

Institutional Accreditation Report

FIRAT UNIVERSITY

Evaluation Team

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SUMMARY

1. Summary

It entered into force in our country upon publication in the Official Gazette dated 23 July 2015 and numbered 29423.

Higher Education Quality Assurance Regulation established within the scope of “Higher Education Quality Assurance Regulation”

Prof. Dr. Rıfkı, who was determined by the Council of Higher Education (YÖKAK) HAZIROGLU, Prof.Dr.Omur When

(TİMURCANDAY) Fırat University Institutional Accreditation Team, consisting of Prof. Dr. Ergül BERBER, Prof. Dr. Can DEMİREL, Prof. Dr. İdr KABALCI, Faculty Secretary Mesut Ramazan EKİCİ, Quality Coordinator Rüveyda AYDIN and Associate Degree Student Enes Berke ERTANA , held 10 online meetings via Zoom before the preliminary visit .

and the “Institutional Monitoring Program” held online in 2020 , Fırat University applied to YÖKAK for “Institutional Accreditation” and was included in the 2022 “Institutional Accreditation Program” evaluation process by the Board.

The team has prepared the Internal Institutional Evaluation Reports (KIDR) prepared by the University, Institutional Feedback

A Preliminary Visit was made on-site on 6-8 November 2022, taking into account the Notification Report (KGBR), Institution Monitoring Report (KİR), Strategic Plans, Administrative-Unit Activity Reports and Performance Reports and the web page.

Later, the Team held 2 online meetings again and carried out the Field Visit between 27-30 November 2022.

online meetings held after the field visit , was delivered to Fırat University on 19.12.2022.

The institution's 21-day response was sent to the team on 07.01.2023 (KAR), and was evaluated by the Accreditation Team in 2 online meetings and finalized in KAR . The report was unanimously accepted by the Team and sent to YÖKAK on 23 January 2023 .

It is believed that the evaluations made within the scope of the report will contribute to all parties, especially FIRAT UNIVERSITY, in terms of the work to be carried out in the future. We would like to thank YÖKAK for their great efforts in these processes and the top management, academic-administrative staff, students and external stakeholders of FIRAT UNIVERSITY for their sincere and constructive support in the process .

INFORMATION ABOUT THE INSTITUTION

Historical Development

Having a deep-rooted history, Fırat University started its educational activities in 1967 in Elazığ, a city with a rich cultural life. In the following years, it has become a higher education institution that has made significant contributions to the development of higher education in its region by opening higher education institutions in the districts of Elazığ, Bingöl, Muş and Tunceli provinces and Kemaliye district of Erzincan, and by training personnel for universities through its postgraduate activities.

A higher technical school was first opened in Elazığ in 1967 and in the same year in Ankara. The decision of the University Senate to establish the Faculty of Veterinary Medicine in Elazığ was taken by the National

Approved by the Ministry of Education. Higher Technical School was established in 1969 in Elazığ with the law numbered 1184.

It was transformed into the State Engineering and Architecture Academy (EDMMA), and the Faculty of Veterinary Medicine began education in 1970 under Ankara University. In order to bring together higher education institutions in Elazığ under a single roof, "Fırat University" was established on April 11, 1975, and began its activities within the framework of a structure consisting of the Veterinary, Science and Literature Faculties. In Fırat University, which was restructured with the Higher Education Law numbered 2547 and the Statutory Decree numbered 41, the Science and Literature Faculties were merged and named the Faculty of Science and Literature, while the EDMMA was transformed into the Faculty of Engineering and incorporated into the University in 1982. Since this year, many faculties, institutes, colleges and vocational schools have been opened in the city center of Elazığ, neighboring provinces (Bingöl, Muş, Tunceli) and districts (Muş-Malazgirt , Erzincan-Kemaliye) under the auspices of Fırat University, which is striving to become a regional university.

Corporate Information

Within Fırat University; **18 faculties** [Dentistry, Pharmacy (*no students*), Education, Science,

Humanities and Social Sciences, Economics and Administrative Sciences, Theology, Communication, Architecture, Engineering, Health

Sciences, Aquaculture, Sports Sciences, Technology, Technical Education (*not accepting students*), Medicine, Applied

Sciences (There is an establishment decision, it is not active) Veterinary Medicine]; **2 colleges** (Foreign Languages and Civil

Aviation); **a state conservatory** (no students in the Folk Dance department); **9 vocational schools** (Baskil, Elazığ OSB, Karakoçan, Keban, Health Services, Sivrice, Social Sciences Technical Sciences); **4 institutes** (Education, Health Sciences, Social Sciences, Science) **25 research centers** (12 Centers' Web pages are not active, and the active ones do not have sufficient information), a university hospital, a dentistry hospital, and an animal hospital.

2021 KİDR ; In these units, a total of 45665 students, 9523 of whom are associate degree, 30803 undergraduate degree, 5339 graduate degree, and 1862 academic staff, 1511 administrative staff, are carrying out education-training and R&D activities. According to the latest information obtained during the preliminary visit, there are 2045 academic staff, 3717 administrative and support staff and 40,598 active students (Associate Degree 8687, Bachelor's Degree 26432, Master's Degree 4359, Doctorate 1120).

According to the 2021 Administrative Activity Report; 7 Foreign Academic Staff (1 Prof. Georgia-Conservatory; 1 Lecturer Jordan-Technology Faculty; 1 Lecturer East Turkestan-Human and Social

Faculty of Sciences; 1 Lecturer; Kyrgyzstan- Faculty of Humanities and Social Sciences; 3 Lecturers

Officer; Syria-Faculty of Theology) is on duty. In addition, 1847 foreign students are studying at Fırat

, there are 1998 foreign students (Associate Degree 86, Bachelor's Degree 1583, Master's Degree 262, PhD 67) . According to the latest information obtained; It has bilateral

cooperation agreements with a total of 150 universities from 38 different countries (116 universities from 24 countries within the scope of Erasmus +; 34 universities from 14 different countries within the scope of Mevlana Program). Again, according to the 2021 Administrative Activity Report; 96 students went abroad within the scope of Erasmus + in 2020-2021, 53 students went abroad during internship mobility; 7 students and 6 students came to Fırat University during internship mobility. 34 academic staff went abroad during teaching mobility and 57 academic staff visited Fırat University during training mobility; 1 academic staff visited Fırat University within the scope of teaching mobility and 2 academic staff visited Fırat University within the scope of training mobility. In accordance with the decisions taken by the YÖK Executive Board in its meetings dated 18.03.2020 and 20.01.2021, it was deemed appropriate to stop the mobility within the scope of the planned Mevlana Program, and therefore no mobility took place.

In the “Higher Education Mobility Consortium Accreditation” submitted to the National Agency, it was among the 9 universities accredited within the scope of the “European Union Ka130 Projects”. Fırat University;

Its mission;

“ To raise individuals who are qualified in the field of education and research, prioritize scientific and ethical values, continuously improve themselves in the professional field, take into account the expectations of their stakeholders, and have a sense of social responsibility, and to contribute to the development of our country by producing science, art and technology at national and international levels ” has undertaken as a duty.

His vision;

" a respected research university that pioneers change and development in the fields of education, research, technology and community service, and produces competitive and result-oriented national and international projects ."

Core Values;

Quality: *Our university attaches importance to quality, internalization and continuity of quality in its education, research and administrative activities.*

Transparency: *Transparency and accountability in management activities, as well as maintaining a sense of trust between individuals and units, are essential.*

Commitment to Ethical Values: *One of our core values is to fulfill our duties in line with our mission and goals, in accordance with ethical rules, fairly, honestly, respectfully and on time .*

Participation: *In order to achieve quality and successful management, ensuring the participation of internal and external stakeholders in the execution of work is one of our basic principles .*

Student Focus: *Our core values include working to continuously increase student satisfaction, involving students in decision-making processes, conducting education in a student-centered manner, and ensuring continuous improvement through feedback from students.*

Social Responsibility Awareness : *Fulfilling our responsibilities regarding priority issues related to our province, region and country is one of the fundamental values of our University.*

Environmental Awareness: *Utilizing renewable energy sources, protecting natural beauties and spreading recycling awareness and practices within our University are among the fundamental values of our University.*

Productivity: Our basic principles *include successfully and effectively carrying out our basic duties, carrying out/taking part in activities that will benefit society and our stakeholders, and ensuring the continuity and increase of the added value provided by our University .*

Looking to the Future

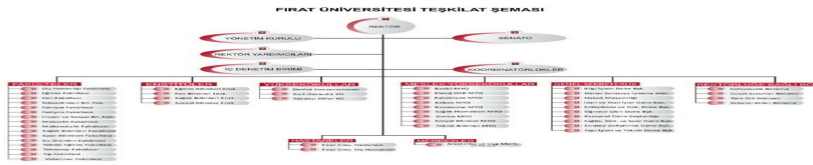
As Firat University, our primary goal is; “ *to carry the university to the top ranks among universities in our country and the world within the framework of a management approach that values the expectations of its stakeholders with the awareness of a university with a strong institutional structure and international recognition, and aims to serve the society with the information, technology and social responsibility projects it produces. With the ever-changing and growing structure of the university, it provides quality education to our youth, who are the assurance of the future, and prepares them for the future. In addition, it strives to meet the social, cultural and sports needs of its students and personnel by using its resources in the best and most efficient way. The main components of achieving this goal are; to train qualified individuals who are entrepreneurial, innovative, socially responsible, care about environmental values and have high self-confidence, and to bring competent personnel to the university in the field of science and technology .”*

also stated that “*The 2019-2023 Strategic Plan is a road map prepared by taking into account the principles and values on the way to achieve Firat University’s mission and vision. The new targets that emerged as a result of the university’s experiences and accumulations and the work to be done in the coming periods are clearly set forth in the plan .”*

Organizational Structure

A university is a higher education institution consisting of faculties, institutes, colleges and similar institutions and units that provide high-level education, training, scientific research, publication and consultancy with scientific autonomy and public legal personality. The academic and administrative organizational structure of universities is determined by the Higher Education Law No. 2547 and the Academic Organization Regulation in Universities, while the administrative units are determined by the

It is determined by the Decree Law on the Administrative Organization of Higher Education Institutions and Higher Education Supreme Organizations. The organization of the university is also structured within the framework of this legislation. The current capacity of the university has been developed by analyzing the competence level of human resources, institutional culture, technology and information infrastructure, physical and financial resources.



A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

A.1. Leadership and Quality

A.1.1. Management model and administrative structure

Firat University, Law No. 2547 on Higher Education and Academic Practice in Universities

It operates with an organizational structure structured within the framework of the Organization Regulation and the Law on the Administrative Organization of Higher Education Institutions and Higher Education Supreme Organizations in administrative units. The Senate and the University Executive Board, which are affiliated to the Rectorate at Firat University, have been determined as the decision-making bodies of the university. The institution's organizational chart has been published and announced on the web page (<https://www.firat.edu.tr/tr/page/menu/organizasyon-yapisi-4054>).

Affiliation/reporting relationships have been defined in the organizational chart. The administrative units in the institution are shown in the organizational chart as affiliated to the General Secretariat, and it is stated in the University's 2019-2023 strategic plan that the Secretary General is responsible to the Rector. In addition, the Internal Audit Unit is also specified as a control element in the organizational chart. Job descriptions and workflows have been published on the web page of the University Quality Coordination Office. A total of 11 boards are listed under "Boards" and a total of 31 committees are listed under "Committees" on the university's web page. However, no information could be found on the website regarding who the boards and commissions are composed of and how stakeholders are represented. No supporting evidence was provided on this issue in the requested additional evidence. In addition, no regulation or directive was found regarding the definition of these boards and commissions, how representation is provided and how their operation is secured. Job descriptions and workflows have been created in the institution. The job descriptions and workflow diagrams created have been published on the institution's website and it has been observed that they have been made known to stakeholders.

A.1.2. Leadership

The determined leadership of the university's senior management in the studies within the scope of strategic planning and quality assurance in the institution has been appreciated. The determined attitude of the senior management in the dissemination and adoption of the institution's quality culture is the strong point of the institution. The establishment of the quality assurance system and quality culture in the university has been secured with the "Quality Assurance System

Directive". In the organization chart of the quality assurance system in the university, (<http://kalite.koord.firat.edu.tr/page/8875>) The quality representative, quality commission, external stakeholders, under the responsibility of the vice-rector, reporting to the rector, are specified, and the "Sub-Commissions" reporting to the quality commission are shown. The institution has established a Quality Coordination Department, and the fact that unit quality ambassadors have been defined to disseminate the quality assurance culture has been evaluated as a strong aspect of the institution. On the other hand, the practices carried out to internalize the quality assurance culture in the institution are limited. However, no evidence has been found regarding the monitoring and evaluation of the formation of the quality assurance culture and the improvements made by taking precautions.

A.1.3. Institutional transformation capacity

The institution has the management competence to ensure the necessary adaptation within the higher education ecosystem. In the preparation of the 2023-2027 strategic plan, environmental analysis and SWOT analysis were conducted to define the institution's future goals and objectives. However, no change management model was found in the institution to improve the desired outputs in line with the goals and objectives, to reduce undesirable effects, and to improve the quality management system conditions that may affect stakeholder satisfaction and service quality.

A.1.4. Internal quality assurance mechanisms

In order to popularize quality processes in the University, Quality Commission and quality sub-commissions have been established and the Quality Policy has been defined. In order to support the quality commission in carrying out quality assurance activities, quality ambassadors have been determined in academic units, administrative units and research centers, and their duties and responsibilities have been defined in the Quality Assurance System Directive. In addition, a quality handbook has been created and published on the Quality Coordination Office's website. As of 2021, academic units have started to prepare Unit Internal Evaluation Reports as an internal quality assurance mechanism in the institution. However, Unit Internal Evaluation Reports have not yet been shared with the public. A wide range of information management systems, including Student Information System, Academic Information System, Graduate Information System, Personnel Information System, Library Catalog Search systems, are used to fulfill the functions of the institution. However, except for some of the information management systems used, integration with each other is limited and it has been determined that the integrated Information Management System (BYS) for the operation of the Internal Quality Assurance System in the institution is not used. In addition, PUKÖ cycles have not been defined in the institution and processes have not been determined based on the quality assurance calendar. In order to ensure the sustainability of continuous improvement in all processes of the institution, it has been observed that improvements are limited in line with the monitoring carried out for the closure of PDCA cycles. Although there is a handbook covering administrative quality processes, the preparation of a separate handbook specific to the institution that regulates academic quality studies will contribute to the improvement of quality practices in the institution. In addition, it

has been observed that awareness of the operation of PDCA cycles in the institution is limited. It has been observed that the participation of stakeholders in the processes for the operation of PDCA cycles in the institution is limited and that periodic defined practices for ensuring stakeholder participation are insufficient.

A.1.5. Public information and accountability

Within the scope of "Transparency and Adherence to Ethical Values", which is among the institution's core values, the institution shares data on all its activities, including education and training, research and development activities, with the public on the web. In the examination carried out, it was determined that the University Activity Reports on the institution's official website will be published by the Senate and University until the 2021-2022 academic year.

Board of Directors Decisions, Strategic Plan Monitoring Reports and Strategic Plan

It is seen that the Evaluation Reports have been published. Although the Institutional Internal Evaluation Reports and Institutional Feedback Reports have been published on the Quality Coordination Office website, the decisions taken by the Quality Commission and the meeting minutes, BIDR reports and FUGBR reports have not been shared. In addition, no evidence has been found regarding a defined process that ensures the impartiality and objectivity of the information presented on the university website and that has continuity. No evidence has been found regarding monitoring and improvements made in line with the receipt of stakeholder feedback regarding the institution's public information and accountability.

Management model and administrative structure

Maturity Level: The institution's management model and organizational structure operate in a way that covers all units and areas.

Leadership

Maturity Level: There are effective leadership practices that support the development of the quality assurance system and culture throughout the organization.

Institutional transformation capacity

Maturity Level: The need for change in the institution has been determined.

Internal quality assurance mechanisms

Maturity Level: The internal quality assurance system is implemented throughout the institution in a transparent and holistic manner.

Public information and accountability

Maturity Level: The institution operates public information and accountability mechanisms in line with its defined processes.

2. Mission and Strategic Objectives

A.2. Mission and Strategic Objectives

A.2.1. Mission, vision and policies

The mission of the institution is defined as “ *To raise qualified individuals in the field of education and research, prioritize scientific and ethical values, continuously improve themselves in the professional field, take into account the expectations of their stakeholders, and have a sense of social responsibility, and to contribute to the development of our country by producing science, art and technology at national and international levels .*” The vision of the institution is defined as “ *To be a respected research university that leads change and development in the fields of education, research, technology and community service, and produces competitive and result-oriented national and international projects .*” The institution’s quality assurance policy is also shared with the public on the Quality Coordination page of the institution’s website and is specified in the 2019-2023 strategic plan. Although the institution emphasizes education, research and development, and social contribution in its quality assurance policy, there is no policy document regarding education, research and development, social contribution, internationalization and distance education. On the other hand, it has been determined that there is room for development in terms of ensuring stakeholder participation in the preparation of the quality assurance policy. No data has been reached on the concrete results of the institution’s quality assurance policy and the effects reflected in the practices.

A.2.2. Strategic goals and objectives

It has been observed that there is a strategic plan culture and tradition in the institution. After the 2014-2018 strategic plan, the institution has implemented the 2019-2023 strategic plan. The institution's strategic plans have been published on the Strategy Development Department web page. In the 2019-2023 strategic plan, the evaluation of the previous strategic plan was made only with the statement "The objectives and targets in the current strategic plan have been achieved sufficiently" in Table 39 of the 2019-2023 strategic plan. In the 2019-2023 strategic plan, the objectives listed below have been determined under five headings and performance indicators have been determined.

Objective 1: Improving the Quality of Education and Social Life

Purpose-2: Developing Scientific Research Activities

Purpose-3: Improving Community Services

Goal-4: Strengthening University-Public-Private Sector Collaboration

Objective-5: Strengthening the Institutional Structure

The institution's 2019-2023 strategic plan was determined by taking into account the United Nations Sustainability Goals and the plan is monitored every year with an activity report. It was observed that stakeholder participation in the preparation of the strategic plan was limited. The results for the strategic goals were achieved with the practices carried out in line with the institution's mission and vision. Accordingly, the institution declared in the "Performance Indicator Report" that it achieved 64.09% of its targets for education and training activities in its strategic plan, 78.47% of its targets for research activities, 44.28% of its targets for administrative activities, and 68.58% of its targets for social contribution activities . Although the institution stated that it had determined its targets in a way that would allow the necessary improvements to be made in line with the current strategic plan monitoring and evaluation reports while preparing the 2023-2027 strategic plan, it was observed that the targets in the 2023-2027 strategic plan were limited regarding the open-ended aspects of the previous strategic plan. In addition, the annual monitoring should be

systematically evaluated with stakeholders and the necessary improvements should be made.

A.2.3. Performance management

The performance indicators included in the institution's Strategic Plan are systematically monitored with the strategic plan and the defined institutional general performance indicators in 6-month periods . It has been understood that the institution performs its performance management by collecting data from the relevant units. In addition, it is pleasing that the annual performance programs of the institution have been published. Despite this, it has been observed that the improvements made as a result of the monitoring have been limited. In addition, the fact that the key performance indicators that will determine the status of the targets in the monitoring of the institution's strategic plan have not been determined has been evaluated as a direction open to development.

Mission, vision and policies

Maturity Level: The institution has a defined and institution-specific mission , vision and policies.

Strategic goals and objectives

Maturity Level: The institution has a holistic strategic plan that is adopted by all units and known by its stakeholders, and practices that are compatible with this plan.

Performance management

Maturity Level: There are performance management practices spread throughout the organization .

3. Management Systems

A.3. Management Systems

A.3.1. Information management system

To carry out and secure the administrative and operational processes in the institution, Personnel Information

It has been observed that many information management systems are being used for different purposes such as System, Student Information System, Electronic Document Management System (EBYS), Distance Education Portal (UE), Infrastructure Projects Management Portal (BAP) etc. During the field visit, it was stated by the institution personnel that the integration of these systems with each other was limited. The awareness and motivation of the senior management towards the establishment of an integrated information management system within the scope of the digital transformation studies initiated in the institution was appreciated.

A.3.2. Human resources management

From the information provided in the institution's KİDR 2021 report, it was observed that only the process for the appointment and promotion of academic staff was defined in the institution regarding the management of human resources and that it was secured with the 'Directive on Promotion and Appointment to Academic Membership'. It was determined

that job descriptions regarding the management of human resources were created in the institution and their awareness was ensured. However, no evidence was found regarding policies regarding human resources management in the institution. In addition, no evidence was found regarding a systematic practice regarding measuring and evaluating employee satisfaction and making necessary improvements in the institution. Although KİDR 2021 stated that "Education and merit are the primary criteria and increasing competencies is the main goal", it was determined that the implementation of systematic training of trainers and in-service training practices aimed at increasing the competencies of human resources with defined processes is open to development. In addition, it was observed that there is a direction open to development regarding the development of defined processes to monitor and reward the performance of administrative staff in the institution.

A.3.3. Financial management

It has been observed that the institution manages its financial resources in accordance with the Public Financial Management and Control Law No. 5018. The university has been sharing its budget practices for the first six months of the year, expectations and targets for the second six months, and its activities with the public in the Institutional Financial Status and Expectations Report published since 2020. In addition, it has been observed that the institution distributes expenses according to 5 types of economic classifications (1. Personnel Expenses, 2. State Premium Expenses to Social Security Institutions, 3. Goods and Services Purchase Expenses, 4. Current Transfers, 5. Capital Expenses). The institution's budget revenues consist of Enterprise and Property Revenues, Donations and Aids Received, Special Revenues and Other Revenues. Since it is a public university, the management of financial resources, management of movable and immovable resources, and their effectiveness are carried out in accordance with the relevant legislative provisions and processes, like other public institutions. Planning, implementation, monitoring, reporting and improvements of financial resources in the institution are carried out through the Strategic Plan, Administration Performance Program, Budget, Investment Program and Administration Activity Report prepared in accordance with Law No. 5018. The institution publishes "Administrative Activity and Financial Status Reports" on the relevant administrative unit web page in order to improve the effective, economical and efficient use of resources within the framework of financial transparency and accountability principles.

A.3.4. Process management

The institution publishes quality documents on the Firat University Quality Coordination Office web page as required by the TSE ISO 9001:2015 Quality Management System. Administrative processes have been defined in the institution and workflow diagrams have been created. Processes, Procedures, Organizational Charts, Job Descriptions and Workflow Diagrams as FÜKAK Documents are listed on the institution's website. However, not all of these documents on the website are accessible. However, although 4 main processes (Leadership, Management and Quality Main Process, Education and Training Main Process, Research and Development Main Process, Social Contribution Main Process) have been defined within the scope of YÖKAK KİDR criteria, sub-processes have not been defined. In addition, no document has been found in which the processes covering all academic and administrative operations in the institution, the persons responsible for these processes and performance indicators are defined as a whole. There has been no sufficient evidence found for monitoring and improving the processes regarding standard applications and quality assurance in the institution. The fact that the

process management model in the institution is limited to administrative units only and that the process management model integrated with quality processes is not implemented is considered as a direction open to development.

Information management system

Maturity Level: Information management systems have been established in the institution to support the acquisition, storage, use, processing and evaluation of corporate information.

Human resources management

Maturity Level: Applications are carried out in accordance with defined processes in line with human resources management throughout the institution.

Financial management

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

Process management

Maturity Level: Defined processes are managed throughout the organization.

4. Stakeholder Participation

A.4. Stakeholder Participation

A.4.1. Internal and external stakeholder participation

Within the scope of internal quality assurance in the institution, stakeholders have been defined and prioritized. In order to ensure the participation of internal stakeholders in the processes in the institution, two mechanisms are used, namely “Open Door System” and “You Have Your Say Platform”. However, there is no defined process for ensuring the effectiveness, institutionality and continuity of stakeholder participation in the institution. In addition, it has been observed that the participation of internal and external stakeholders in the processes is limited. It has been positively received that external stakeholders cooperate with the university, and various studies are carried out in terms of education and training, research and development, and social contribution. It has been observed that the reflection of stakeholder views in the decision-making mechanisms in the institution and monitoring and improvements regarding the provision of stakeholder participation have been partially carried out.

A.4.2. Student feedback

It was understood that student feedback in the institution is only received through the Course Evaluation Survey applied at the end of each academic term. In the interviews conducted with the students, it was evaluated that the communication channels are always open for the students to convey their suggestions and requests if they request, and that the university's senior management and academic staff are easily accessible. It was observed that feedback from students is received through meetings and interviews with services such as academic consultancy service on an academic unit basis, but it is not reflected in decision-making. It was observed that the mechanisms for systematically receiving student feedback in the institution are limited. In addition, the development, monitoring and

improvement of the mechanisms for receiving student feedback were evaluated as a direction open to development.

A.4.3. Alumni relations management

In order to communicate with graduates, to follow their employment status and to support graduates in finding a job, a graduate tracking system has been established under the responsibility of Firat University Career Planning Application Research Center. Graduate contact information is updated in the graduate tracking system with surveys applied to graduate students. Institutional social media accounts are also used in Firat University to reach more graduates. In addition, it has been determined that there are areas open to development in terms of feedback received from graduates and implementation of solution suggestions regarding these within the scope of monitoring program outcomes.

Internal and external stakeholder engagement

Maturity Level: The institution has plans to ensure stakeholder participation in the PUKÖ layers of quality assurance, education and training, research and development, social contribution, management system and internationalization processes.

Student feedback

Maturity Level: Student feedback is received throughout the programs (at the end of each semester or each academic year).

Alumni relations management

Maturity Level: Graduate tracking system applications are available across all programs in the institution.

5. Internationalization

A.5. Internationalization

A.5.1. Management of internationalization processes

the institution has stated in its mission that it undertakes to contribute to the development of our country by producing science, art and technology at national and international levels, it does not have a general policy on internationalization . The ERASMUS+ Policy has been published on the website of the institution's External Relations Unit Coordination. However, the institution's focus and goals within the scope of ERASMUS+ have not been defined in the ERASMUS+ policy. In addition, the institution's goals and goals regarding internationalization have not been included in the " Internatilizatıon Strategy (Internatilizatıon Plan of Firat University)" document published on the External Relations Unit website. On the other hand, in the 2019-2023 strategic plan, under the goal 1 of "Improving the Quality of Internationalization ", the performance indicators of "Number of graduate programs providing foreign language education, number of foreign students, number of participants in student and faculty exchange programs" have been defined. It is important to clearly state the internationalization goals of the institution in line with a specific focus and to relate these goals to the institution's education-training, research-development and social contribution functions.

in KIDR2021 that the internationalization processes are carried out by the External Relations Unit Coordination. However, no regulation other than the ERASMUS+ directive belonging to the coordination office was observed. The mission and vision of the unit also stated only the mission and vision related to the EU Education Programs. There is no strategy regarding the establishment of international collaborations in the institution, providing education and job opportunities for international students and academic staff in the institution, organizing international congresses, seminars, etc., solving problems related to cultural differences related to internationalization , insufficient scholarships, and contributions to be made to the country in this field. Although there is no organizational structure related to the management of the internationalization process in the institution , the workflows on the External Relations Unit's website cannot be accessed. No information could be obtained regarding the transparency and inclusiveness of the processes related to internationalization in the institution.

A.5.2. Internationalization resources

The internationalization processes (ERASMUS+) in the institution are carried out by the External Relations Coordination Office. It was observed that the financial resources related to Erasmus + Exchange programs in the institution were provided by the EU. However , no evidence was found regarding the monitoring and improvement of the resources allocated to internationalization , and it was observed that the PUKÖ cycle remained in the planning and implementation stages in the management of internationalization processes.

A.5.3. Internationalization performance

The institution has stated that internationalization is planned only as student mobility . Foreign students are accepted with “FÜ YÖS” organized and coordinated in different countries. In addition, there are joint collaborations, projects and protocols, and practices on internationalization with various institutions and organizations. For example, it is pleasing that there is an International Joint Degree Program (UOLP) between Sam Houston University and Fırat University in the United States . Performance management on internationalization is evaluated within the framework of the strategic plan and performance evaluation is carried out with 6-month and annual reports. Internationalization performance in the institution is monitored with 3 performance indicators specified in the strategic plan. In the 2021 activity report, it was stated that there was a deviation in the target regarding Target 1.4. Development of internationalization quality , “The number of graduate programs providing foreign language education and the number of foreign students did not reach the targeted value. As a precaution against this deviation, it was stated that "Seminars encouraging foreign language education should be organized, international university promotion should be increased, additional opportunities should be provided to foreign students, and priority should be given to the employment of faculty members who can provide education in a foreign language." In line with this goal, the lack of necessary policies and practices regarding foreign language education was evaluated as an area open to development.

Management of internationalization processes

Maturity Level: The organizational structure regarding the management of internationalization processes in the institution has been completed and operates in a transparent, inclusive and participatory manner.

Internationalization resources

Maturity Level: The institution's internationalization resources are managed by considering the balance between units.

Internationalization performance

Maturity Level: There are internationalization activities spread throughout the institution .

B. EDUCATION AND TRAINING

1. Program Design, Evaluation and Update

B.1. Program Design, Evaluation and Updating B.1.1. Design and Approval of Programs

The design and approval process of education and training programs at Firat University is carried out based on the objectives and learning outcomes of the programs, their compliance with TYYÇ, and the relevant legislation, procedures , commissions, faculty members and student feedback, and based on the relevant board decisions. It is noteworthy that the Education Programs Evaluation Commission and Education Commission have been established and are carrying out their work in line with the defined process within the framework of the directive. It is seen that the documents to be used in the design and approval process of the programs are being tried to be standardized.

Which programs or courses will be offered via distance education/ hybrid method is determined by the relevant department boards, Education Commission, Senate Decisions and in accordance with the Procedures and Principles Regarding Distance Education in Higher Education.

The first objective in the strategic plan of the university has been determined as “Increasing the Quality of Education-Training and Social Life”. Within the scope of this objective; “Improving the quality of education-training”, “Improving the physical infrastructure related to learning”, “Developing the physical infrastructure related to social life”, “ Developing the quality of internationalization ”, “Establishing new units to create different options in education” have been established. In order to measure these objectives, five performance indicators have been determined: Student satisfaction rate with education-training , Number of award-winning and externally supported undergraduate graduation projects, Number of project-supported postgraduate theses, Number of accredited educational programs, Number of departments/programs providing entrepreneurship education. Increasing the number of accredited programs is included among the criteria in article 1.1.4. In the Faculty of Engineering, five programs namely Electrical-Electronics Engineering (N.E.) and (E.E.), Civil Engineering (N.E.) and (E.E.), Mechanical Engineering (N.E.) are accredited by “MÜDEK”; Four programs in the Faculty of Education, namely Science Education, Art Education, and Classroom Education, have received “EBDAD” accreditation; the Faculty of Veterinary Medicine has received “VEDEK” accreditation, and the Faculty of Medicine has received “TEPDAD” accreditation. Social Studies Education and Mathematics Education in the Faculty of Education are preparing to apply for accreditation. In the 2021 KİDR, it was stated that the program designs were discussed in the University Education Commission after being approved by the unit boards with stakeholder participation according to the program objectives and outcomes in accordance with the Bologna process and clarified by the Senate decision.

When the evidence is examined, it is seen that the procedure was carried out as specified in the KİDR . Although there is an Education Commission Directive, the Education Programs Evaluation Commission Directive specified in the field visit was not encountered.

It is stated in the Institution's Internal Evaluation Report and Activity Reports that importance is given to stakeholder opinions. It is understood from the interviews and observations made during the field visit and the documents mentioned as evidence that stakeholders were interviewed and came together in different meetings. Faculty of Veterinary Medicine, Faculty of Education, Faculty of Aquatic Products, Faculty of Economics and Administrative Sciences, Technology

Faculty, Health Sciences Institute, Social Sciences Institute, Social Sciences Vocational School, Kovancilar Vocational School, Sivrice Vocational School stakeholder meetings can be given as examples. Stakeholder meetings held include promotion, information, web page, internship opportunities , field studies, visits within the scope of the course, chat meetings, career meetings , etc. rather than curriculum design studies, planning and improvements.

It is observed that in accredited programs, program design studies are carried out more systematically than other units by taking the opinions of internal and external stakeholders. For example, it was observed that monitoring and evaluations were carried out in the Faculty of Veterinary Medicine and that the PUKÖ cycles were completed. However, when the evidence presented was examined and the observations made during the field visit, it was concluded that there was no systematic and programmed data collection system for each program throughout the institution, and that the evaluations were not carried out together with the stakeholders and reflected in the improvement system.

interdisciplinary programs has been determined by the "Fırat University Interdisciplinary Graduate Programs Directive" . One of the strengths of the University is that interdisciplinary course selection in the institutes can be made with the approval of the advisor.

B.1.2. Percentage of course distribution in the program

associate , undergraduate and undergraduate programs at Fırat University are created according to the relevant regulations, procedures and principles. It has been stated that attention is paid to the qualifications of the relevant teaching staff, course loads, the place of the course in the department program, and whether it is included in the curriculum in the course distribution. However, no information is provided on whether the balance of compulsory, elective and theoretical practice course distributions is observed in the curriculum. When the regulation is examined, no information is found on the distribution of elective courses. The course information package has been prepared and shared with the public under the "Information Package". In the 2021 KİDR, B.1.2.1. Turkish Higher Education Qualifications Framework Graduate Departments, B.1.2.2. About Bologna Programs, B.1.2.3. Bologna Undergraduate Qualifications, B.1.2.4. Bologna Program Qualifications are shown as evidence regarding course distribution. However, in this evidence, the percentage of course distribution, theoretical, technical, cultural, practical, departmental, and free elective courses are not clearly stated. The program structure is not fully explained . In this context, there is evidence that the suitability and functionality of the course information packages developed are monitored and improvements are made. could not be reached . Also, within the scope of the requested evidence, MÜDEK, FEDEK, TEPEAD VEDEK

Accreditation Criteria are shown. It is understood that the units that receive accreditation determine their curricula according to these criteria . However, this evidence does not clearly explain the balance of course distribution in the programs in terms of curricula at Fırat University.

Regarding the course distribution in 2021 KİDR, B.1.2.1. Turkish Higher Education Qualifications Framework Graduate Departments, B.1.2.2. About Bologna Programs, B.1.2.3. Bologna Undergraduate Their qualifications, B.1.2.4. Bologna Program Qualifications are shown as evidence. However, the percentage of course distribution, theoretical, technical, cultural, applied, departmental, free elective courses are not clearly stated in this evidence. The program structure is not fully explained. In this context, evidence has not been obtained regarding the suitability and functionality of the developed course information packages and the fact that improvements have been made. In addition, MÜDEK, FEDEK, TEPDAD VEDEK Accreditation Criteria are shown within the scope of the requested evidence. It is understood that the units receiving accreditation determine their curricula according to these criteria . However, this evidence does not clearly explain the course distribution balance of the programs in terms of curricula at Fırat University.

B.1.3. Compliance of Course Outcomes with Program Outcomes

In the Bologna Information System, the learning outcomes of the courses are defined and their matching with the program outcomes is done on the document. It is also stated in the KİDR that the outcomes are defined according to the cognitive, affective and motor levels. However, when the courses are examined in the information package, it is seen that the outcomes of some courses are expressed in a single item and do not provide the specified cognitive, affective and motor levels.

When the information package is examined, for example, under the title of Science Institute Science Department Program - type of education (purposes) goals, goals and objectives are specified with one sentence and the given link does not work. Under the title of "About the Program", in the Program Information section, there is short information on Language, Duration, Maximum Duration, Quota, Internship Status, Program Content, History, Degree Earned, Admission Conditions, Graduation Conditions, Employment Opportunities, but there is no information on Transition to the Next Level, Measurement and Evaluation. When these headings are entered on the left side of the page, only one link is given under the titles of Program Profile, Program Qualifications, Transition to the Next Levels, Recognition of Prior Learning, Qualification Conditions and Rules, Program Qualifications and the link does not open.

In the Faculty of Education, program information is listed under relevant headings and the eight-semester program can be viewed.

There is no definition on how to examine non-field specific course outcomes. It is seen that the relationship between course outcomes and program outcomes is evaluated in the units receiving accreditation in the Faculty of Engineering with the student course evaluation survey, new graduate survey, Faculty of Medicine Board exam analysis-Bologna relationship matrix, and the School of Foreign Languages new graduate survey under the scope of continuous improvement of the MÜDEK 4th Criterion.

As stated in the 2021 KİDR, it has not yet been structured to monitor how the harmony of course achievements with program outcomes contributes to students' knowledge, skills and competence, and it has been stated that it will be measured with the system prepared by FÜZEM and Student Affairs Department, Information Processing Department, and this situation is seen as an area open to development. In this section, regulations are given as evidence, and information and evidence regarding systems developed outside of improvements and standards, where the suitability and functionality of the developed course information packages are monitored, could not be reached.

B.1.4. Course design based on student workload

It is stated that the programs at the university are designed based on a student-centered and active learning approach. It is stated that ECTS is used, included in the information package

and shared. The calculation criteria for ECTS credits of the courses included in the information package are included.

It was seen that it received the ECTS label and diploma supplement label in 2013. Receiving the ECTS Label is considered important in terms of creating infrastructure.

It has been determined that the “Workload Determination Survey” developed in 2011 was also used for the 2021-2022 Academic Year. However, there is no defined and systematic process regarding the use of this data collection tool.

ECTS credits are determined by the relevant commissions of the units. Based on the Bologna system, the activity and workload according to which ECTS credits are calculated is formulated in the information section of each course on the web page. All the time spent by students for applications, homework projects, internships, etc. is included in the workload calculation and ECTS calculation is made.

When the course programs are examined, it is seen that in some departments/programs, semester ECTS credits,

(e.g. Department of Computer and Educational Technologies, Department of German Language and Literature of the Faculty of Humanities and Social Sciences) exceeds 30 ECTS . Within the scope of the Bologna system, it is recommended that each semester workload be determined as 30 ECTS and the annual workload as 60 ECTS. If the workload of a semester is, for example, 34 ECTS, it is appropriate to evaluate the workload of the next semester as 26 ECTS. A similar situation is the case in many programs. In addition, it was observed during the field visit that there was limited awareness of ECTS among the faculty members within the institution.

It is understood that the success measurement and evaluation methods of the Engineering Faculty MÜDEK, the Veterinary Faculty VEDEK and EAEVE, the Medical Faculty TEPDAD and the Education Faculty (Science Education, Art and Crafts Education, Classroom Education, Turkish Language Education departments) are checked within the scope of EPDAD Accreditations. However, no studies have been found regarding the systematic calculation, monitoring and updating of ECTS by taking the opinions of internal and external stakeholders in other departments without an accreditation certificate.

B.1.5. Monitoring and updating programs

It is stated that in order to ensure that the educational objectives are achieved and that the needs of the students and the society are met , the monitoring and updating of the programs are ensured with the data received from students, graduates and various institutions and organizations of the society, statistics kept on the end-of-term student achievements, Erasmus +, Mevlana and Farabi programs and the harmonization policy, diploma supplement, information meetings for students and other activities. It is stated that the decisions of the education committees are monitored and updated with the program committees, and the up-to-dateness of the departments is announced to the stakeholders with the meetings, workshops and symposiums held with the stakeholders .

Within the scope of program monitoring update, accredited programs of the Faculty of Engineering in 2013,

It has been determined that the 2016, 2019, 2021 old graduate survey, new graduate survey, 2019-2020 Academic Year employer satisfaction survey, 2021 Academic Year employer manager survey were conducted and the Education Commission Evaluation Report was prepared regarding the latest survey results. However, the monitoring-improvement relationship, and in which areas, if necessary, what kind of improvements monitoring leads to, could not be determined. Systematic and defined periodic arrangements regarding these practices could not be observed.

It is understood that in accredited programs, program review activities are carried out as a result of evaluations made by program coordinators and other committees established within the program for this purpose. Written board decisions are presented as evidence. It

is stated that graduates are also monitored according to their success rates in national and professional exams, employment rates, workplace success and promotions as an indicator of whether the programs meet the needs.

During the interviews and observations made during the field visit, it was observed that these studies were not widespread in all units of the institution. Therefore, it can be stated as a side open to development.

End-of-term course evaluation surveys can provide certain amounts of data regarding the monitoring of programs if they are conducted regularly and systematically in all programs. However, it is important to evaluate this data and ensure its effective and widespread use at the institution level in updating programs.

It has been observed that effective and defined activities are not carried out in terms of monitoring and updating programs other than accredited programs. The number of accredited programs can be increased and the monitoring and updating of programs can be done by obtaining the opinions of internal and external stakeholders.

B.1.6. Management of Education and Training Processes

In the structuring of academic units related to education and training at Firat University, the "Higher Education Law No. 2547" and the "Regulation on Academic Organization in Universities" are taken as basis. A structuring has been established within the framework of the procedures based on the relevant legislation in process management. In order to ensure functionality, in addition to the associate degree - undergraduate - graduate education and training guidelines at the university level and unit level, it is seen that the senate principles regarding exams, common courses (Mathematics, Physics, Chemistry, Statistics, Atatürk's Principles and History of Revolution, Turkish Language and Foreign Language), summer school, specialization, foreign language education, interdisciplinary graduate programs guidelines have also been established and published on the web page.

It is stated that decision-making, planning, organizing, communicating, coordinating and evaluating processes are used effectively in all boards, commissions and units in order to develop a holistic system. However, a systematic and defined, consecutive process map regarding the functionality and effectiveness of this holistic structure could not be observed.

Firat University has established an education commission to manage and evaluate education-training processes in a holistic manner. The main purpose of the education commission is to provide the Senate with an opinion on the compliance of the changes in education-training practices or new application proposals of Firat University's faculties, institutes, colleges and vocational schools and other education-training focused units with the legislation, the University's Strategic Plans and the management's action plans.

The organizational structure, working method, duties and responsibilities of the Commission are clearly stated in the "Firat University Education Commission Directive". The establishment of an Education Commission and a defined directive is extremely positive.

Design and approval of programs

Maturity Level: In line with defined processes; Programs designed and approved throughout the institution are carried out in accordance with the objectives and learning outcomes of the programs.

Balance of course distribution of the program

Maturity Level: Course information packages across the programs have been prepared and announced in line with defined processes.

Compatibility of course outcomes with program outcomes

Maturity Level: Course outcomes are aligned with program outcomes across programs and are shared with course information packages.

Course design based on student workload

Maturity Level: Courses are designed, announced and implemented in accordance with student workload.

Monitoring and updating programs

Maturity Level: Mechanisms for monitoring and updating program outputs are in place throughout the programs.

Management of education and training processes

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

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

B.2. Implementation of Programs (Student-Centered Learning, Teaching and Evaluation) B.2.1. Teaching methods and techniques

It can be stated that the importance of placing active learning methods in education programs is given to student-centered learning, application, project, presentation, flipped learning, deep learning, competency-based learning methods are tried to be specified on a course basis in the information package. When the information package is examined in detail, it is seen that the student-centered teaching and learning evaluation criteria are determined as midterm and final exams as well as projects in BTÖ 486 Lego and Robotics course in the Faculty of Education, midterm exams, final exams and homework in BTÖ 419-420 Project Development and Management I and II courses, midterm and final exams in BTÖ 316 Computer Networks and Communication course.

Although student-centered teaching and learning methods have been defined in some courses, this prevalence has not been achieved in all programs.

Interactive teaching and learning methods include Firat TV Studio, Radio Firat, Technical Studio of the School of Sciences, Firat News-Gazete, Community-based activities of the units,

The 7+1 curriculum program application of the Faculty of Engineering, the applied engineering education course, and the courses given at the OSB Vocational School are shown as examples. These applications are also necessary applications due to the nature of the specified departments. In addition to such applications, it is important to create problem-based, task-based, special study modules, student-centered curriculum structures with project-based small groups, to diversify teaching and learning methods, to include more homework, projects, case studies, role playing methods within the scope of the courses and to ensure that they are included in the evaluation criteria.

The use of interactive teaching and learning methods by faculty members is attempted to be measured through course evaluation surveys. However, it has been observed that a more defined regulation is needed to ensure that course evaluation surveys are conducted effectively and systematically in all programs.

stated that plans have been made and decisions have been made to ensure the use of different teaching methods and techniques, and the decisions are systematically announced on the university page. In case of choosing methods such as transformed/flipped learning, project-based learning, presentation, problem- or scenario-based learning that are student-centered and suitable for distance education; it is understood that the infrastructure of Firat University Distance Education Center (FÜZEM) is in a position to provide training opportunities for teaching staff/students regarding learning and teaching resources. When the FÜZEM page is examined, it is seen that training videos have been created for students, teaching staff, department support coordinators, final exams, blackboard exams, and teaching staff with disabled students. For example; the videos under the title of “teaching staff with disabled students” are about preparing special exams and homework for students – make-up exams, and the other video is about adding subtitles to YouTube videos. In order to be able to use different learning methods and approaches, content has been created within the scope of distance education application principles determined by the decision of the University Senate, which will also ensure that students’ individual differences, disabilities or access restrictions are taken into consideration.

In order for education-training methods to be easily understood, it was welcomed that the “Firat University Post-Pandemic Education and Training Guide” was prepared and information on face-to-face, blended and online education processes, applications and details were announced to all faculty members and students. It is also positive that the principles for updating the course information packages for courses where different teaching resources will be used were determined by the decision of the University Senate and shared with the faculty members.

It is observed that in order to increase the effectiveness of distance/blended education in the spring term and to be able to intervene immediately in possible problems, planning is made to receive feedback from students during the term by the upper management, the perception of the students regarding “current distance education practices” is measured, and “general course evaluation” surveys are applied for all courses at the end of each term after the courses are completed. The up-to-dateness of the surveys conducted in terms of the sustainability of monitoring and evaluation of teaching methods and techniques is important in terms of monitoring and evaluation. It has been observed that the systematic monitoring of the reflection of the results regarding different teaching methods used by the teaching staff on the improvement results can be achieved more in accredited units.

In some departments, systems have been developed to provide training outside of class, such as applied engineering training and Workplace Training. These trainings are reflected as ECTS values based on student workload.

The competence of the teaching staff is increased by training the trainers. However, it is stated that the last training of the trainers was in 2019 and 51 faculty members received this training.

Defined processes for systematic monitoring, evaluation and improvement of the activities carried out are not observed.

B.2.2. Measurement and evaluation

At Firat University, the European Credit Transfer and Accumulation System (ECTS) is used to determine the credit values of the courses based on student workload. When the information package, education-training programs and course descriptions are examined, it is understood that the system is used. It is positive that it received the ECTS Label in 2013. The ECTS Workload Determination Survey Student Form was prepared and implemented in 2011.

Although success measurement and evaluation methods for departments that work in accordance with accreditation systems have been designed and implemented to measure

whether the targeted learning outcomes have been achieved, the fact that these are not implemented throughout the university is seen as an area open to development. the pandemic process, in line with the decisions of the Council of Higher Education, studies were carried out with the program managers who continued distance education activities and in the Senate regarding the measurement-evaluation processes, and the measurement-evaluation principles were determined for associate degree / undergraduate and graduate programs, including make-up exams, to be applied in the 2020-2021 Spring semester, and it was decided that the exams would be conducted online or using alternative measurement-evaluation methods and announced to the students. The application principles were notified to the teaching staff. FÜZEM provided support in this regard with its infrastructure. A senate decision is being made regarding the implementation of education and training procedures and principles within the scope of the new normal after the pandemic . In order to ensure exam security, applications such as exam duration, student login time and time spent on each question, and differentiation of questions were used. In case of internet outage or similar problems, the student was given a second login right during the exam period. The situation was also understood from the interviews and observations made during the field visit. For the 2021-2022 Fall Semester, with the exception of midterm exams for courses to be held via distance education within the framework of the teaching principles determined by the University Senate with the post- pandemic process, all other exams for face-to-face distance education courses were held in electronic environments with or without supervision, and the decision-It can be observed that it was announced to the academic-administrative staff and students. It is understood that feedback is provided through evaluation surveys administered at the end of each academic year, that evaluations are presented to the relevant administrators and faculty members for review, and that any changes deemed necessary are made by the relevant faculty member.

B.2.3. Student admission, recognition and crediting of prior learning

At Firat University, the principles and rules regarding each discipline-specific central placement exam, special talent exam, horizontal transfer, vertical transfer, etc. regarding both national and international student admissions are defined with regulations, directives and application procedures and principles in accordance with the legislation. It is seen that they are shared with the public under the title of legislation/regulations and directives on the web page <http://ogrenci.dab.firat.edu.tr/tr> in a way that stakeholders can access. Firat University associate and undergraduate programs are reported to ÖSYM. The admission principles for programs that accept students with a special talent exam (Fine Arts Education, State Conservatory) are determined by the University Senate, provided that the base score required for application to undergraduate programs in the central placement exam is provided. Students are accepted to postgraduate programs within the scope of the relevant provisions of the "YÖK and Firat University Postgraduate Education-Training and Exam Regulation". Institute regulations and guidelines can be accessed under the documents heading on the Institutes' web pages. The principles and rules regarding the recognition and crediting of prior learning regarding postgraduate student admissions are defined in accordance with the relevant regulations and the determined calendar. Admission of students through horizontal transfer and double major and minor program acceptances are designed and monitored in accordance with YÖK criteria and Firat University regulations regarding adaptation and exemption. Relevant legislation is shared. The acceptance of foreign students is made with the Foreign Student Exam at domestic and international exam centers. There is an International Office Directive regarding the acceptance and procedures of foreign students. In this directive, the exams of foreign students, their coordination, and the duties and authorities of the coordinator are defined. It is a positive practice that students from 62 different countries have been accepted with

FÜYÖS. The number of foreign students is 1847 according to 2021 data. The relevant exam information is stated on the YÖS page. There are also universities that accept students with the Firat University Foreign Student Exam (FÜYÖS).

In the recognition and crediting of prior learning, procedures are carried out in accordance with the "Firat University Exemption and Adaptation Procedures Directive". No regulation has been found regarding micro-qualifications within the scope of the recognition of prior learning.

for successful students' Double Major and Minor Programs are carried out according to the "Firat University Double Major and Minor Program Directive". There is a "Special/Special Situation Student Directive" for the admission of special students or students with special circumstances.

Firat University TÖMER provides language education to international students, relevant conditions are provided on the TÖMER website.

State University and the Faculty of Technology in the United States, and its application procedures and principles are defined. The relevant processes are shared with the public on the [Software Engineering International Joint Degree Program \(IJP\) web page](#).

Preventing students from losing credits and years in international student mobility "[European Union Education and Youth Programs It is provided by the provisions of the "Erasmus + Exchange Directive "](#)".

B.2.4. Certification of qualifications and diploma

Graduation requirements, diploma approvals and certification of qualifications of students are carried out with the processes defined within the scope of the legislation regarding the preparation of diplomas, diploma supplements and other documents .
[Legislation/Regulation and Guidelines](#) .

Associate , Bachelor's, Master's and Doctorate degrees, and the Turkish Higher Education Qualifications Framework. The necessary conditions for student graduation have been determined. It is understood that the graduations of the students are inspected according to the table in the Student Information System. It is seen that the diploma is prepared in English and Turkish on the same side. A diploma supplement is given with the diploma. It received the Diploma Supplement Label in 2013.

Certificates are also given to students regarding the training they receive from FÜSEM. It has not been observed under what conditions students attend these trainings, how they are certified, and how many students receive certificates.

These processes are carried out in accordance with the relevant legislation within the scope of a formal structure. Clarification of defined processes regarding monitoring and making improvements will increase effectiveness.

Teaching methods and techniques

Maturity Level: Student-centered teaching method techniques are applied throughout the programs in line with defined processes.

Measurement and evaluation

Maturity Level: There are student-centered and diversified measurement and evaluation practices throughout the programs.

Student admission, recognition and crediting of prior learning

Maturity Level: There are applications within the plans throughout the organization .

Certification of qualifications and diploma

Maturity Level: Applications are monitored and defined processes are improved.

3. Learning Resources and Academic Support Services

B.3. Learning Resources and Academic Support Services B.3.1. Learning environment and resources

It is stated that the Vice Rector responsible for education, the Education Commission, and Department/Program Heads work in coordination to ensure the effectiveness of the university's student-centered learning, teaching and evaluation system. Courses that use student-centered teaching methods and techniques can be seen in the information package. However, when the information package is examined in detail, it is understood that student-centered learning is not reflected in the entire curriculum and is not widespread throughout the university. It is stated that improvements are continuing within the scope of interactive processing of courses with students and the inclusion of project/assignment/presentation content in the course structure, but what these improvements are is not specified.

Some evidence regarding project-based courses is presented as an attachment. Firat University Faculty of Technology 7+1, and some departments of the Faculty of Engineering are implementing the 7+1 applied education model. In this context, signing protocols that will increase university-industry collaborations is noteworthy as one of the steps that will strengthen the ties between the university and industry.

The university's strengths include departments that provide practical training and the effective use of laboratories and workshops with technological infrastructure. The rules of practical training have been determined and are used effectively through directives such as the Applied Engineering Education Directive and the Workplace Education Directive.

With the infrastructure of the Distance Education Center, all courses can be given via distance education. FÜZEM has prepared guides, booklets and educational videos to inform academic staff and students about distance education. Technical support is constantly provided by FÜZEM.

The Continuing Education Center organizes educational programs for students and other segments of society in addition to education and training programs. When the website is examined, it organizes organizations that develop relations between University-industry, University-local governments, University-non-governmental organizations.

Career Planning Application and Research Center provides career counseling in cooperation with academic programs and relevant units. It provides training to students and graduates in cooperation with FÜSEM in order to develop themselves and improve their professional competencies. It provides internship opportunities and organizes seminars and certificates at certain intervals. It is recommended that these studies be organized with defined processes instead of certain intervals. The activities of research and application centers regarding the development and progress of students and academic staff are also utilized. Sufficient data cannot be provided on the web pages of these centers.

Regular and systematic defined processes for monitoring activities and improvements within this scope could not be observed.

B.3.2. Academic support services

orientation programs are organized by the relevant units before the classes begin in order to introduce the university to the first-year students. However, during the interviews and examinations conducted during the field visit, it was observed that the orientation programs were not organized in a defined and regular manner.

"Firat University Associate and Undergraduate Education-Training Regulation ", the department/program boards assign an advisor faculty member for each student. The advisor can help the student with course registration, addition-withdrawal, and also health, culture and sports-related issues in line with his/her career planning. Although it is stated that advisory duties are distributed equally to the faculty members in the relevant unit, it was determined during the field visit that there is no equal distribution due to the numerical structure of the faculty members of the unit and the fact that the same faculty member teaches in more than one department. There can be different rates of students per advisor, ranging from 1 to 112. It is clear that effective advisory cannot be applied if the number of students is high. Advisory services, Associate and Undergraduate Education-Training Senate Principles is being taken into consideration. During the interviews, it was observed that students can easily reach the counselors.

In postgraduate programs, each student is required to complete the " Postgraduate Education and Training Examination Regulation Thesis

Considering the issues in the "Appointment of Advisor" section and the Senate decisions on "Advisor Appointment Process and Qualifications Required in Faculty Members" (Articles 12-17), an academic advisor is appointed from among university faculty members or staff starting from the first semester . Although consultancies are online during the pandemic period , they are carried out face-to-face under normal conditions. During the field visit, it was observed that the consultancy activity was carried out with dedication by the faculty members.

Feedback can be received about the counseling system via ÖBS. General satisfaction with the system was observed. Although it was stated that sensitivity was shown to have student representatives in the boards where decision-making mechanisms were operated, student representatives were not seen in the boards throughout the university.

In order to explain the effectiveness of the academic advisory system, examples of competition degrees and exhibitions obtained as a result of advisory are shown as evidence. From the interviews and observations made during the field visit, it was determined that this relationship was not clearly defined and a defined system was not developed.

In order to support students and academic staff, the Dean of Students Office was established on 27.04.2022. The Dean of Students Office provides services in accordance with the Organization, Duties and Working Procedures Directive. Within the scope of overseas support programs, Firat University academic staff are assigned to short-term assignments to the world's top 200 universities or a research institution according to the Shanghai University ranking.

The Firat University Performance Support Directive aims to encourage academic staff by evaluating their scientific, artistic and similar academic studies and thus to increase the national and international success level of the university.

In order to help and support the patent studies of the teaching staff, Firat

The University Intellectual and Industrial Property Rights, Management and Commercialization of Inventions Directive has been issued. While the number of staff benefiting from the teaching mobility in the 2020-2021 academic year within the scope of Erasmus is 34, the number of staff benefiting from the training mobility is 57.

B.3.3 Facilities and infrastructures

"Rectorate, Engineering and Harput Campus" as expressed numerically in the Firat University 2019-2023 Strategic Plan Report and according to the information obtained during the field visit

It carries out its activities in eight areas together with its campuses. In Yurtbaşı, agricultural activities are carried out to support the application studies of the Faculty of Veterinary

Medicine on a land of 711,914 m² ' and in Sivrice Cevizdere, Education and Recreation Facilities serve on an area of 4,285 m² .

envisaged that a better situation will be achieved in terms of classrooms with the construction of the buildings of the aforementioned faculties .

that education-training buildings and laboratories are actively used by students and teaching staff within the scope of defined programs, including evening education and summer school.

It has been observed that the university's IT infrastructure is quite good. Electronic Document Management System (EBYS) for internal and external correspondence . Student Information System for student affairs, gi System (OBS), Academic Information System (ABS) , Distance Education System , Hospital Automation Systems, Bologna Information System , TT S in TUBITAK transactions , FÜBAP Automation regarding project supports , Fırat University Academic Survey System has been created.

Academic and administrative staff and students are provided with e-mail services with unlimited storage space and e-mail services using the Gmail infrastructure.

As stated in its job description, the Information Technology Department provides installation and maintenance services within the scope of hardware and infrastructure services.

VPN service is provided so that staff and students can access the university network and contracted databases outside the university. The university's internet structure has been evaluated very positively by students and faculty members.

Since there are dormitories with a capacity of 12 thousand in Elazığ, private dormitories, and a large part of the houses built within the scope of urban transformation appeal to students who prefer to rent a house, it is noticeable that there is no problem in terms of dormitories and accommodation space.

Fırat University, Library (1838 m²) , Indoor Sports Hall (13211 m²) , Culture and Research

its center (1941 m²) , University House (5479 m²) , congress and conference halls. Fırat University has 25 study rooms, 7 special purpose education rooms, 11 reading areas for students. There are 2 congress and culture centers, 25 conference halls, 58 meeting rooms. There are 4 sports halls. The education area per student is 5.77 square meters. The indoor area per student is 7.88 square meters for 2020. Some information about usage areas and facility infrastructures can be accessed on web pages and activity reports.

It is a positive decision that the ground floor general study hall in the central library is open 24/7, and the book and study rooms are open between 08.00-23.00 on weekdays and 09.00-23.00 on weekends.

It has been determined that there is a lack of libraries in the units other than the central library.

In library services, operations are carried out in accordance with the "Fırat University Library Services Directive". The library infrastructure serves faculty members and students with open access databases. There is a Global Project application that provides access to library services outside the campus.

No information could be found regarding monitoring, tracking and reporting of the activities carried out at the university.

B.3.4. Disadvantaged groups

on Disabled Persons Consultation and Coordination of Higher Education Institutions , in order to ensure equal access to educational opportunities for disadvantaged, fragile and under-represented groups (disabled, poor, minority, immigrant etc.) and to observe

fairness, diversity and inclusiveness, the “Hearing Impaired Persons Education and Rehabilitation Center” was established in 2008 and in 2009, under the Regulation on Disabled Persons Research and Application of Firat University. It continues its activities as the “Disabled Research and Application Center” . In addition, the Disabled Student Commission was established in 2008 to organize and coordinate activities for disabled students. The activities of the research center are published on the website. Various activities are carried out within the center within the scope of the barrier-free university. In order to educate, raise awareness and sensitize the society towards creating a barrier-free life for the disabled at the country level by collaborating with public and private sector institutions and organizations, books, magazines, brochures and similar publications, programs are carried out; Awareness raising and training services for the disabled and their families; Cooperation with other disciplines on research on the disabled; Development of joint projects with public institutions and organizations; Detection of deficiencies and mistakes in the society’s knowledge, attitude and behavior towards the disabled and the lives of the disabled and training; Educational activities encouraging university students to become aware of facilitating the lives of the disabled and to take active part in the projects to be carried out by the Center; Projects, training programs, scientific opinion arrangements for national and international public and private sector institutions and organizations in line with the Center’s objectives; Studies including expert witness services to public and private sector institutions and organizations and individuals within the framework of the legislation are carried out.

Firat University library building has been awarded the Orange Flag Certificate by YÖK. However, there are no regulations for other groups requiring Special Approach, such as foreign students.

B.3.5. Social, cultural, sporting activities

At Firat University, student clubs and the activities of these clubs are carried out with the coordination and support of the Health, Culture and Sports Department for the venue, budget and guidance support for their social, cultural and sports activities. Under the branch directorates, the Sports Clubs General Coordination unit has been established for the execution of sports activities, and the Student Clubs Coordination units have been established for the activities of student clubs. The activities that have been and will be held at the University are published on the University's web page. The Student Clubs Directive has been established to determine the rules for the establishment and operation of student clubs, and the processes related to them. Student clubs are classified into several categories. Student clubs are divided into science, culture, health and social clubs. It has been observed that there are 118 clubs established according to the student clubs directive. There are 118 clubs, including 40 Science Clubs, 19 Culture Clubs, nine Health Clubs, 15 Social Clubs and 35 Sports Clubs. The number of clubs active in these clubs is 60. When the activity reports are examined, it has been observed that certain clubs are working effectively. The success in the 2022 activity program of the Turkish University Sports Federation and the second place in the world in the 9th World Para Taekwondo Championship are an indication of the support provided.

Social, cultural and sportive activities offered to students stand out as strengths. However, student clubs' web pages are not actively working. However, some clubs have social media accounts. Student club activities are not regularly monitored and tracked.

Learning environment and resources

Maturity Level: Management of learning resources throughout the institution is carried out by taking into account field-specific conditions, accessibility and balance between units.

Academic support services

Maturity Level: Support services for students' academic development and career planning are carried out within defined principles and rules .

Facilities and infrastructures

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

Disadvantaged groups

Maturity Level: Practices are carried out regarding the access of disadvantaged groups to educational opportunities.

Social, cultural, sports activities

Maturity Level: Social, cultural and sporting activities are accessible throughout the institution and are utilized based on equal opportunities.

4. Teaching Staff

B.4. Teaching Staff B.4.1. Appointment, Promotion and Assignment Criteria

According to the 2021 administrative activity report of Fırat University, there are 419 Professors, 214 Associate Professors, 334 Dr.

There are a total of 1980 faculty members, including 271 lecturers and 742 research assistants. The number of foreign faculty members is 7 according to 2020 data. The change in the distribution of staff over the years is monitored in administrative activity reports.

In 2022, the "Fırat University Academic Staff Appointment and Promotion Directive" was rearranged and put into effect. A system where staff applications can be made is in the testing phase. It is important for the staff requests from the departments to be stated on the web page and to be monitored and followed up.

criteria for the appointment, promotion and assignment of academic staff have been determined in the institution and are carried out in accordance with the provisions specified in the relevant laws, regulations and directives. In addition to the "Fırat University Academic Membership Promotion and Appointment Directive" that was accepted by the Senate in 2018 and entered into force, the institution has been using the "Academic Membership

There is a "Promotion and Appointment Information System". Standard and non-standard positions are determined by the Department, Division, Faculty/College/Vocational School assemblies at the end of the previous year and announced on the university homepage.

The procedures and workflow diagram for the recruitment of non-teaching staff have been determined and presented to candidates in table form on the university's web page.

When the "Fırat University Academic Staff Promotion and Appointment Directive", which entered into force in 2018, is examined, it is seen that the criteria are determined according to the characteristics of the units and titles. The announcement and assignment methods for academic staff assigned to teach externally to the institution are carried out in accordance with Articles 31, 40/a and 40/d of Law No. 2547. Internal and external course assignments are made by the relevant boards, taking into account the areas of expertise of the academic staff and the courses they have previously taught. It is understood that there is no different defined process specific to the institution in this regard. Internal and external course

assignments are made by taking into account the areas of expertise of the academic staff and their previous assignments.

The institution employs 7 foreign nationals. Internationalization Based on its inclusion in the mission , it can be stated that there is a need to increase this number.

No evidence of process monitoring and improvement was found.

B.4.2. Teaching Competencies and Development

In the 2019-2023 Strategic Plan of the university, five main objectives were determined as “Increasing the Quality of Education-Training and Social Life”, “Developing Scientific Research Activities”, “Developing Services for the Society”, “Strengthening University-Public-Private Sector Cooperation”, “Strengthening the Institutional Structure” in order to become a world-class research university. In order to achieve these objectives, targets including improving the quality of education-training, supporting the science/art studies of academic staff and postgraduate students, young academicians in academic, social, economic and cultural terms were also defined.

Within the scope of active and applied learning, the Experimental Research Center provides certified training on the use of experimental animals. Within the scope of active learning innovative development by FÜSEM, the IHA-0 Driving License Program and IHA-1 Driving License Program Trainings, Cognitive Behavioral Therapy Theoretical Training, OHS (Occupational Health and Safety) Specialist Trainings etc. are organized. It has been observed that many trainings are organized on the FÜSEM and FÜZEM pages and that the training programs include detailed and numerous training and presentation materials and that these trainings can be accessed from the links given on the web page (http://efusem.com/default.asp?sa_yfa=kat&id=3).

It has been determined that with the global COVID-19 outbreak, FÜZEM provides support for the use of new technologies through training, guides, educational videos, social media and web page announcements.

that project coordination and consultancy center support is provided to young researchers and teaching staff who are thought to be able to indirectly contribute to applied education and training within the scope of teaching competencies and development, and project preparation training, information meetings and mentoring services are provided by Teknokent - Technology and Transfer Office project management and consultancy office in order to increase the number of young entrepreneurs .

In addition, Firat University Career Center provides training on preparing student projects. Project Coordination and Consultancy Office Coordination provides training and consultancy services related to projects.

However, it is noteworthy that the institution is open to development in terms of monitoring the results of these practices and making evaluations regarding the necessary improvements.

End-of-course evaluation surveys are conducted for the teaching and teaching performances of faculty members, the results are evaluated with faculty members and unit managers, and it is stated that faculty members make the necessary arrangements for the courses. However, it is not understood how this system is included in the system for faculty performance evaluation .

B.4.3. Incentives and rewards for educational activities

It has been observed that regulations that are not directly related to incentives and rewards for educational activities at Firat University, but are thought to have an indirect contribution, have been implemented.

In order to encourage scientific research and researchers at Firat University, " Higher Education

Regulation on Scientific Research Projects of Institutions " Project support is provided within the framework of.

Supporting the activities aimed at ensuring the professional development of academic staff is carried out by taking into account performance indicators. As of 2019, Public University-Industry cooperation projects are primarily supported by the Firat University Scientific Research Projects Unit with a budget of 50% more than the maximum support amount of the project type for which the public- university -industry cooperation project is presented. Firat University has prepared the "Academic Performance Project Directive" in order to evaluate and encourage academic studies of academic staff such as scientific, artistic etc. Performance project applications and evaluations are made within the scope of this directive. An extra allowance/support can be provided with project budgets determined based on academic performance scores.

Students are monitored by the Rectorate in accordance with the "Firat University Diploma, Certificate and Achievement Documents Directive" by associating with the guidance of faculty members and advisor faculty members who represent Firat University in various scientific platforms and earn degrees, and are additionally rewarded by the Rectorate. Financial support is given to units and Outstanding Service certificates are given to senior managers.

The "Best Postgraduate Thesis" award is given at the postgraduate level. The "Best Postgraduate Thesis" award of the Institute of Science

The most successful thesis is selected according to the "Successful Thesis Directive". It is seen that these documents or name lists are not published on the University's web page or social media accounts.

This incentive and reward system can be evaluated as extremely positive in terms of increasing research competence for an institution aiming to be a "Research University". However, it can be partially associated with incentives and rewards for educational activities. It is important not to create an environment that could cause education-training activities to be ignored in the long term.

In the "Firat University Academic Staff Appointment and Promotion Directive", there are only the titles "Thesis Consultancy", "Certificate Programs ("Certificate Obtained Within the Scope of Training of Trainers"), "Contribution to Education (courses given in Turkish and Foreign Languages in the last two years)" directly related to education. In the Firat University Performance Evaluation Directive, there are the titles "Foreign Language Performance Score", "For faculty members of the Education, Communication Faculties, Conservatory and other relevant units".

"Artistic Activity Performance Score" and " Performance Score of Academic Staff Teaching within the Scope of Erasmus " can be partially evaluated within the scope of incentives and rewards for educational activities.

In order to be directly related to increasing the effectiveness of education and training activities, it would be appropriate to consider evaluating the education and training activities of the teaching staff with diversified tools and to encourage and reward the teaching staff with high performance.

Appointment, promotion and assignment criteria

Maturity Level: The results of appointment, promotion and assignment practices are monitored and measures are taken by evaluating the monitoring results.

Teaching competencies and development

Maturity Level: There are practices throughout the institution to improve the teaching competence of faculty members.

Incentives and rewards for educational activities

Maturity Level: Incentive and reward practices are widespread throughout the organization.

C. RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Resources

C. RESEARCH AND DEVELOPMENT

C.1. Management of Research Processes and Research Resources.

C.1.1. Management of research processes.

The University's strategic plan and vision emphasizes the aim of "To be a respected research university that leads change and development in the fields of education, research, technology and community service, and produces competitive and result-oriented national and international projects." In this context, Firat University was selected as a Research University on 13.12.2021 within the framework of strategic goals, targets and performance indicators.

As a result of the evaluations of the Council of Higher Education, Firat University has determined its research topics by proving its competence in the sectors of Electronics (robotics and mechatronics), Machinery-Electrical Equipment (Fluid Power Dynamics and Fluid Machinery), Automotive and Rail Systems (Rail Systems), Chemistry (Process Chemistry and Technology, Fluid Dynamics and Heat/Mass Transfer) in the 11th Development Plan, as well as in the focus areas of Clinical Research (Endocrinology and Obesity , Immunology) in the Health field, Optics, Electro-optics, Photonics and Artificial Intelligence Technologies in the Science/Engineering fields, and Language and Literature in the Social field.

of the research conducted on an institutional basis on local/regional/national and international UN sustainable development goals and the contribution of these goals to socio-economic, socio-cultural and digital applications have been identified.

Although the importance given to R&D activities by Firat University, which was selected as a Research University, and the studies carried out are carefully monitored in this context, it is thought that there is a need to review the effectiveness and efficiency of the research results, and to ensure their continuity and quality assurance. In addition, diversification of the methods of encouraging laboratory and new applied experimental methods so that they can be used by all academicians throughout the university should be considered.

It has been observed that the outputs of the infrastructure research carried out are monitored in the institution. In this context, Firat University has become a leader in the A3 region among Research Universities in the second period evaluation of 2022. Nevertheless, it is beneficial to continue efforts for improvement.

C.1.2. Internal and external sources

R&D activities at Firat University are carried out individually by academicians or research centers using the central laboratory, department laboratories, library infrastructure. Firat University, which was selected as a Research University, effectively continues its R&D activities with its qualified human resources, physical and technical infrastructure, the widespread existence of a strong R&D culture in the institution, and the existence of strong

communication between Elazığ city and Firat University constitute the most important research resources. In this context, the contribution of the university to local and regional development is at an advanced level with important collaborations. As a Research University, MerLAB, which constitutes the infrastructure for theoretical and experimental applications to be carried out in order to realize the strategic goals of the institution, plays an active role with its equipped device technologies and potential researcher competencies. The Practice and Research Hospital within the Faculty of Medicine of Firat University has supported the priority areas of “Clinical research (endocrinology and obesity , immunology)”, which is the R&D target in the national and local health field .

MerLAB , located within the university structure , has played a very important role in the realization of R&D studies of Teknokent , Scientific Research Projects Coordination Unit and Teknopark A.Ş. The studies carried out in these centers receive support from different national and international funds. There are also studies carried out with industrial collaborations and SMEs.

Within the scope of Firat University’s FUBAP directive, financial budget supports for the development of R&D competencies of all units and researchers in the institution have been secured by the “Project Coordination Advisory Office Coordinatorship” with defined processes. However, a balanced distribution of financial resources considering all units will contribute positively to the further improvement of the institution’s research performance.

C.1.3. Doctoral programs and postdoctoral opportunities

Postgraduate education is provided in 4 institutes at the university, namely Science, Social Sciences, Health Sciences and Educational Sciences. During the field visit, it was shared that 4 postdoctoral researchers will be employed at the university with a scholarship provided by TÜBİTAK. It is clear that defined processes need to be established for postdoc students. On the other hand, the absence of international joint postgraduate programs (except for the protocols signed with Kazakhstan and Azerbaijan) draws attention as an aspect that needs to be developed.

budgeted by external funds such as TUBITAK, Development Agencies, and the European Union . The results should be monitored and evaluated to ensure that precautions are taken. R&D and project studies in the institution were carried out to include academic staff, doctoral/postgraduate and undergraduate students. FUBAP supported masters/postgraduate and undergraduate students as scholarship holders within the scope of projects. The presence of researchers participating in the scholarship program within the framework of YÖK 100/2000 priority areas is important.

Management of research processes

Maturity Level: The results related to the management of research processes in the institution and the functioning of the organizational structure are monitored and precautions are taken.

Internal and external resources

Maturity Level: The adequacy and diversity of research resources in the institution are monitored and improved.

Doctoral programs and postdoctoral opportunities

Maturity Level: The institution carries out doctoral programs and postdoctoral opportunities that are compatible with and support the research policy, goals and strategies .

2. Research Competence, Collaborations and Supports

C.2. Research Performance

C.2.1. Research competencies and development

The plans prepared by the academic staff for R&D activities in national priority areas are considered important and the necessary support has been provided by all relevant sub-units, primarily BAP. Studies such as graduation project exhibition, industry-focused project support, big data and artificial intelligence laboratory are among the original approaches and applications in the institution. The university subscribes to a total of 29 databases that can be used for research purposes, including databases such as “WOS,” “WILEY,” “SPRINGER,” “ACS,” “EBSCO,” and “INCITES.” Studies are carried out throughout the institution to create a researcher identity in international environments with Incites Trainings. It is noted that with such applications, on the one hand, the monitoring and evaluation of the publication activities of the academic staff and on the other hand, the increase in international recognition are aimed.

It has been determined that activities are planned and carried out to improve and develop the R&D competence of all academic staff and researchers at Firat University. These can be summarized as; education, incentive and reward system for academic staff, providing training for students to participate in projects in order to gain research competence, strategic collaborations in line with the research and development targets in the institution, encouraging research and development activities of academics in the “Appointment Promotion Criteria” , having a variety and number of resources, industrial collaborations and studies with SMEs. However, it is difficult to say that all these activities are partially monitored and their improvements can be made.

C.2.2. National and international joint programs and joint research units

There is an International Joint Degree Program (ILP) between Firat University and Sam Houston University in the United States. Within this scope, students receive their first two years of education at Firat University and the remaining two years at Sam Houston University. As a result of this program, students are awarded diplomas from both universities. During the field visit, it was noted that the bilateral agreement with Kazakhstan and the postgraduate education program negotiations with Azerbaijan are ongoing. On the other hand, it is a known fact that increasing the number of joint programs (undergraduate/graduate) and establishing joint research units will contribute to internationalization . It would be appropriate to start and continue studies for international joint research. In this context, increasing the number of programs that provide education in English at the university will serve this purpose.

Research competencies and development

Maturity Level: Practices are carried out to improve the research competence of faculty members throughout the institution.

National and international joint programs and joint research units

Maturity Level: Joint programs and joint research activities are carried out at national and international levels throughout the institution. **3. Research Performance**

C.3.1 Monitoring and evaluation of research performance

Center, which is available for the use of researchers within the university Laboratory (MerLAB), Scientific Research Projects Coordination Unit (FUBAP) and Teknopark A.Ş. have played an important role in the realization of R&D studies. Theoretical and practical studies carried out in the R&D centers in the institution are carried out with support from different national and international funds and stakeholders. The fact that there are many companies belonging to Firat University graduates and university employees within Teknopark has provided local and institutional support to the R&D university .

Erasmus + Coordinator has been determined in each faculty of Firat University and international student exchange is successfully carried out through the Foreign Relations Unit and the coordinators of the units. It should not be ignored that such exchange programs are beneficial to the creation of a research environment. However, care should be taken to ensure that both student and academician exchanges and administrative staff exchanges are carried out bilaterally. It should be accepted that especially the implementation of administrative staff exchanges is important in terms of individuals sense of belonging to the institution.

Firat University has been successful in rankings such as URAP and Shanghai and THE etc.

It entered the top 1000 in its category . In the research university rankings in Turkey, it jumped 6 places in 2022 and rose to the first place of the A3 ranking.

In the institution in general; 157 student projects from TUBITAK 2209A projects were accepted, the offices in Teknokent were completely filled by R&D companies, the number of projects currently carried out with KOSGEB reached 30, it is extremely important to provide 100 thousand TL extra financial support to the Faculties that received TUBITAK 1001 projects. On the other hand, it is clear that monitoring and improvement of research performance is necessary.

C.3.2. Evaluation of faculty/researcher performance

It is noted that the evaluation of the performance of the teaching staff is carried out both at the rectorate level and at the unit level, and is announced with incentive practices at certain periods. It is stated that the best thesis awards of the Institute of Science and Technology are followed up on postgraduate studies. It has been observed that the academic studies carried out by the academicians are measured and rewarded with the “FÜBAP” Performance Projects. Although it is noted that the scientific activities carried out at the unit level are evaluated thanks to the activity reports received from the units every year, it was not observed that these reports were evaluated during the field visit. As a result, it is clear that the monitoring should be used for evaluation and improvement rather than being only for rewarding purposes.

THE

acceptance

Monitoring and evaluation of research performance

Maturity Level: Research performance in the institution is monitored and improved by evaluating it with relevant stakeholders.

Evaluation of faculty/researcher performance

Maturity Level: Mechanisms are used to monitor and evaluate the research and development performance of faculty members throughout the institution.

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Resources

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

D.1.1. Management of social contribution processes

carries out many activities to inform the society, increase the recognition of the University in the eyes of the society and ensure its integration into the city and regional life. Many ideas are commercialized through Firat Teknokent and added value is gained. Here, it is extremely important for a patented idea to be commercialized. On the other hand, the trainings carried out with the SEM center and the certificate programs carried out are very important in terms of direct service and education to the society. In addition, as included in the strategic plan of the university, studies are carried out to increase the education, culture, art and sports activities of the society, to improve health standards and to provide access to better conditions for our animal friends with whom we live together. The activities of active student communities were found important. In addition, it is said that the social contribution targets of the University are parallel to the United Nations Sustainable Development Goals and that social contribution activities are implemented under three main headings. These

are: 1. Services provided directly to the society, 2. Social information and education services, 3. Social responsibility projects. However, there is no widespread application throughout the institution for the monitoring and improvement of these activities. It is noteworthy that they are not carried out within the framework of a specific “Society Contribution Policy” . It is thought that the establishment stages of the PUKÖ cycle, which includes the social contribution policy, the strategic plan, action plans, performance measurements and improvement, should be carried out. Since Fırat University is a research university; processes should be created to monitor the benefits of the MerLAB and Research and Application Centers in the institution in terms of R&D as well as social contribution.

D.1.2. Resources

Social contribution resources are specified in the Strategic Plan, but a defined process has not been followed to show how, in what way and according to what criteria the allocated budget is transferred. There is no defined process regarding how the transfer of resources is made for the benefit of student communities to society .

Management of social contribution processes

Maturity Level: The institution has plans regarding the management of social contribution processes and its organizational structure.

Resources

Maturity Level: The institution has plans to create physical, technical and financial resources of appropriate quality and quantity to sustain its social contribution activities.

2. Social Contribution Performance

D.2. Social Contribution Performance

D.2.1. Monitoring and evaluating social contribution performance

It has been observed that a defined process for the evaluation of social contribution performance has not yet been established. The YÖK orange flag award won by the library is a positive impact for the barrier-free university mission , but it is considered important to spread this awareness throughout the institution.

Monitoring and evaluation of social contribution performance

Maturity Level: There are principles, rules and indicators for monitoring and evaluating social contribution performance in the institution.

E. CONCLUSION AND EVALUATION

Fırat University is the long-established university of our country and the second largest university in the Eastern Anatolia region. In this sense, the national and regional contribution of the University is an undeniable fact. It received the “Outstanding

Achievement in Support for Local Development” award by the Council of Higher Education in 2019 for the activities it has carried out since its establishment. In 2021, it became one of the 20 “Research Universities” in our country . In 2022, it rose to the 1st place in the A3 region. Again, its rise in international rankings is no coincidence. The University, whose success in the field of research is indisputable, is also commendable in the Green-Metric ranking. In addition to all the issues mentioned, there is a need for studies on the existence and internalization of the Quality Policy and other policies. The duties and authorities of the Quality Commission should be fully determined. Efforts should be made to increase the effectiveness of external stakeholder participation in the preparation processes of Policies and Leadership-Management and Quality, Education-Training, Research-Development and Social Contribution. Although there are some integrated Management Information Systems, there is a need for a system where all Management Systems are integrated . It would be appropriate to tighten the communication with academic, administrative staff and students, which constitute the three (internal stakeholder) pillars of human resources in quality processes. In this sense, it is important to increase the participation of students in decision-making mechanisms. Again, 360-degree evaluations should be made in all evaluation headings and the results of these should be guided in monitoring and improvement studies. Here, while surveys provide important data input, it is important to use other feedback methods (focus group interviews, peer evaluations, etc.). Defined processes for applications such as “Leadership-Manager Training” and “Training of Trainers” should be established and efforts should be made to ensure sustainability. Efforts are needed to use the “Graduate Tracking System” much more actively, to monitor and evaluate it. It is expected that the top management incentive support for increasing the number of faculties with international and national program accreditation within the university will continue in the Laboratory and Method Accreditation processes.

As a result, Firat University, which is a popular, well-established and important university in our country, Research

There is not the slightest doubt that it can demonstrate its high success in the field of Development in fields such as Education and Training and Social Contribution.

2. Leadership, Management and Quality

Strengths

- Achieving strategic goals in line with the institution's mission and vision.
- Management system on strategic planning and quality assurance
- Institutional support and strong leadership provided for strategic planning and quality assurance activities.
- Presence of quality coordinator, quality commission and unit quality ambassadors
- Unit quality commissions in academic units are defined by the 'Quality Assurance System Directive'.
- Awareness and desire in the units regarding national education programs accreditation
- Administrative processes in the institution have been defined and workflow diagrams have been created (ISO9001:2015)
- Presence of a 'Quality Handbook' in the institution

- Sharing the decisions of the Senate and the Board of Directors on the institution's website.
- Sharing and monitoring performance reports
- Sharing Internal Evaluation and Administrative Activity Reports

Areas Open to Development and Suggestions

- Implementation of studies and practices related to the quality assurance system within a holistic framework, including all services of the institution (Leadership, Management and Quality; Education and Training; Research and Development; Social Contribution) within the framework of the strategic plan.
- Expanding, diversifying and internalizing the quality management system and quality assurance practices to all academic and administrative units and making them part of the corporate culture.
- Defining policies in the institution (Leadership, Management and Quality; Education and Training; Research and Development ; Social Contribution; Internationalization ; Distance Education)

Closing PUKÖ loops to ensure sustainable continuous improvement of all processes of the institution.

- Effective operation of the Quality Commission to structure the internal quality assurance system in the institution.
- Creating an information system integrated with other information systems of the university that will collect data from quality management and assurance studies and practices, measure, evaluate, report and improve their effectiveness and efficiency.
- Ensuring greater participation of internal (students, academic and administrative staff) and external stakeholders (graduates, business world, NGOs and other institutions and organizations) in quality studies.
- Implementation of practices to monitor the satisfaction of internal stakeholders within the scope of internal quality assurance studies in the institution.
- Implementation of practices to monitor the work within the scope of internalizing the quality culture in the institution.
- Conducting studies to develop and monitor the leadership skills of managers in the institution.
- Creating defined processes in the implementation of In-Service Training in the institution.
- Giving importance to institutional recognition based on global partnership and cooperation through internationalization in all units.

Suggestions:

- Designing the website in a user-friendly manner, making it accessible in English and keeping it up-to-date.

- Internalization of the Quality Assurance System in all teaching staff, administrative staff and students of the institution.
- Creating quality assurance policies and supporting the units that successfully implement and internalize them, and developing the reward system.

Clarification of the duties, authorities and responsibilities of the Corporate Communications Coord . , Information Technology DB, Digital Transformation and Software Office Coord . in the organization of the web page within the scope of public information and accountability .

The institution must have a management model that will ensure institutional transformation, apply leadership approaches, establish internal quality assurance mechanisms and internalize the quality assurance culture.

- 1.In order to make the administrative performance of the institution more effective, overlapping administrative It is recommended to define the processes of the units and determine their job descriptions.
- 2.In order to increase the administrative performance of the institution, it is recommended that the processes in the institution be defined, monitored and evaluated with stakeholders and necessary improvements be made.
- 3.In order to contribute significantly to the internalization and dissemination of quality culture in the institution, it is recommended that leaders be identified in the institution, practices be implemented to develop the leadership competencies of institution managers, and a system be established to monitor and evaluate the leadership competencies of managers.
- 4.to support the development of the quality culture in the institution and to guide the work of the Quality Commission .
- 5.that the studies and practices related to the quality assurance system be implemented within a holistic framework, encompassing all services of the institution (Leadership, Management and Quality, Education and Training, Research and Development, Social Contribution) within the framework of the strategic plan.
- 6.the quality management system and quality assurance practices be expanded to all academic and administrative units , diversified, internalized and made into corporate culture.
- 7.the institution change the name of the “Quality Assurance System Directive” to “Quality Assurance System Directive” .
- 8.changes to be made in order to improve the quality management system conditions in the institution and ensuring the management of the change will contribute to the institution's activities being carried out in accordance with the quality management system and will enable the increase of stakeholder satisfaction and the quality of the activities carried out.

9.It is recommended that the Quality Commission works effectively in an inclusive manner in order to ensure the structuring of the internal quality assurance system in the institution.

10. In order to facilitate the management of the quality assurance system in the institution, it is recommended to create an information system integrated with other information systems of the university, which will collect data obtained from quality management and assurance studies and practices, measure, evaluate, report and improve their effectiveness and efficiency.

11. It is recommended to define and close PUKÖ loops to ensure sustainable continuous improvement of all processes of the institution.

12. In order to disseminate the quality culture, it is recommended that the Quality Assurance System be internalized among all teaching staff, administrative staff and students of the institution.

13. It is recommended that the duties, authorities and responsibilities of the Corporate Communications Coord . , Information Processing DB, Digital Transformation and Software Office Coord . be clarified in the organization of the web page within the scope of public information and accountability .

14. that the institution's homepage and other web pages be restructured to be informative and user-friendly.

The institution should plan and implement its strategic goals and objectives, which it has established in line with its policies, in order to achieve its vision , mission and purpose, and should monitor and evaluate the results within the scope of performance management and share them with the public.

1.In order to positively contribute to the institution's quality culture, it is recommended that the principles of education, research and development, social contribution, internationalization and distance education be put into writing as a policy and announced to stakeholders on the website.

2.In order to contribute to the awareness of the institution's strategic plan, it is recommended that the institution's strategic plan and reports on monitoring the strategic plan be more accessible on the website.

3.that the 2023-2027 strategic plan be re-evaluated, taking into account the changing conditions and the level of realization of the previous strategic plan .

4.It is recommended to develop an IT-supported structure where monitoring and improvements can be made in order to ensure institutional execution of performance management in monitoring the strategic plan in the institution.

5.In order to facilitate monitoring of the achievement of the strategic plan's objectives, it is recommended to determine key performance indicators in monitoring the strategic plan.

The institution must have a system to manage its financial, human and information resources and processes in order to ensure the achievement of its strategic goals in terms of quality and quantity.

1. In order to contribute to the performance management of the institution, it is recommended to develop systems that ensure full integration of the information management systems used in the institution .
2. In order to contribute to the development of the institution, it is recommended to systematically conduct surveys etc. in line with defined processes to monitor employee satisfaction.
3. the motivation of employees , it is recommended to determine defined processes and implement systematic training in the implementation of training of trainers and in-service training in the institution.
4. In order to use human resources more effectively, it is recommended that the results of human resources management practices be systematically monitored and evaluated regularly.
5. In order to support the implementation, monitoring and improvement of the Process Management Model in the institution, it is recommended to create a handbook in which the main and sub-processes for academic and administrative operations in the institution are defined in an integrated manner.

The institution must create and manage the necessary systems to receive, respond to and use feedback from internal and external stakeholders in decisions to ensure their participation in strategic decisions and processes.

1. In order to contribute to the completion of PUKÖ cycles, it is recommended that mechanisms be developed to ensure the participation of stakeholders in the processes in the institution .
2. In order to contribute to the systematization of stakeholder participation, it is recommended to create documents that reflect the processes defined in the institution .
3. It is recommended that student feedback mechanisms be diversified in order to increase the quality of service provided to students in the institution.
4. It is recommended that improvement efforts be made to ensure that student feedback contributes to decision-making mechanisms.
5. the necessary plans be made to reach students who have graduated from the institution and that more graduates are included in the graduate tracking system.
6. that mechanisms for obtaining feedback from employers for monitoring graduates be developed and implemented.

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

1. internationalization policy with stakeholder participation and determines its performance indicators.

2. It is recommended that the implementation of all stages of the PUKÖ cycle regarding internationalization activities be expanded throughout the university.
3. In order to benefit from internationalization opportunities, it is recommended that the resources used in managing internationalization processes be systematically monitored in terms of quantity and quality and improvements be made as a result of the monitoring.
4. It is recommended that efforts be made to prioritize institutional recognition based on global partnership and cooperation through internationalization in all units.
5. It is recommended that international joint education programs at the undergraduate level be expanded to the graduate level.
6. of internationalization be evaluated together with the stakeholders and the necessary improvements be made.

3. Education and Training

Strengths

- A wide variety of programs at associate, undergraduate and graduate levels (from sports to arts, social sciences, science and health sciences)
- Strong and experienced academic and administrative human resources
- The Central Campus and the Engineering Campus are environmentally friendly, safe and easily accessible to the city center.
- The library has rich learning resources and is accessible.
- All campuses have strong internet infrastructure.
- Availability of international joint degree program
- Academic consultancy services are provided with dedication in the institution.
- Course information packages are published on the website in an accessible manner.
- Student-centered education is implemented in accredited programs.
- The important services it provides to the region with the education it provides in the fields of Engineering, Medicine and Veterinary Medicine.
- Active work of the 'Curriculum Evaluation Commission (ÖPDK)' and the 'Education Commission' in the design, evaluation and updating of education-training programs.
- Ability to take interdisciplinary courses at postgraduate level
- Encouraging students to participate in research projects within the scope of active learning.

Areas Open to Development and Suggestions

- Expanding program review efforts and ensuring systematic participation of internal and especially external stakeholders in these processes.
- Verification of ECTS values with student workload in the institution
- Organizing regular and periodic training of trainer programs to improve the teaching competence of teaching staff.
- Monitoring and making improvements regarding academic consultancy services.
- Monitoring and improving course and program learning outcomes
- Monitoring, improving and spreading barrier-free university practices across all campuses.
- Giving importance to external stakeholder participation in the design and updating of education and training programs.
- Implementing and evaluating student satisfaction surveys more effectively and functionally to target continuous improvement.
- Diversification of social opportunities and living spaces
- Making orientation practices systematic by expanding them throughout the institution.
- Working to encourage the effective use of the Graduate Tracking System.
- More effective monitoring of social, cultural and sportive activities and making improvements.
- Improving the quality and quantity of common study areas (library, study halls, computer laboratories) for students in units other than the Central and Engineering campuses.
- Rewarding the educational activities of teaching staff
- Making improvements in the two-way operation of national and international exchange programs.

Suggestions:

- Opening joint postgraduate programs at international level
- Making the 'Career Center' functional
- The duties, authorities and responsibilities of the Dean of Students, Student Affairs DB, External Relations Unit, International Student Office, Career Center and SKS units should not overlap and should be clearly defined.

The institution should design its curriculum in line with the Turkish Higher Education Qualifications Framework; in line with the educational objectives and learning outcomes; and evaluate and update it periodically to ensure that it meets the needs of students and society.

1. It is recommended that program review studies be expanded
2. that stakeholders are identified on a unit and, if necessary, program basis and their participation is obtained through regular and systematic meetings and feedback tools.
3. Monitoring and improvement of Course and Program learning outcomes is recommended.
4. It is recommended to increase the number of accredited programs
5. It is recommended that clear information be provided regarding course distribution ratios in all program education and training curricula.
6. It is recommended to verify ECTS values with student workload throughout the institution.
7. It is recommended to update the information packages
8. It is recommended to update the semester ECTS values in the Lesson Plans.
9. It is recommended that efforts be made to encourage the effective use of the Alumni Tracking System.
10. It is recommended to create and systematize defined processes for monitoring and updating programs.
11. It is recommended to integrate training processes into the information system.

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

1. It is recommended that trainer training programs be conducted regularly and periodically to improve the teaching competence of teaching staff.
2. It is recommended that student satisfaction surveys be implemented and evaluated more effectively and functionally to target continuous improvement.
3. It is recommended that defined processes for Training of Trainers be created and made systematic.
4. It is recommended to develop mechanisms that will ensure effective use of measurement and evaluation methods outside of accredited units.
5. It is recommended to establish a center to carry out measurement and evaluation studies.
6. It is recommended that improvements be made in the two-way operation of national and international exchange programs.
7. It is recommended to open joint postgraduate programs at international level.

8. It is recommended to establish processes for recognition of prior learning.
9. As higher education becomes independent of location, graduates who meet the needs of employment agencies are trained, and micro-qualifications are placed on the agenda, it is recommended to develop agile structures and regulations in this regard.
10. the Europass application and logo , which support lifelong and transnational learning and career planning and mobility, be included in the diploma supplement.
11. It is recommended to create defined processes regarding micro-qualifications.

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

1. It is recommended to make the 'Career Center' functional
2. It is recommended that the applicability of the 7+1 system implemented in the Faculty of Engineering be examined in other programs with suitable features.
3. It is recommended to conduct a training needs analysis in order to provide a systematic structure for Continuing Education Center Trainings.
4. It is recommended that monitoring and improvements be made regarding academic counseling services.
5. It is recommended that orientation practices be made systematic by spreading them throughout the institution.
6. of the Dean of Students, Student Affairs DB, External Relations Unit, International Student Office, Career Center and SKS units do not overlap and are clearly defined.
7. It is recommended to diversify social facilities and living spaces.
8. It is recommended to improve the quality and quantity of common study areas (library, study halls, computer laboratories) of students in units other than the Central and Engineering campuses.
9. It is recommended that barrier-free university practices be monitored, improved and made widespread across all campuses.
10. It is recommended that other groups requiring a special approach be considered.
11. social, cultural and sporting activities be monitored more effectively and improvements be made.
12. criteria of inactive communities be clearly defined and that if their activities need to be improved, their termination work be completed within a short time within the defined process.

The institution must be fair and open in all processes related to the recruitment, appointment, promotion and course assignment of faculty members. It must provide opportunities for the continuous development of the teaching-training competencies of faculty members in order to achieve the targeted qualified graduate qualifications.

1. It is recommended to increase the number of foreign faculty members
2. It is recommended that studies be carried out on determining criteria specific to the institution, within the framework of the legislation, especially in the assignment of external lecturers to teach at Vocational Schools and in the evaluation of their expertise.
3. ~~training~~ at the institution level and create defined processes.
4. It is recommended that the results of the trainings be monitored and necessary improvements be made and secured with defined processes.
5. It is recommended to develop a reward and incentive system such as the "good educator award" for the teaching activities of faculty members.
6. It is recommended that more emphasis be placed on education and training activities in the Firat University Academic Staff Promotion and Appointment Directive and the Firat University Performance Evaluation Directive.

4. Research and Development

Strengths

- Being a Research University, scientific research and development are internalized throughout the institution.
- Supporting R&D activities to ensure continuous improvement in line with its Mission and Vision.
- Emphasizing the importance of activities aimed at developing the research competence of academic staff in the institution,
- Existence of a training, incentive and reward system for academic staff.
- Encouraging students to participate in projects to gain research competence.
- Establishing strategic collaborations in line with the research and development goals of the institution.
- Presence of company-owning academic staff and graduates in the technopark
- Evaluation of regional opportunities based on research, research, development and application opportunities in this field.
- Research and development activities are encouraged in the institution's Appointment Promotion Criteria.
- The institution has a high number and diversity of external resources.

- Young and enthusiastic academic and research resources
- Strong physical and financial research resources (BAP supports, share allocated to research from the revolving fund, income generation potential of research centers)
- Close relations with external stakeholders (public, private and non-governmental organizations)
- Existence of research assistants participating in the YÖK 100/2000 priority areas scholarship program
- Existence of R&D Committees spread throughout the institution.

Areas Open to Development and Suggestions

- Development of the technical infrastructure of research and development laboratories as a requirement of the Research University.
- Increase in R&D budgets and varieties due to being a Research University •Having defined processes for recruiting post-doctoral researchers

Suggestions:

- Support for laboratory and method accreditations (TÜRKAK 17025)
- Increasing stakeholder participation in R&D processes
- Establishment of R&D Centers in line with the institution's research and development priorities.
- Ensuring that the existing Application and Research Centers in the institution are active and facilitating access to their websites.

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

1. It is recommended that the institution's budget planning for the purpose of carrying out R&D activities is made in a way that all research focuses are shared equally.
2. As a research university, it is recommended that the institution's research policies be improved in line with the strategic plan .
3. It is recommended that a top coordination team be established to manage and control the sustainability of the institution's R&D centers in line with the research mission and objectives.
4. It is recommended to create defined processes in postdoc programs.

The institution should provide opportunities (training, collaborations, support, etc.) to maintain and improve the scientific research and artistic competence of faculty members and researchers.

1.It is recommended that a mechanism be established to monitor and control researcher competencies at national and international levels, together with industry and external stakeholders , in the planning and sustainability steps of the institution's research and development activities .

2.Similarly, it would be appropriate to increase national and international joint programs (undergraduate/graduate) and joint research units .

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

1.the performance of researchers in the planning and sustainability steps of the institution's research and development activities .

2.It is recommended that the performance of the teaching staff/researcher be monitored as well as evaluated and implemented in improvement studies.

5. Social Contribution

Strengths

- The university's contribution to the region and the country in engineering and health services.
- The institution's academic staff provides consultancy and training services to public and private institutions in the region.
- Providing direct service and training to the region through TTO and FÜSEM
- Concrete steps have been taken towards university-industry cooperation,
- R&D projects are carried out together with KOSGEB
- To carry out social contribution activities to the region through student clubs.

Areas Open to Development and Suggestions

- Determining the priorities of the university's contribution to society
- Social contribution practices do not have a periodic, traceable and evaluable nature in all units.
- Determining social contribution targets and monitoring and improving the implementations.
- Increasing the financial resources allocated to social contribution services.

Suggestions:

Social Contribution Coordination Office, services will be provided in an integrated manner.

realization

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

1- First of all, it is recommended to create a "Social Contribution Policy" and the following steps to create defined processes. Then, it should be considered to integrate Social Contribution Processes into the Management model and make them applicable to the entire institution.

2- The websites and social media accounts of the units dealing with social contribution processes (Hospital/ s , Technopolis , MerLAB , Research and Application Centers, FÜKÇAM, FÜSEM, TAHAM, Barrier-Free Research and Application Center, Career Planning Application and Research Center) should be kept up to date for the management of effective social contribution processes.

3- In order to sustain the institution's social contribution activities, the necessary infrastructure (social benefit budget management system) should be established for the transparent management of physical, technical and financial resources of appropriate quality and quantity, and resources should be transferred equally to the units dealing with social contribution issues in line with a defined process.

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

1. "Social Contribution Coordination Office" be established and services be provided in an integrated manner.

2. It is recommended that the Social Contribution Coordination Office that can be established should establish a common and defined monitoring and evaluation process with other units and external stakeholders by monitoring social contribution performances and evaluating feedback.