process of administrative and/or support services received from outside the institution?**

The public procurement authority ensures the purchase of both quality and cost-effective goods and services through official tender rules and fair competition.

**What are the criteria for the procurement process of administrative and/or support services received from outside the institution?**

**b- How is the suitability and quality of these services received from outside the institution ensured and how is their continuity ensured?**

The suitability, quality and continuity of these services received from outside the institution are guaranteed by signed tender documents and contracts and are inspected by unit officials.

**How is the suitability and quality of these services received from outside the institution ensured and how is their continuity ensured?**

#### **5. Effectiveness and Accountability of Management, Informing the Public**

Our university shares current data regarding all its activities with the public in an impartial and objective manner.

**a- How and in what environments does the institution share with the public up-to-date data on all its activities, including education and training, research and development activities, as required by its responsibility to society?**

Firat University shares current data on all of its activities, including education, research and development activities, with the public and constantly updates this information within the framework of the institution's fundamental values of Transparency, Social Responsibility Awareness and Stakeholder Satisfaction.

Tools used to share data with the public:

- Institution's website
- Institution's Social Media Tools

Facebook: Firat University Rectorate Press and Broadcasting Directorate

- Firat News Newspaper (Our Communication Faculty's application newspaper)
- The institution's radio (Firat Radio) and television (Firat TV):  
<http://www.firatrad్యotv.com/>
- Printed and visual publications about the institution
- The Rector's National and Local Television Programs
- Rector's press conferences
- Rector's interviews

**How and in what environments does the institution share with the public up-to-date data on all its activities, including education and training, research and development activities, as required by its responsibility to society?**

**b-How does the institution ensure the impartiality and objectivity of the information it presents to the public?**

The up-to-dateness, accuracy and reliability of the information presented to the public is provided primarily by software that provides integration in correspondence and information circulation between in-house units, and is secured by the sufficient and secure IT infrastructure at our university, as well as by comparing and verifying shared information with data from different units. In addition, regular news and interviews in the written and visual press, as well as feedback from followers via social media (such as FÜ Facebook and Twitter accounts), provide some assurance for open and accurate information sharing.

**How does the institution ensure the impartiality and objectivity of the information it presents to the public?**

**c-How are the leadership qualities of corporate managers measured and monitored? What kind of practices are implemented to develop these competencies?**

The institutional culture, management experience and qualified personnel accumulation of our university, which has a history of 50 years, are a great advantage in determining the right administrators, and the manager determination processes are carried out on the basis of career and merit by using up-to-date evaluation systems.

**How are the leadership qualities of corporate managers measured and monitored? What kind of practices are implemented to develop these competencies?**

**d-What are the institution's policies and practices regarding accountability and transparency?**

Our university prepares booklets and publications covering periodic evaluations and holds regular meetings with the press and publication organizations. In addition, all activities and events are regularly shared with the public on the web pages of the units and through the announcement system.

The institution shares the information and document reports that need to be published to ensure accountability and transparency with the public on its website.

**What are the institution's policies and practices regarding accountability and transparency?**

## **6. CONCLUSION AND EVALUATION**

Our university is an institution with many years of experience since its establishment, with an established institutional structure and operational traditions, and has reached a very good level in terms of education and training activities, R&D studies and social contribution.

However, our deficiencies in Quality Assurance need to be addressed. For this purpose, work has begun on the preparation of the Quality Policy Document and its announcement to stakeholders. In this process, the preparation of our university's 2019-2023 Strategic Plan will contribute significantly to the development of quality studies and the harmonious execution of KIDR, Internal Control, and Strategic Plan studies.

In this context, there is a need to develop the concept of quality in all units of our university through unit-based meetings and to operate mechanisms that will ensure regular/periodic receipt of internal and external stakeholder contributions. For this purpose, with the help of activities to be carried out in line with the decisions to be taken by our Quality Commission in the new period, it is aimed to take our university one step higher in terms of internalizing the concept of quality and improving quality.