

**INSTITUTIONAL INTERNAL  
EVALUATION REPORT**

**SÜLEYMAN DEMİREL UNIVERSITY**

## **SUMMARY**

### **1. Summary**

The higher education ecosystem and the changes in global trends have made it essential for universities to manage change, uncertainty, and innovation by creating quality awareness and acting in line with institutional transformation and an agile management approach. Süleyman Demirel University (SDU), whose steps in this direction are based on the past, became one of the first Turkish universities included in the Institutional External Evaluation Program by the European University Association in 2006 and has endeavored to develop its quality awareness in a sustainable way from past to present. In this report, which is one of the products of this awareness, it is aimed to make an internal evaluation of SDU studies in the context of quality processes. The report was prepared with the coordination of SDU Quality Assurance Office in line with the Quality Commission, Monitoring and Guidance Commissions and the opinions of the units, Quality Evaluation and Improvement Meetings in the Context of YÖKAK (Turkish Higher Education Quality Council) Criteria, Unit Quality Activities Evaluation Meetings and Cross Peer Evaluation Program, and presented to the Senate before publication. In the report, firstly, general information about SDU was presented, and then the activities of our university, which aimed to determine and monitor its mission and strategic goals, ensure internal quality assurance, increase stakeholder participation and internationalization performance, in the context of the quality assurance system were presented. Within the scope of Education-Training, which is one of the main themes of SDU self-evaluation studies, information on how education-related processes are handled and managed in our institution has been presented. The improvement activities carried out as a result of the feedback in the Institutional Feedback Report prepared as a result of the YÖKAK Institutional External Evaluation Program, in which we participated in 2017, have been presented. SDU, on the way to becoming a research-oriented university, carries out its research and development activities by considering the dynamics of the society, global trends, and the science ecosystem. Mechanisms continue to be established in this area in order to use research resources in the most efficient way, to improve the areas that are open to development, and to extend the activities to the whole institution. Information on these activities and mechanisms is also mentioned in the report. By specifying the goals and objectives related to social contribution, which is one of the basic functions of our university, it is explained in which priority and in which areas social contribution services are reflected. As for the management system, SDU, which has adopted a participatory, agile, accountable, and transparent approach, aimed to spread the corporate culture in all processes. In this context, the participation of units at all levels is taken as a basis in all processes by taking into account the effective use of all resources.

### **INFORMATION ABOUT THE INSTITUTION**

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SDU was established with the Law No. 3837 dated 03.07.1992 published in the Official Gazette dated 11 July 1992 and numbered 21281. Prof. Dr. Hasan GÜRBÜZ was appointed as the founding rector of the University. In 2015, Prof. Dr. İlker Hüseyin ÇARIKÇI started his duty as the fifth rector of our university and was appointed as the rector for the second time in 2019.

Although the official establishment date of our University is 1992, the history of the University dates back to the Ertokuş Social Complex, which was established in 1224. The recent history of our university is based on the Faculty of Architecture and Engineering, which was established in 1976 under the name of "Isparta State Architecture and Engineering Academy", and Isparta Vocational School. As a natural consequence of this situation, education has developed in two branches in the history of our university. One branch is engineering and the other is technical/vocational education. Hence, the development of two new universities out of our university by the connection of the technical/vocational education units of our university to Mehmet Akif Ersoy University in 2006 and Isparta University of Applied Sciences in 2018 is the clearest indicator of this.

During the foundation years, when the infrastructure of the university was ongoing, it was also aimed to provide students with a livable campus and high social opportunities. In this context, many sports fields and facilities were opened in order to meet the needs of students. Especially in the western campus, which is the first campus of our university located in the center, sports-based living spaces were created. Tennis courts, football fields, and an indoor sports hall were established within these areas, and the importance given to sports and athletes by our university has shown itself since the early days of its establishment. In addition, accommodation facilities were put into service within the scope of creating social opportunities for students and staff. Supporting students' accommodation needs was also one of the moves made in this process.

One of the most important moves on behalf of the university is the implementation of the "Barrier-Free Oral and Dental Health Hospital" project in order to provide comprehensive service to disabled and geriatric patients. The construction of the project was completed with an investment budget of 10,600,000 TL specified in the 2019 Central Government Budget Law published in the Official Gazette dated 31 December 2018 and numbered 30642. Between 2016-2019, our university provided treatment to a total of 1549 patients from 72 different provinces at the Barrier-Free Oral and Dental Health Hospital. Acting with the awareness of the fact that equality and diversity contribute positively to the values that enable science to develop and to social development, our university has also announced its action plan with the titles "Women Friendly Campus", "Equality of Opportunity" and "Incentive for Women Academics".

With the aim of gaining strength from unity, the ADIM Project was implemented under leadership of SDU as we entered the 2000s and it has become a consortium of 18 universities with the participation of Aydın Adnan Menderes University, Pamukkale University, Muğla Sıtkı Koçman University, Afyon Kocatepe University, Afyon Health Sciences University, Antalya Bilim University, Balıkesir University, Bandırma Onyedi Eylül University, Bilecik Şeyh Edebali University, Çanakkale Onsekiz Mart University, Eskişehir Osmangazi University, Kütahya Dumlupınar University, Kütahya Health Sciences University, Manisa Celal Bayar University, Burdur Mehmet Akif Ersoy University, Uşak University ve Isparta University of Applied Sciences.

As one of the contemporary projects that few universities were able to achieve in its period and that could make universities the locomotive of the region and industry, the SDU Lakes Region Technocity, whose foundations were laid earlier, was established in 2005 and the expected meeting of Isparta industrialists and university students was ensured. As of March 2022, the number of companies operating in SDU Lakes Region Technocity is 51. 22 Incubation Centers with 400 m<sup>2</sup> Entrepreneur Capacity have been actively serving with the project "Development and Improvement/Support of the Lakes Region Pre-incubation and Incubation Infrastructure" funded with the support of the Western Mediterranean Development Agency (BAKA). Technology Transfer Office (TTO), which was established in 2016, provides support to academic staff, students, entrepreneurs, institutions, and businesses

within the scope of awareness, promotion, information and training services, services to benefit from support programs, project development/management services (university-industry cooperation activities), intellectual and industrial rights management, licensing services, incorporation, and entrepreneurship services. Our university, which meticulously follows the innovations and requirements of the era, also organizes events such as the "Online Entrepreneurship Marathon (Hackathon)" and "Metaverse Turkey Entrepreneurship Marathon".

Accordingly, various supports are provided to academic staff for expanding the study opportunities by providing funds from relevant national and international institutions for research activities; to students for dissemination of project culture, development of teamwork and research culture; to entrepreneurs in the areas of development of the industry in the region, dissemination of entrepreneurship culture in the university and regional ecosystem, and support of techno-entrepreneurship companies that will be established to create added value. Similarly, institutions and businesses are supported by joint projects with university academic staff in line with their R&D demands and needs in order to bring the knowledge and experience of our academicians to our economy and to encourage academic staff to research activities in line with the needs of our industry.

In addition, the Innovative Technologies Application and Research Center (YETEM) was established in order to carry out strategic and high-added value studies in regional, national and international studies, to create innovative technologies research infrastructure, to conduct high-level research in the field of innovative technologies in line with regional and national needs and to develop new technologies at our university. In addition to its research and development activities, YETEM, which has the necessary technical infrastructure in line with the needs of students, academics, and industrialists, supports the conduct of other necessary studies at the national and international levels for the development of the university, region, and country.

In addition to its academic growth, SDU has also made pleasing moves in social and scientific terms. It became one of the first universities to become institutionalized by completing its first strategic plan, which is considered one of the most important applications of the modern management approach, in 2006.

In parallel with the goals of Turkey, which is in the European Union harmonization process, SDU has been included in the International Universities Association and the European University Association. It has achieved significant success in rankings, has become a university that is assertive in the name of entrepreneurship and innovation, has strong mobility through exchange programs, and tries to build its future from today.

In order to develop learning and teaching resources and to increase more equipped study areas, the construction of the Western Campus Central Classrooms building, which includes 10 classrooms, 7 lecture halls, 6 computer laboratories, technical drawing rooms, and a prototype workshop, was completed and put into service in 2020.

Finally, with Law No. 7141 on Higher Education and some Laws and Statutory Decrees published on 09.05.2018, 4 faculties, 17 vocational schools, and 3 schools affiliated to our university were disengaged from our university and connected to the newly established Isparta University of Applied Sciences. With this critical change, which has a high structural impact, a significant part of our university's physical and human resources have been transferred to the newly established university. In this context, 634 academic staff, 283 administrative staff, and 38548 students have been transferred to Isparta University of Applied Sciences with the relevant division. At the same time, the use of a 138509 m<sup>2</sup> closed area was transferred to the newly established university. The academic staff and administrative staff working in the units

located on the central campus and connected to the Isparta University of Applied Sciences and the students studying at these buildings continue their education and training activities in the existing buildings. Today, Süleyman Demirel University continues its activities with 15 faculties, 2 schools, 1 state conservatory, 4 vocational schools, 6 institutes, 5 departments, 1 directorate, 21 coordinators, and 47 research and application centers.

SDU organizational chart is given in the evidence under the heading A.1.1. Leadership, Management, and Quality in A. the Management model and administrative structure.

Mission: SDU aims to become an inspiring and directing university by producing information, technology, and services on a universal scale.

Vision: SDU sees itself as a university of the new millennium committed to teaching, research, providing services, and producing solutions in international standards by prioritizing human in interaction with society.

Core Values: SDU has adopted to internalize merit fairly, to ensure that all thoughts can live freely with respect, to support creativity by encouraging freedom, to keep the excitement of the first day by developing empathy ability, to increase efficiency and effectiveness by internalizing quality, to aim for perfectionism by believing in oneself, to avoid excesses by being self-controlled as its basic principles.

**Please note that you can check all the evidence (in Turkish) in the Turkish version of this report (KİDR). Page numbers have been added for every evidence group. The readers can check the evidence from the Turkish version of this report by using these page numbers. Please [click here](#) to view KİDR.**

## **A. LEADERSHIP, MANAGEMENT, AND QUALITY**

### **1. Leadership and Quality**

#### **Management Model and Administrative Structure**

Süleyman Demirel University (SDU), which has a history of approximately 30 years and shows continuous growth and development, was established in 1992 and an administrative organization structure was established in accordance with the provisions of the Higher Education Law No. 2547 and the Decree-Law No. 124 on Higher Education Institutions and Administrative Organization of Higher Education Institutions.

The Rector is at the top of the administration of our university. University administrative bodies are the Rector, Senate, and Administrative Board. The duties, powers, and responsibilities of the administrative bodies are published in the Administration Activity Reports (Evidence 1). Decisions are taken by the Department Administrative Board and the Unit Administrative Board at the department and unit level, and by the Senate and University Administrative Board at the university level. The decisions taken by the boards and committees are put on the agenda in the Senate and the University Administrative Board, and a participatory management approach is applied. The university units continue their activities with 15 faculties, 6 institutes, 2 schools, 4 vocational schools, 1 state conservatory, 5 departments, 1 directorate, 21 coordinators, and 47 research and application centers (Evidence 2). According to the administrative structure of our university, the administrative units are affiliated with the General Secretariat.

To avoid ambiguity; in the light of the dynamics of the society, global trends, and the scientific

ecosystem, some intermediate structures were established in order to facilitate the management of some processes with the understanding of agile management and rapid transformation. Within the scope of the SDU management model, these configurations were formed at the Rectorate level and unit level. With these configurations, activities such as education, research, quality, social contribution, and internationalization, which show a multidimensional distribution, are facilitated to provide management, communication, and cooperation within and between units. In addition to units such as Research and Innovation Directorate, Education- Training Coordinatorship, Coordinatorship of Students with Disabilities Unit, Social Contribution and Stakeholders Coordinatorship, The Chief Coordinatorship for International Relations, Quality Assurance Office (KGO) at the level of the Rectorate, Research, Education and Training, Social Contribution, Management System, Strategic Plan, Internationalization Monitoring Guidance Commissions, which were established to carry out monitoring activities in quality processes, are some of these units ([Monitoring and Guidance Commissions](#)). At the level of units, this system is provided by structures such as Unit Quality Commissions and Unit Advisory Boards.

The participation of the stakeholders in the process is driven by a university-level and unit-level structure. Alumni Advisory Board and Business Advisory Board were established at the university level, unit advisory boards were established in all academic units at the unit level and active participation of stakeholders was ensured through these boards (Evidence 3-4). For more efficient functioning of advisory boards, the Directive on the Establishment and Operational Principles of Advisory Boards has been amended (Evidence 21-6). The process regarding the unit advisory boards at the institutes is carried out according to the Institutes Advisory Board Procedures and Principles (Evidence 7 -8). University-level advisory board meeting decisions are submitted to the Senate so that the implementation of the decisions taken is guaranteed by the Senate decision. At the unit level, units are encouraged to implement the recommendations made by the Unit Advisory Boards. For example; at the Faculty of Education Unit Advisory Board Meeting, opinions were expressed by the stakeholders on the opening of undergraduate programs such as Drone Piloting, Balloon Piloting, and Electric Motor Teaching. The Faculty of Education requested opinions from different units on the subject in order to put this proposal into action. The School of Civil Aviation, one of the units whose opinions were requested, informed the Faculty of Education about its opinion on the establishment of the aforementioned department. (Evidence 5). An encouraging approach is displayed for the participation of research assistant representative, student representative, and administrative staff representative in board and commission meetings such as the Senate, University Administrative Board, Unit Administrative Board, Quality Commission, and Unit Quality Commission. An official letter was sent to the units regarding the inclusion of research assistants, administrative staff, and student representatives in boards and commissions, and from that moment on, representatives were fully included in all boards and commissions (Evidence 22). Students are motivated to become more active and informational visuals are prepared to support students to participate more actively in the process by the Institutional Communication Application and Research Center (KIMER) (Evidence 13).

The participation of Research Assistants is provided by the Research Assistants Council which is a practice unique to our University. The Research Assistants Council consists of research assistants elected on the basis of departments and units and has been standardized with a directive (Evidence 23-24). In line with the directive, research assistant representatives are selected in the departments, then unit research assistant representatives are selected from among department research assistant representatives, and lastly, unit research assistants gather and they select a university research assistant representative among themselves. The Research Assistants Council, which consists of unit representatives, receives opinions and suggestions on behalf of the research assistants in their units, these opinions and suggestions are brought to the agenda at the Council meetings and conveyed to the University Administration (Evidence 25-26). The

recommendations of the Research Assistants Council are taken into consideration and importance is given to their implementation. For example, because the institutes do not have a research assistant representative, a research assistant was determined for each institute in line with the suggestion that the research assistants selected from the council should attend the meetings held at the institutes, and correspondence was made regarding this issue (Evidence 27-28-29). In line with the recommendations of the council, it is planned to define the processes regarding the education of Research Assistants with the Research Assistant Principles, which is still in the preparation stage. With these principles, it is aimed to define the education processes of research assistants who continue their education and standardize them throughout the university.

In order to include all university staff in the participatory management approach, the Improvement Suggestion Form system was started to be used in 2021 ( [Improvement-Suggestion Form](#)). Personnel with improvement suggestions contribute to system improvement by filling in the improvement suggestion form and forwarding it to the relevant unit (Evidence 9). A guide was prepared and published on the Quality Assurance Office website ([Improvement Suggestion Form Preparation Guide](#)) in order to guide the personnel in the use of the form. Our units adapted quickly to this system and started to convey their suggestions through this form (Evidence 16-17-18).

From our administrative units, Department of Information Technologies ( BİDB), Department of Administrative and Financial Affairs (İMİDB), Department of Student Affairs (ÖİDB), Department of Personnel Affairs(PDB), Department of Health, Culture and Sports (SKS) and Department of Strategy Development (SGDB) completed the TS ISO 9001:2015 Quality Management System audits held on March 29-30, 2021 and they were awarded the Quality Management System ISO 9001 and 27001 certificates (Evidence 10-11). Within the scope of these certificates, job descriptions, workflow charts, procedures, and forms and processes in the departments were defined. In order to strengthen the communication between the departments in the quality processes and to act jointly with the awareness of cooperation, quality representatives were determined in each unit, and the Departments Quality Commission was formed. In this context, it is ensured that the administrative units are more active in the quality process and they cooperate by acting together (Evidence 12).

The University Administration has adopted a management style that encourages the establishment of quality culture in all layers and the spread of quality from bottom to top throughout the institution. For this purpose, unit visits, meetings, and cross-peer evaluations are carried out with the participation of the University Administration; academic and administrative staff actively participate in the process and it is ensured that each employee takes an active role in the quality journey, and units and employees are supported in this regard. One of the meetings held within this scope is the Quality Evaluation and Improvement Meetings in the Context of YÖKAK Criteria which are held in 4 sessions. The agenda topics for discussion in each session were determined, the units and people responsible for the relevant articles attended the meeting, the current situation of the university regarding each agenda topic was evaluated, opinions were received on what needs to be done, and a comprehensive work plan was created for what to do. (Evidence 20-30-31-32). Accordingly, 13 Unit Quality Activities Evaluation Meetings were held with the participation of the University Administration in order to encourage the units' participation in quality and to listen to the opinions of the units. In one-on-one meetings with the units, the importance of the role of the units at this stage and the duties of the units were reminded once again, their current situation was discussed with the units, their awareness was increased, and their opinions and suggestions were received, the deficiencies were identified together and the units were guided on what can be done to eliminate them (Evidence 19- 33-34). Research assistants, administrative staff, and student representatives on behalf of the University, and research assistants, administrative staff, and student representatives on behalf of the units participated in these meetings; they were given the right to speak, their opinions were taken, and they were encouraged to be more active

in the process.

The management system and administrative structure are monitored by the Management System Monitoring and Guidance Commission (İYK), which is one of the monitoring and guidance commissions of our University. The commission prepares a report every year and it presents the current situation, good aspects, and open-to-improvement aspects of the University in terms of the management system and administrative structure, and the suggestions in this report (Evidence 14). Some of the recommendations presented by the Commission in 2020 are implemented and the improvement mechanism is operated (Evidence 15). Improvements made are published on the KGO website as [Improvement Studies](#).

In the preparation process of the 2021-2025 Strategic Plan, the opinions of unit managers, academic staff, administrative staff, students, and external stakeholders were taken by various methods such as institution visits, official correspondence, telephone conversations, surveys, and e-mails and these opinions were evaluated in the strategic plan process by keeping stakeholder participation at the highest level. In order to get the opinions of the faculty administrators, an administrator questionnaire was applied during the preparation process of the Strategic Plan (2021-2025 Strategic Plan Table 12-13) and after the creation of the Strategic Plan (2021-2025 Strategic Plan Table 14), and analyzes were made on the basis of activity areas in accordance with their determinations, opinions, suggestions, and expectations. These opinions and suggestions have been reflected to the goals and targets in the strategic plan and are being followed up. In order to reflect the opinions and suggestions of the academic and administrative staff in the plan preparation process, a questionnaire was applied and the results were included in the Strategic Plan (2021- 2025 Strategic Plan Page 34- 3.6.1. Employees). Additionally, the opinions received from the students through the annual questionnaires were included in the plan (2021-2025 Strategic Plan Page 39- 3.6.3. Students). Student representative, research assistant representative, and administrative staff representative also participated in the Strategy Development Board, which was formed during the preparation process of the Strategic Plan. In addition, considering that it would be more efficient to receive the opinions and expectations of our external stakeholders during the Strategic Plan preparations, a team consisting of the members of the Strategy Development Board and the Strategic Planning Team was formed and bilateral meetings were held with all of the external stakeholders. The opinions, received from the external stakeholders via these bilateral meetings, e-mail, and telephone conversations, were also included in the Strategic Plan (2021-2025 Strategic Plan Page 39- 3.6.4. External stakeholders).

A Performance Monitoring and Evaluation System has been developed to monitor the objectives and targets in the Strategic Plan and the data throughout the university. Through this system, it is aimed both to collect the necessary data for the goals and objectives in the strategic plan and monitor the target achievement rate and gather the data needed by all units, and be provided to authorized institutions and organizations under a single roof.

## **Leadership**

At our university, the issue of leadership is evaluated from a perspective that expands from the top to the bottom. Therefore, leadership is seen as a critical function at all levels. Therefore, many steps are taken on the subject, and the training organized since 2016 are among the most important activities in this direction. In this context, various training and seminars were organized for our university staff, including the unit managers and secretaries, in line with the demand of the SDU Leadership Research and Application Center, with the coordination of the PDB (Personal Affairs Directorate) ([Link](#)). Within the scope of these training and seminars, topics such as management and leadership skills, good management, time management for leadership, and positive administrator expectations were discussed (Evidence 1).

Regarding this issue, KGO (Quality Assurance Office) also emphasizes leadership in the training it organizes (Evidence 2). One of the prominent practices regarding the subject is that



unit managers or their assistants preside over unit quality commissions. As of 2021, there has been a quality commission in all faculties, schools, and vocational schools, and all of these commissions are chaired by unit managers or their assistants (Evidence 3). In this way, it is aimed that the unit managers are directly related to the quality processes and they should lead the process by owning it.

Quality assurance culture is also associated with leadership. Many activities were carried out regarding the dissemination of the culture of quality assurance at our university in 2021. Organized training and meetings are one of these activities. For example, in 2021, 4 pieces of training were provided by the KGO to the unit quality commissions, which were improved by participant opinions (Evidence 4) ([Link](#)). In addition, 2 separate meetings were held by the KGO, one for the heads of departments and the other for the academic unit secretaries. The University Quality Commission and the monitoring and guidance commissions have convened 10 times ([Link](#)). Orientation training was given to the newly appointed personnel, and the elements of our university's quality assurance system were also explained within the scope of the training (Evidence 5). In addition, quality commission and advisory board meetings were held at the unit level and published [on the unit quality web pages](#).

One of the important activities in this regard is Quality Basic Training. In order to create, disseminate and keep quality awareness and culture alive throughout the university, training has been prepared by SDU KGO to be given to our university staff through the In-Service Training Module (HIEM). At the end of this training, which includes the basic elements of the SDU quality assurance system, the PDCA (Plan Do Check Act) cycle, stakeholder, proving, basic principles of quality, SDU policies, and continuous improvement, an online exam is also administered and successful participants are awarded certificates (Evidence 6).

One of the important activities of our university in order to spread the quality assurance culture and leadership awareness is the Unit Quality Activities Evaluation Meetings. In this context, evaluation visits regarding quality activities were made to our units by a team of SDU Quality Commission members, including the rector, vice-rectors, student and research assistant representatives (Evidence 7). During these visits, our units were informed about the current quality processes, and they, especially the unit managers to lead the process, were encouraged about quality awareness ([Link](#)). Our units, which were evaluated quantitatively and qualitatively regarding the current and future status of quality activities, were also given feedback on this matter within the scope of the visits (Evidence 8). It can be said that this aspect of the relevant activity is also included within the scope of internal quality assurance activities, which will be discussed in the following headings.

One of the activities within the scope of disseminating the quality assurance culture is the determination of quality representatives. In this context, quality representatives were determined in research centers and departments to work on issues such as ensuring coordination between the rectorate and the unit, disseminating quality studies in the unit, and meeting information and document requests (Evidence 9). With all these activities, it is aimed to disseminate the leadership and quality assurance culture.

### **Institutional Transformation Capacity**

In order to adapt to the future, our university uses approaches such as change management, benchmarking, and innovation management in order to transform in accordance with its purpose, mission, and goals. For example, the SDU 2021-2025 Strategic Plan was prepared with a detailed study, and the change plans, roadmaps, environmental analysis, and benchmarking elements were reported in this plan (Evidence 1). Our university also has the SDU Institutional Capacity Determination Report, which was prepared to strengthen the existing capacity, ensure the most efficient use of available resources, and create the infrastructure to respond with agility to changes in current needs (Evidence 2). Within the scope of the report, determination of legal obligations, examination of regional, sectoral, and national strategy documents, determination of services in the context of activity areas, and stakeholder, internal and external environment analysis was made. In the report, the institutional change studies in our university, mainly on the topics such as research, education-training, and management system, were also evaluated, and it was informed that the studies

were spread throughout the institution and managed holistically. Similarly, SDU Research and Innovation Directorate (AYD) also carries out activities in ensuring and evaluating institutional transformation. The Directorate regularly prepares reports on the innovation management system (Evidence 3). Information about the current status of our university regarding this concept, which has just been added to the evaluation sub-criteria, has been detailed in the aforementioned reports, and the activities regarding the relevant sub-criteria are continuing.

### **Internal quality assurance mechanisms**

Our university has recently carried out many activities to ensure internal quality assurance. Each of these activities has been given a paragraph below, and the activities have been explained and exemplified. Internal quality assurance in our university is basically provided in accordance with two directives.

These are the "Directive on the Establishment of a Quality Assurance System and the Working Procedures and Principles of the Quality Commission" and the "Directive on the Establishment and Operational Principles of Advisory Boards". In accordance with the current developments in the quality processes, improvements were made in the two directives in order to make the quality activities of our university more effective and efficient in 2021 ([Link](#)). With the improvements made, the related processes have been accelerated. In this direction, unit quality commissions in all faculties, schools, and vocational schools have been established to include unit manager/deputy unit manager, academic staff (research assistant representative, if any), administrative staff, and students (Evidence 1). In the institutes, joint commissions were established under the names of "Institutes Quality Commission" and "Institutes Advisory Board" (Evidence 2). In addition, unit advisory boards were established in all faculties, schools, and vocational schools, and annual meetings were held. Information such as commission members and meeting minutes are shared on [the quality pages of the units](#).

Monitoring and guidance commissions and unit quality commissions are important elements of the SDU quality assurance system. These commissions, in addition to carrying out various activities within their own body, also report the activities carried out in the institution/unit. Various improvements were made in 2021, especially regarding the reports in which the monitoring and guidance commissions evaluated the activities of 2020. These and similar improvement activities are published regularly ([Link](#)), and the details of the aforementioned improvement activities have been given under the relevant headings. Improvements were also made regarding the process of preparing reports in accordance with the recommendations of the Commissions in order to harmonize the transferred reporting processes with systematic, holistic, and YÖKAK criteria. Accordingly, the number of reports requested twice a year has been reduced to one ([Link](#)). In addition, the guidelines for preparing monitoring and guidance reports for all monitoring and guidance commissions, including "Research", "Education-Training", "Social Contribution", "Management System", "Strategic Plan" and "Internationalization" were established - by taking stakeholder opinions. – by KGO (Evidence 3). Similarly, the "Unit Self-Evaluation Report Preparation Guide" for faculties, schools, and vocational schools and "Institute Self-Evaluation Report Preparation Guide" for institutes were created by taking the opinions of the units (Evidence 4). All of these guidelines have been published ([Link](#)), and monitoring and guidance commissions and units prepared their 2021 reports in line with these guidelines. The reports of the monitoring and guidance commission were published on the [Quality Assurance Office webpage](#), and the self-evaluation reports of the units were published on the quality web pages of the units.

As of 2021, some steps have been taken to ensure internal quality assurance in the research centers and departments of our university. Determination of "unit quality representatives" is one of the activities in this regard. In this context, quality representatives were determined in research centers and departments to work on issues such as ensuring coordination between the rectorate and the unit, disseminating quality studies in the unit, and meeting information and document requests (Evidence 5).

Flowcharts are important tools for internal quality assurance. Many units of our university such as SDU AYD, BİDB, KGO, and PDB have determined flow charts in this direction and shared them on their web pages (Evidence 6). Efforts are underway for all our units to create their

own quality page and to share documents on internal quality assurance work details, including workflow charts, on this page (Evidence 7). Our university also has Process Management Handbook and Quality Handbook, and information about these documents is given in the "A.3.4. Process management" section.

One of the important aspects in terms of internal quality assurance is the improvement processes. The "Improvement/Suggestion Form" is one of the activities that our university started in 2021 on this subject. With this form, it is aimed to standardize the documentation of the suggestions that SDU staff will offer to improve the university's open aspects or to develop its strengths, and ensure the follow-up of the process. In addition, an "Improvement/Suggestion Form Preparation Guide" has also been created to guide the preparation of the form. Improvement studies in this context have started (Evidence 8), and it is planned to expand the application throughout the university in the coming period.

Accreditation processes are another element that should be given importance within the scope of internal quality assurance. In 2021, our university carried out some activities regarding the accreditation processes in line with the recommendations of the Quality Commission and the monitoring and guidance commission (Link). The "Süleyman Demirel University Procedures and Principles of the Pre-Application Process of Accreditation", which was created/formed in this context, was accepted by the Senate. In addition, in accordance with these procedures and principles, an "Accreditation Board" has been established to make pre-accreditation evaluations of the units that carry out accreditation studies (Evidence 9). The Board has prepared a report covering the year 2021 to determine the current situation of our university in terms of accreditation and the perspectives of the units on accreditation (Evidence 10).

Evaluation meetings held regularly at our university are also considered to be important in providing the internal quality assurance system. Quality Evaluation and Improvement Meetings in the Context of YÖKAK Criteria can be given as examples. Within the scope of these meetings, in line with the sub-criteria used by YÖKAK in the internal and external evaluation processes, the maturity level of our university and the aspects that are open to improvement regarding its current activities have been evaluated by the rector, vice-rectors, the general secretary, and the stakeholders such as the SDU Quality Commission, the monitoring and guidance commissions, the heads of departments and the participants of the relevant units. Then, a work plan has been prepared, developments are followed and improvements are made (Link).

Within the scope of internal quality assurance mechanisms at our university, some activities other than those mentioned in the previous paragraphs were also carried out. For example, Social Contribution and Stakeholders Coordinatorship and Survey Consultation and Implementation Commission were established (Evidence 11). In addition, the cross-peer evaluation activity carried out in 2020 was reported in 2021 and a general report on the subject was published (Link). Our units have made improvements in line with the results of the cross-peer evaluation (Evidence 12). Detailed information on the activities described in this paragraph is included in the relevant headings.

## **Public Information and Accountability**

The official public information organ of our university is the official website. All announcements, news, and events are published on the website. This information is shared by KİMER (Evidence 1). Announcements, news, and events, as well as the decisions of the Senate and Administrative Board, have been transparently published on the website since 2004. ([Decisions of the Senate](#)), ([Decisions of the Administrative Board](#)) and the Institutional Evaluation Program Report of the European Universities Association are included as examples of good practice (Evidence 5 - page 13). Apart from these, documents such as Mission, Vision, Institutional Internal Evaluation Reports, Strategic Plans, and Policies can be accessed via the internet address. KİMER benefits from the feedback received in previous events while planning the following events. Announcements and news are announced not only on the corporate website but also on social media accounts. A report was published on the feedback received from corporate social media accounts under the management of KİMER (Evidence

2).

Besides the institution, information about the institution can be accessed from the websites of units such as KGO and SGDB. Mission, vision, core values, directive, procedures and principles, strategic plans, institutional internal evaluation reports, institutional feedback reports, meeting records, news, and announcements about the quality are available on the KGO website ([KGO Website](#)), and reports and documents such as financial reports, administrative activity reports, strategic plans on the SGDB website ([SGDB Website](#)).

In order to spread institutional accountability and transparency to all units, an official letter was sent to academic units informing them to update the unit websites and what information should be on these pages. In this way, all academic units have added the necessary information to their websites (Evidence 3). In addition, in the same letter, the units were instructed to prepare/update their English websites (Evidence 3). [SDU International](#) website is available for foreign students. There is also an English version of the website of the Quality Assurance Office.

Regarding corporate transparency, the Management System İYK has prepared a Transparency Report at the Level of Rectorate Administrative Units regarding the “Announcement of Corporate Reports” proposal presented in the Management System Monitoring and Guidance Report prepared by the Management System İYK in 2020 (Evidence 4). In the report a detailed analysis of the transparency of the Departments, Scientific Research Projects Coordination Unit, Ethics Committees, University Hospital General Directorate, Quality Commission, Directorate of Enquiry, Office of Legal Counsellor, Directorate for Revolving Fund Management, Internal Audit Unit, Institution Administrative Board, The Chief Coordinatorship for International Relations and Final Investigation Board was made, good aspects and aspects open to development were revealed, and opinions and suggestions regarding the transparency of these units were included.

An accountable and transparent management approach also manifests itself in different practices in personnel recruitment. In 2021, the examination for promotion and title change for the administrative personnel was carried out by the KTU Distance Education Application and Research Center as a result of the protocol signed with Karadeniz Technical University (KTU) (Evidence 6-7). Another indicator of transparent personnel recruitment is the application made for the recruitment of protection and security guards and permanent workers in 2021. In accordance with the provisions of the relevant laws and regulations to be employed in the IMIDB staff, a track exam was conducted in the interview for the recruitment of protection and security guards and permanent workers, and support was requested from the faculty members of the Faculty of Sports Sciences for the track exam, and an examination commission was formed from different unit personnel (Evidence 8 -9). In addition, as a result of the transparency principle, the support of the Radio and Television Application and Research Center (RATEM) was received for the course exam, and the exam was broadcast live (Evidence 10).

In addition to the official social media channel, university shares are also made on Akademix TV, which was established within the body of SKS and where part-time students work. Akademix TV plays an important role in presenting the activities carried out at the university as video news via social media channels. ([Akademix TV Youtube Page](#)) ([Akademix TV Instagram Page](#)). The events are also broadcast live on the video platform, which started broadcasting under the name of [Bilim TV](#) and was then added to the video library. Events, webinars, news, promotional films, Academic Corner, Young Microphone, Academics Tell about Professions, Biographical Productions, and SDU Archive, broadcast within the SDU Science TV Video Library, continue to be an important communication tool.

## **Management model and administrative structure**

**Maturity Level:** The practices regarding the management and organizational structure of the institution are monitored and improved.

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 12-13)**

- Evidence 1. Administration Activity Report 2021.pdf
- Evidence 3. Alumni Advisory Board 20221 Meeting Record. .pdf
- Evidence 4. Faculty of Education Unit Advisory Boards Meeting Record.
- Evidence 5. Faculty of Education Opinion Request and School of Civil Aviation Opinion. pdf.
- Evidence 6. The decision to update the Advisory Boards Directive.pdf
- Evidence 7. Institutes Advisory Board Procedures and Principles.pdf
- Evidence 8. Institutes Advisory Board Procedures and Principles Senate Decision.pdf
- Evidence 9. Improvement Suggestion Form, sample.pdf
- Evidence 10. ISO 9001 certification.pdf
- Evidence 11. ISO 27001 certification.pdf
- Evidence 13. Images of Student Participation.pdf
- Evidence 14. Management System IYK 2021 Report.pdf
- Evidence 15. Improvements to recommendations made in the 2020 Management System IYK Report.pdf
- Evidence 16. Faculty of Architecture Improvement Suggestion Form sample 1.pdf
- Evidence 17. Faculty of Architecture Improvement Suggestion Form sample 2.pdf
- Evidence 18. Faculty of Architecture Improvement Suggestion Form sample 3.pdf
- Evidence 19. Unit Visits Meeting Record.pdf
- Evidence 12. Official Letter of Departments Quality Commission and Member List.pdf
- Evidence 20. Work Calendar for Quality Assessment Meetings in the Context of YÖKAK Criteria.pdf
- Evidence 22. Letter of Representation in Boards and Commissions.pdf
- Evidence 23. Directive on the Establishment of Research Assistant Councils.pdf
- Evidence 24. Official Letter for the 2022 Research Assistant Council Election.pdf
- Evidence 25. Research Assistant Council Meeting Record.pdf
- Evidence 26. Research Assistant Council Meeting Record 2021.pdf
- Evidence 27. Letter of Representation of Research Assistant Council at Institutes.pdf
- Evidence 28. Letter of Conformity to Include a Research Assistant Representative from the institute of science.pdf
- Evidence 29. Council Letter-List of Research Assistants to Represent in Institutes.pdf
- Evidence 2. Organization Chart.pdf
- Evidence 30. 18-20 January 2022 Quality Meeting in the Context of YÖKAK Criteria.pdf
- Evidence 31. 25 January 2022 Quality Meeting in the Context of YÖKAK Criteria.pdf
- Evidence 32. 27 January 2022 Quality Meeting in the Context of YÖKAK Criteria.pdf
- Evidence 33. Unit Visits Meeting Record-2.pdf
- Evidence 34. Unit Visits Meeting Record-3.pdf
- Evidence 21. Directive on the Establishment and Operational Principles of Advisory Boards.pdf

## Leadership

**Maturity Level:** Leadership practices and their contribution to the development of the quality assurance system and culture are monitored and related improvements are made.

**Evidence (Click [here](#) to check the evidence (Turkish) - Page 13)**

- Evidence 1 - Educational Programs on Leadership.pdf
- Evidence 2 – Educational Presentation on Basic Principles of Quality.pdf
- Evidence 3 - Letter on Updating Unit Quality Commissions.pdf
- Evidence 4 - Unit Quality Commissions Training Survey Reports.pdf
- Evidence 5 - Orientation Program Presentation.pdf
- Evidence 6 - In-Service Training Module Screenshot.png
- Evidence 7 – Letter of Unit Quality Activities Evaluation.pdf
- Evidence 8 - Unit Quality Activities Rubrics.pdf
- Evidence 9 - Unit Career Representatives Letter Samples.pdf

**Institutional transformation capacity (Click [here](#) to check the evidence (Turkish) - Page 13)**

**Maturity Level:** The change management approach in the institution is spread throughout the institution and is carried out holistically.

### Evidence

- Evidence 1 - SDU Strategic Plan 2021-2025.pdf
- Evidence 2 - SDU Institutional Capacity Determination Report.pdf
- Evidence 3 - AYD 2021 Research Report.pdf: Research and Innovation Directorate

**Internal quality assurance mechanisms (Click [here](#) to check the evidence (Turkish) - Page 13-14)**

**Maturity Level:** Internal quality assurance system mechanisms are monitored and improved together with the relevant stakeholders.

### Evidence

- Evidence 1 - Letter on Updating Unit Quality Commissions.pdf
- Evidence 2 - Institutes Quality Commission and Advisory Board.pdf
- Evidence 3 - Monitoring and Guidance Commissions Report Guidelines Opinion Example.pdf
- Evidence 4 - Unit Self-Assessment Report Opinion Example.pdf
- Evidence 5 - Letter on Determination of a Unit Quality Representative.pdf
- Evidence 6 – Examples of Web Addresses for Unit Flow Charts.pdf
- Evidence 7 - Letter on Updating the Unit Web Pages.pdf
- Evidence 8 - Improvement-Suggestion Form Sample.pdf
- Evidence 9 - Letter on Establishment of Accreditation Board.pdf
- Evidence 10 - SDU Accreditation Status Report.pdf
- Evidence 11 - Survey Consultation and Implementation Commission.pdf
- Evidence 12 - Example of Cross-Peer Evaluation Improvement Report.pdf

## Public Information and Accountability

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

## **Evidence (Click [here](#) to check the evidence (Turkish) - Page 14)**

Evidence 1. Kimer Activity List.pdf

Evidence 2. Social Media Accounts Engagement Report.pdf

Evidence 3. Example of letter to units and feedback letter from Faculties of Engineering and Communication.pdf

Evidence 4. SDU Transparency Report.pdf

Evidence 5. AÜB Institutional Evaluation Program Self-Assessment Report.pdf

Evidence 6. KTU Promotion Examination Protocol.pdf

Evidence 7. Official Letter on KTU Promotion Exam Protocol.pdf

Evidence 8. Faculty of Sport Sciences Track Exam Request

Evidence 9. Track Exam Commission Correspondence and Member List.pdf

Evidence 10. Permanent Worker Recruitment Track Exam Live Stream Request (RATEM).pdf

## **2.Mission and Strategic Objectives**

### **Mission, vision, and policies**

SDU has defined its mission and vision within the scope of the 2021-2025 Strategic Plan (Evidence 1). The mission and vision statements of our university are also published on the web pages ([Link](#)). Similarly, we have units that determine the mission, vision, and policy documents in line with the SDU mission, vision, and policies. Units share these documents on their pages ([Link](#)).

Our university organizes various informational meetings and training to disseminate the quality of culture. In these activities, the details of which have been given in the previous titles, concepts such as mission, vision, and core values are also emphasized. Similarly, brief information on the basics of the strategic plan is also included in this training for the purpose of raising and disseminating awareness (Evidence 2).

SDU has adopted the metaphor of "door, bridge, window" from the preparation stages of its quality, research, education-training, social contribution, and internationalization policies that it has created with a holistic understanding (Evidence 3) in the 2021-2025 Strategic Plan. SDU has committed itself to offer different horizons and perspectives by opening new windows to its stakeholders in all its activities and services, by acting as a bridge to all stakeholders it opens its doors to all its policy documents. Details regarding the creation process of SDU policies are given in the 2020 KİDR (p.5-6) ([Link](#)). All the basic policies of our university have been published ([Link](#)). In addition, in the pieces of training and information meetings organized, our policies are emphasized as well as mission and vision statements, and participants are guided to carry out their activities in line with these policies (Evidence 4).

SDU activities basically take place on the axis of quality, education, research, social contribution, and internationalization concepts. As mentioned above, our university has a policy for all these concepts, and these policies guide the relevant activities. For example, AYD is one of our units operating and making improvements in this context ([Link](#)). Similarly, the activities and improvements described in the relevant headings throughout this report are carried out in line with SDU policies. Our policies and related activities are monitored and evaluated by the relevant monitoring and guidance commission. In this context, Research, Education and Training, Management System, Social Contribution, Internationalization, and Strategic Plan İYK prepares annual general monitoring and guidance reports. These reports are published ([Link](#)) and matters pertaining to the reports are evaluated in meetings held with the quality commission and monitoring and guidance commissions (Evidence 5).

### **Strategic aims and objectives**

Süleyman Demirel University has a Strategic Plan for 2021-2025, which has been created within the framework of 3 aims, 15 goals, 63 activities, and 63 indicators. In this plan, short, medium

and long-term aims, goals, sub-goals, and actions and their timing, prioritization, responsibilities, and financial resources have been determined. The Plan, which is in line with the United Nations Sustainable Development Goals (Evidence 1), was prepared by taking the opinions of strategic stakeholders. While preparing the current strategic plan, a detailed evaluation of the previous plans, especially the 2016-2020 Strategic Plan, was made (Evidence 2). Details regarding the preparation process of the plan have been given on page 5 of the 2020 KİDR ([Link](#)).

Developing the quantity and quality of scientific research and publication activities, increasing the quality of education and training, and creating an ecosystem that will contribute to the development of the region in the fields of health, sports, social, cultural, education and environment, increasing the services for disadvantaged groups and conducting joint social responsibility projects in these areas are the main issues within the scope of the aims in line with the strategic plan. Our university units carry out their activities in line with these aims and goals related to these purposes. For example, SDU AYD carries out many activities throughout our university in this context (Evidence 3). Details on the subject have been given in the relevant headings, especially Education and Training and Research and Development. Similarly, our university's activities such as expenditures and digitalization in education are also carried out in line with the strategic plan, and there is a relationship between the plan and these activities (Evidence 4).

The Strategic Plan Monitoring and Guidance Commission, which was mentioned before, plays an important role in monitoring the strategic plan of our university and reflecting it on future plans. Accordingly, the commission prepares an annual general monitoring and guidance report (Evidence 3). Issues related to the report are evaluated in meetings attended by the members of the Quality Commission and the monitoring and guidance commissions ([Link](#)).

## **Performance management**

SDU has also defined corporate performance indicators covering all its main activities within the scope of the 2021-2025 Strategic Plan ([Link](#) (p.65-81)). Along with the aims and goals, the relationship between performance indicators and quality processes has been defined (Evidence 1). In the quality-themed meetings and pieces of training that have been given so far, the basic values of our university are emphasized as well as performance indicators.

In our university, many reports are made on performance management on a regular basis. At the institution level, administration activity reports (Evidence 2), performance program reports (Evidence 3), and corporate financial situation and expectations reports (Evidence 4) are prepared. Similarly, reporting on the performance of distance education at the institution level is also made (Evidence 5). At the unit level, activity reports (Evidence 6) are prepared. Besides, at the unit level, self-evaluation reports were also made regularly and a 2021 self-evaluation report was prepared in all institutes, faculties, schools, and vocational schools ([Link](#)).

In line with the Strategic Plan İYK recommendation ([Link](#) (p.7)), an important study was carried out in 2021 to ensure that the performance management activities currently carried out throughout the organization are holistic, accurate, and reliable by being supported by information systems. In this direction, the Institutional Monitoring and Evaluation System (KIDES), which was implemented within the scope of strengthening the quality assurance system and digitalization efforts, started to be used as of 2021 (Evidence 7). Detailed information about KIDES will be given under the relevant heading. As of 2022, the Performance Monitoring and Evaluation System has been integrated into KIDES and all the indicators that need to be monitored have been transferred to the system according to the reports they are related to (Evidence 8). In this way, all indicator data are recorded by the system according to the reports, periods, and responsible units, making the data analysis possible. Accordingly, as of January 2022, the "2021 Performance Program Indicator Report", "2022 Monthly Performance Monitoring Program", "2021 Strategic Plan Indicators Follow-up Report" and "2021 YÖKAK Quality Indicator Report" became active and responsible for the indicators and the units identified as responsible for the indicators were informed (Evidence 9).

Monitoring of performance in our university is basically carried out by monitoring and guidance commissions. They monitor and evaluate the performance of activities related to Research,



Education and Training, Management System, Social Contribution and Internationalization, and especially Strategic Plan İYK. In addition, our units such as AYD and the Chief Coordinatorship of International Relations monitor and report the performance of related activities (Evidence 10) and make related improvements ([Link](#)).

### **Mission, vision, and policies**

**Maturity Level:** Implementations carried out in line with the mission, vision, and policies are monitored and measures are taken by evaluating them together with the stakeholders.

#### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 16)**

Evidence 1 - Strategic Plan 2021-2025.pdf

Evidence 2 – Presentation on Institutional Identity of Being a member of SDU.pdf

Evidence 3 - Holistic Relationship Document in SDU Policy Texts.pdf

Evidence 4 - Unit Quality Commissions Briefing Presentation.pdf

Evidence 5 – Example of Quality Commission Meeting Record.pdf

### **Strategic aims and goals**

**Maturity Level:** The institution monitors the strategic plan that it implements and evaluates it together with the relevant stakeholders and reflects it in its future plans.

#### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 16)**

Evidence 1 - United Nations Sustainable Development Goals.pdf

Evidence 2 - Strategic Plan 2021-2025.pdf

Evidence 3 - Strategic Plan İYK 2021 Report.pdf

Evidence 4 - Strategic Plan-Expenditure Relationship Document.pdf

### **Performance management**

**Maturity Level:** The functionality of performance indicators and performance management mechanisms are monitored in the institution and improvements are made according to the monitoring results.

#### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 16-17)**

Evidence 1- 2021-2025 Strategic Plan and Quality Processes Relation.pdf

Evidence 2 - Administration Activity Report 2021.pdf

Evidence 3 - Performance Program Report for 2021.pdf

Evidence 4 - 2021 Corporate Financial Status and Expectations Report.pdf

Evidence 5 - Distance Education Evaluation Survey Report.pdf

Evidence 6 - Example of Unit Activity Report 2021.pdf

Evidence 7 - KIDES Screenshot.png

Evidence 8 - Performance Monitoring and Evaluation System Screenshot.png

Evidence 9 - Letter on KIDES Performance Monitoring and Evaluation System.pdf

Evidence 10 - AYD Strategic Plan Target Status Report.pdf

## **3. Management Systems**

### **Information management system**

The information management system is basically carried out by the CC with the mutual integration of 3 basic software in the digitalization process. The software programs that are

currently used and independent from each other have been gathered under a single roof with the SDUNet platform, and the software programs have become integrated with each other. After SDUNet, KIDES, a data monitoring and evaluation software where data can be monitored, was developed. Finally, SDU Mobil, which can be downloaded as a mobile application and can access the developed software from anywhere, has been implemented.

One of the most important steps taken for integrated information systems is the SDUNet platform. The platform is a software developed on the proposal of "integrating the information management system under one roof under the name of SDU Information Management System" included in the 2017 Institutional Feedback Report and 2020 Management System Monitoring and Guidance Report ([2020 Management System Monitoring and Guidance Report \( Page 83\)](#)). Many applications such as Electronic Document Management System (EBYS), Personnel Information System (PBS), Student Information System (OBS), Demand Tracking System (TTS), KIDES, HİEM, Library, Online Payment System (OOS), BAPSIS are integrated into this platform and all these applications can be accessed via SDUNet. In addition, personal services such as payment information, service certificate, obtaining permission, identity card application, and the Academic Information System (ABS) were added to the platform.

With the KIDES system, the data needed by all university units were determined and these data were added to the system. Units can access the data they need through the system in line with their authorization. In addition, a module has been created in which all meetings held at the university can be planned and records can be prepared with the KIDES system. Thanks to the system, all meetings were gathered on a single platform, and meeting records were prepared in a standard form. The software offers the opportunity to collect and control the documentation prepared for Integrated Management Systems, which is prepared within the institution, on a single system ([KIDES](#)).

In the SDU Mobile application, which provides the opportunity to access user accounts from mobile phones, many services that can be accessed from SDUNet can be accessed. The system also allows students and staff to make one-on-one meetings and reservations. Students and staff can receive online psychological counseling via the mobile application. As soon as the students register for a course, a class chat group is automatically created, and the students and the lecturer of the course can communicate through this group. With SDU Mobile, it is possible to enter all areas that can be entered with a personnel ID card by scanning the QR code. SDU Mobile software is constantly being developed in line with user needs and feedback.

In the Learning Design and Digitalization Process in Education, our university has started to use open source Learning Management System (ÖYS) software that can enable face-to-face education applications (live lessons, course materials, classroom activities, feedback corrections, exercises, assessment and evaluation activities such as exams, homework, student behavior monitoring, etc.) to be carried out in online environments. The service for distance education processes has been purchased, and the distance education center (UZEM) manages the confidentiality and reliability of the data and the platform. A confidentiality agreement has been made with the relevant company within the scope of KVKK (Personal Data Protection Law)

The Payment Information System, designed and developed by the software developers working at our university, is an application unique to our university. In our university, the Payment Information System is used to inform the personnel about the payments (salary, additional course fees, etc.) to be made in advance. Information messages are sent to the personnel via SDUNet, SDU Mobil, and e-mail services for payments made to personnel through this system. Thanks to this system, our personnel are informed in advance about the date, amount, and other data regarding the payment information of the payments to be made to them. The system was developed in line with the proposal in the Management System Monitoring and Guidance Report for 2020 ([2020 Management System Monitoring and](#)

## [Guidance Report \(Page 83\)](#)

The licenses of the programs that are frequently used and demanded by the students and personnel are purchased by BİDB and offered for the use of our personnel and students. Microsoft Teams and MATLAB software have been made available to students, academics, and researchers so that they can conduct graduate online courses and staff online meetings ([Matlab](#)). Online initial training was held by the company, from which the software was purchased, for the personnel who wanted to participate, and the questions of the participants were answered in the training, in which there was intense participation. Program license purchases continue in line with feedback and requests.

Improvement and monitoring activities are carried out by resolving the requests submitted to the unit. In line with the requests made by the end-users, the continuity of the system is tried to be ensured and continuous improvements are made in line with these requests (Demand Tracking System). With TTS ([Demand Tracking System](#)), 3,605 requests were sent to the BİDB in the fields of information support, technical service, network and system, and software in 2021, and 3,368 of them were completed, the rest were rejected or put on hold while they are in the solution phase. Through this system, units can electronically demand their requests regarding IMİDB, Library and Documentation Department, Directorate of Construction and Technical Works (YİTDB), BİDB, SKS and ÖİDB, Hospital General Directorate, UZEM and Learning Management System (ÖYS) directly from the relevant unit, and these requests can be reported to the relevant units.

Internal audits are carried out in the BİDB every year, and measures are taken according to the results. Internal audit outputs, training outputs, and performance reports are important in terms of monitoring and measurement and thus they are evaluated by holding a Management Review meeting for the unit (Evidence 19-20-21-22-23).

Apart from these; the Logbook, which lists the activities and services provided by the BİDB, shows the progress made from past to present, and is unique to our University, is published on the BİDB website. Activities can be monitored periodically and systematically from the Logbook and can be seen transparently by all stakeholders ([BİDB Logbook](#)).

Ensuring the effectiveness of administrative and operational activities within the BİDB, collecting, storing, and analyzing the necessary information and data on a regular basis has been made systematic with the TSE ISO 27001 Information Security Management System (ISMS) and ISO 9001 Quality Management Systems documents (Evidence 1-2). In this context, procedures, workflow charts, job descriptions, instructions, and forms are published transparently on the website of the department ([BİDB Documents](#)). In the BİDB, together with ISO documents, which prove that the standardization of processes and documentation is ensured, processes are defined, workflows and job descriptions are clear;

Within the scope of ISO 27001 ISMS (Information Security Management System), data regarding the processes of the unit are collected and analyzed. These data are reported in the Annual Performance Report (Evidence 3-4-5).

Within the scope of ISO 27001 ISMS, devices such as computers and laptops allocated to university personnel are centrally controlled on the basis of security measures. In this way, end-user information security problems are tried to be reduced to the lowest level. This process has been standardized with the Information and Communication Assets Usage Directive. (Evidence 6).

- Procedures are carried out according to the Document Preparation and Control Procedure and the Records Control Procedure prepared in the unit within the scope of ISO 27002 ISMS (Evidence 7-8).

- Since the security and confidentiality of the Information Management System is one of the basic needs within the scope of ISO 2007 ISMS, it is provided in accordance with policies and confidentiality agreements (Evidence 9-10-11-12-13).
- Monitoring and improvement activities in the unit are carried out according to the procedures prepared within the scope of ISO 27001 ISMS and ISO 9001 (Evidence 14-15-16-24).

[BewareOn](#) software is used in the unit for the protection of personal data. In addition, the Personal Data Protection and Operation policy have been prepared within the scope of ISO 27001 ISMS and published on the website (Evidence 17-18).

All applications and activities continue to be improved in line with the requests and feedback received from users.

## **Human Resources Management**

Staff assignments and processes and operations pertaining to personnel at SDU are governed by laws such as the Higher Education Law No. 2547, the Higher Education Personnel Law No. 2914, the Civil Servants Law No. 657, the Labor Law No. 4857, and the regulations attached to them, and the guidelines, procedures, and principles accepted by our university. There are 4,797 personnel working at our university, of which 1,935 are academic, 1,068 administrative, 1,501 workers, and 293 contracted staff.

Academic staff, employed at the University, is appointed within the framework of the Higher Education Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Members, and the Regulation on the Procedures and Principles Regarding the Central Exam and Entrance Exams to be Applied in Appointments to Faculty Members other than Faculty Members, and the directive on Süleyman Demirel University Application, Appointment, and Promotion Criteria (Evidence 14). Personnel rights of the appointed academic staff are met in accordance with Law No. 2914 and 657. Recruitment of academic staff is done by taking into consideration the Laws, Regulations, and directives mentioned above. Academic assignment procedures are carried out with Law No. 2547 and the Regulation on the Procedures and Principles to be Complied with in Assignments at Home and Abroad. Administrative personnel is recruited to the university through KPSS (Public Personnel Selection Examination) and considering their educational status, either openly or indirectly, in accordance with the relevant articles of the Civil Servants Law No. 657. In the assignments made regarding the personnel working in the units providing administrative and support services at the university, the harmony of the job to be done and the personnel who will do the job is observed. The need for academic staff of our university is made within the scope of the Regulation on the Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions, and academic staff recruitment is carried out by giving an announcement of academic staff to the units in need.

Our university has adopted practices that consider merit and qualifications in accordance with an objective, transparent and fair approach in personnel recruitment. An example of this is the equitable appointment of candidates to the in-house chief position of the Social Sciences Institute Secretariat in 2021 by applying a written exam (Evidence 1). This application is a proof that the rules of merit and equity are applied by applying written and oral exams in the appointment of managers without examination. This situation has been included as an example of good practice on some websites ([News Link-1](#)). Another example is that in order to observe the principle of transparency, objectivity, and fairness in personnel recruitment, the exam for the promotion and title change of the administrative personnel of our University in 2021 was carried out by the KTU Distance Education Application and Research Center as a result of the protocol signed with KTU (Evidence 28-29). The written exam fee of the candidates is covered by our University. As a fair personnel recruitment indicator, a track test was conducted for the

recruitment of protection and safety guards and permanent workers in accordance with the provisions of the relevant laws and regulations to be employed in IMIDB staff in 2021. Besides, support was requested from the faculty members of the Faculty of Sport Sciences for the track exam, and personnel from different units were assigned to the examination commission (Evidence 30-31). In addition, as a result of the transparency principle, the support of RATEM was received for the parkour test, and the exam was broadcast live (Evidence 32).

The criteria added with the amendment of the Directive on the Criteria for Application, Appointment, and Promotion for Süleyman Demirel Faculty Membership Staff, which was approved at the meeting of the General Council of Higher Education dated 06.01.2021 and entered into force, will increase the publication productivity of our university (Evidence 14). These criteria were taken as an example in 2021 and this proves that it is a practice unique to our University (Evidence 15).

Human Resources software specific to our university is used to receive personnel applications online ([HR Application System](#)) (Evidence 2). With the system used for the first time in 2020 for personnel recruitment, 22 personnel recruitment advertisements were published and 15,346 candidates applied for these advertisements (Evidence 3). This system is an application-specific to our University as a step of digitalization in personnel recruitment.

Various pieces of training are organized by the PDB for the development of personnel at our university. These pieces of training are planned according to years and this planning is given as evidence in our 2020 Institutional Internal Evaluation Report (2020 Institutional Internal Evaluation Report Page 62 Evidence 2-3-4-5). PDB monitors whether this plan is realized or not (Evidence 4-5). The HİEM platform has been created in order to conduct and follow the pieces of training from a single platform ([HİEM Module](#)). The training prepared by various units can be uploaded to this platform and the personnel can follow this training. The platform continues to be continuously developed in line with the needs. For example, questionnaires have been added to the platform so that they can be answered at the end of the trainings (Evidence 22). Apart from the planned trainings, trainings are planned by evaluating the demands of the personnel who request training by reaching the PDB through official channels (Evidence 6-7-17-18-19-27-33). 3,239 people attended 25 trainings organized by PDB in 2021. 13 of these trainings were on-demand, and 360 people attended trainings organized on demand (Evidence 6). Apart from meeting the training demands of our university personnel, training requests are also received from outside the institution. The requests are evaluated and planned and carried out by the Personnel Department (Evidence 20-21)

There are also different motivating practices to support the self-development of university staff. The training expenses of the personnel, who demand a training that is beneficial for personal development and university, in line with the requirements of their job can be covered (Evidence 8-26). With the decision of the Scientific Research Projects (BAP) Commission to Support Scientific/Artistic Activities from the Guided Project (Performance) Budget in 2021, the expenses of activities such as conferences/symposiums/exhibitions/shows attended by academic staff are covered from the university budget (Evidence 34). With these applications, the development of academic staff is supported. Our university covered the exam fees of the personnel who took the promotion and title change exams at KTU in 2021. Verbal positive feedback was received from other universities on this issue ([News Link-2](#)). Various supports are provided by the Research and Innovation Directorate (AYD) and Scientific Research Projects (BAP) Coordinatorship in order to motivate the work of academic staff and to increase the quality and quantity of publications. Detailed information on this subject is available in the "C. Research and Development" section and in the BAP Implementation Directive (Evidence 9).

Within the scope of the Award Directive, there are awards in different categories for the personnel to work more efficiently and effectively, to increase their motivation to work, and to encourage efficient use of resources. With the new regulation, the number of award categories has been increased from three to nine by adding the Teaching Methods and Techniques Award, Academic Advisor Award, Social Contribution Award, Quality Award, Doctoral Thesis Award, and Women Studies Award to the Award Directive (Evidence 16).

University personnel are offered the opportunity to benefit from different resources of the university. One of these opportunities is Nursery and Kindergarten. Nursery and Kindergarten operates with the aim of ensuring that the children of university academic and administrative staff are taken care in a family environment in accordance with the requirements of children's education and increasing the labor productivity of parents as well as the care and education of children by preparing a safer working environment for parents. Lessons and activities such as arts, sports, foreign language, sign language, chess, agriculture are the opportunities offered to the children of the staff in the nursery and kindergarten ([Nursery and Kindergarten](#)).

In order to measure personnel satisfaction, personnel satisfaction surveys are applied by the Survey and Consultation Commission. Reports on these surveys are published on the KGO website ([Survey Reports](#)). At the end of the trainings organized within the PDB, satisfaction surveys are organized for the personnel about the training and these surveys are reported (Evidence 10-11-12). The trainer is given feedback about himself, including the views of the staff participating in the training (Evidence 13).

PDB was awarded the ISO 9001:2015 Quality Management System Certificate in 2021. In this context, the processes of the department have been defined and standardized. Procedures, workflow charts, job descriptions, directives and forms are published in a transparent manner on the website of the Department (Evidence 23-24-25-26).

## **Financial Management**

Our university is based on "Increasing administrative efficiency with better processes" within the scope of its quality policy. In this context, recording and reporting of all administrative processes carried out, and standardization of documentation and documentation processes related to process and operations are ensured.

University resources basically consist of resources transferred to our University within the scope of Treasury Aids allocated by the Central Government Budget Law, Own Revenues, Revolving Funds Revenues, Donations and Aids, TUBITAK Projects, European Union Projects, Farabi Exchange Program, Mevlana Exchange Program and BAKA Projects. Our university has a management system that ensures that all of its human resources, financial resources, and movable and immovable resources are used effectively and efficiently. Our university uses defined and unique processes in all processes from the planning stage to the implementation and reporting stage regarding the management of its financial resources. The demands of the units for the purchase of machinery, equipment, and laboratory by IMIDB; for maintenance and repair needs by YİTDB, and for the purchase of hardware and software by BİDB are collected and consolidated through TTS. The parts of the demands made by the units that can be met with the current internal resources of our University are planned and resources are sought in budget planning for the remaining parts.

As the first step of the budget preparation, the above-mentioned units identify the needs and discuss with the senior management how much financial resources they need, and the institution's budget is prepared (Evidence 1).

For the effective, economic and efficient use of resources, our University has preferred central

procurement management in many procurement processes. In this direction, only the needs of the student laboratories, which will not be included in the tender, are met by the appropriations transferred to the relevant units for this purpose.

The use of our university's financial resources and the supply of goods/services are carried out within the framework of the Public Procurement Law No. 4734, the Public Procurement Contract Law No. 4735, and the Public Financial Management and Control Law No. 5018 and other relevant legislation.

[Budget Management Information System \(Program Budget\)](#) is used in the process of budget applications and appropriation transfer to units; [Integrated Public Financial Management Information System](#) is used in the process of accounting for the records of budget transactions; and [The Public Investments Information System](#) is used in the preparation and implementation of the investment program and in all kinds of parameter changes, including the transfer of appropriations related to investments during the year.

A “Budget and Expenditure Tracking System” was created in order to ensure the relationship of the expenditures made at our university with the Strategic Plan and to report the expenditures made by the unit, and the first pilot application was started within the IMIDB. The relationship of the expenditures made through this system with the Performance Program and the Strategic Plan of our University is provided at the time the expenditure is made. It is planned to expand this system in all spending units in 2022.

TTS has been established in order to provide an institutional and accountable structure and to monitor the demands of our university units. Through this system, units can electronically request their demands regarding IMIDB, Library and Documentation, YİTDB, BİDB, SKS and ÖİDB, and Head Hospital, UZEM, and Learning Management System directly from the relevant unit, and these demands can be reported by the relevant units.

In this process, the stationery and cleaning material demands of the units throughout the year are received by IMIDB electronically through TTS, and unit demands are met by being procured through the central purchasing method. The goods and material needs requested by the units during the year are also collected electronically through TTS, and the demands are examined and the needs are met according to the current stock status of the warehouses. In this process, the unit demand for the materials requested by the units is evaluated by taking into account the previous usage data, and if the demanded amount is above the unit's average usage in previous years, the unit is contacted and the reason for this situation is revealed and the need is met accordingly.

If it is determined that there is a demand for materials that are not available in the warehouses by the units, approximate cost research is conducted through the official [Tender Sdü](#) website of our University regarding the procurement of these materials, and purchases are made with the procurement method determined according to the legislation (Evidence 2).

Expenditure units use the [Financial Management System \(MYS\)](#) in the use of appropriations that are tracked at the unit level and transferred to spending units with the Program-Budget implementation. Through these systems, all income and expenses are recorded, spent, and reported on a yearly basis in accordance with the analytical budget classification. The management and usage processes of our university's resources are maintained and monitored through reports prepared at regular intervals within the framework of the legislation to which we are subject (Evidence 4). Apart from these reports, negotiations and meetings are held with the senior management at regular intervals, processes and ongoing activities are reviewed. As a result of the findings obtained as a result of this evaluation, all processes that were planned but not yet implemented and activities in progress are re-evaluated (Evidence 3).

Some of the applications developed in line with the needs of the university for the efficient use of public resources are as follows:

- [TTS \(Demand Tracking System\)](#) was established to monitor, control, and monitor all processes of material demands needed by the units and was put into practice as of 01.02.2021. During the evaluation phase of consumer material requests, the authorized branch manager determines the amount of material to be given by considering the usage data for the last three years, the number of students, the number of personnel, and the physical area of the unit.
- Barcode (labeling) system has been introduced for the tracking and control of fixtures.
- Organizational charts, workflow charts, job descriptions of the personnel of SGDB and IMIDB and their affiliated units which are among the departments that received the document quality certificate within the scope of ISO 9001: 2015 Quality Management. The forms used in all units have been standardized. Problems, suggestions, and requests are received by making meetings and surveys on a unit basis. All purchases made within the scope of Law No. 4734 and 4735 are made through the [Electronic Public Procurement Platform \(EKAP\)](#) and all data are recorded in the system. It can be controlled and tracked on the web page at any time.
- Thanks to the barcoding (labeling) made by the warehouse unit, the control, and tracking of embezzled materials are carried out. The materials and goods that are embezzled on the personnel can be tracked, and the personnel can see the materials and goods that are embezzled on themselves via SDUNet.
- The needs and usage amounts of all units and warehouse stock status can be monitored via TTS.
- All procurements are announced by tender and direct procurement methods and procurement is made through the [Electronic Public Procurement Platform \(EKAP\)](#). In addition, the needs are met through the [State Supply Office \(DMO\)](#). All budget transactions are followed through the Finance Management System.
- Since 2020, YITDB has installed prepaid electricity and water meters in order to collect and monitor the electricity and water consumption amounts of the leaseholders (canteens) in our University and to prevent possible public damages (Evidence 5). This situation is considered one of the successful practices of the Department.
- Within and under the coordination of YITDB, work on automation and revision of drinking and utility water was started in the last months of 2021. The main purpose of this study is to plan the remote monitoring of drinking water and irrigation water of wells with SCADA system (Evidence 7). It is one of our good practice examples of the project.
- The fuel needs of the vehicles in our university are taken from the State Supply Office for 2021 by YITDB, and the fuel consumption of each vehicle is monitored via the "Vehicle recognition device" installed on the vehicles via KAMUTOS ([State Supply Office \(DMO\)](#)).
- The continuity of existing plants such as trees, treelets, shrubs, ivy, shrub groups (rose, lavender) in the campus and the reproduction of new plants from these existing plants are carried out by the technical teams of the Parks and Gardens Branch Directorate by cutting method. In this way, dependence on external sources in the supply of such plants is kept at a minimum level. These studies are considered good practice examples in plant supply. The seeds supplied from outside as much as the capacity of the greenhouses within the body of YITDB are grown in the greenhouses by the technical teams. Then they are used in the landscaping project implementations of the campus area. With this improvement example, financial savings are achieved. The plants in the campus area, which are formed after pruning according to the season, are blended with branch shredders and used in the landscape design of the university, and combating weeds are considered as good and successful examples of practice. This practice has great importance in terms of efficient, effective, and economical use of public resources



(Evidence 6).

- The electronic project archive (project bank) application under the control of the Survey Project Branch Directorate was started in 2021. Since the establishment of the Directorate, all electrical, mechanical, static, and architectural projects drawn electronically by technical personnel/architects/engineers are registered in this project bank created in 2021.
- Requests sent to YİTDB via TTS are monitored yearly (Evidence 8).

With the resources transferred from the SDU budget to the Information Center, the printed and electronic infrastructure is improved every year. The Information Center serves its users with 184,163 printed books, 293,022 electronic books, 8,818 printed periodicals (hardcovers), 47,342 electronic journals, 17,611 multimedia, and 74 databases, and with an annual publication purchase budget of 2,500,000 TL, it strengthens this strong infrastructure every year. With its strong infrastructure, SDU Information Center has 107,421 registered users, 31,219 loaned publications, 584,009 databases, and articles.

## Process management

The current system, processes, and operations in our university are carried out in line with defined processes and standards and are divided into three branches on the basis of administrative units, academic units, and rectorate-level units such as coordinatorship and commission. Processes are carried out in line with the directives, methods, principles, procedures, work flow charts, and job descriptions created by the units according to their fields of activity, and the PDCA cycle is closed.

In the field of administrative units, BİDB, İMİDB, ÖİDB, PDB, SKS, and SGDB of our university have successfully completed the TS ISO 9001:2015 Quality Management System audits conducted on 29-30.03.2021 and was awarded the Quality Management System ISO 9001 certificate (Evidence 1-2). Within the scope of this certificate, job descriptions, workflow charts, procedures, and forms are defined in the departments and these processes are announced on the website of each department ([BİDB Workflow Charts](#)) ([BİDB Procedures](#)) ([BİDB Policies](#)) ([PDB Workflow Charts](#)) ([SGDB Workflow Charts](#)) ([SKS Workflow Charts](#)) ([İMİDB Workflow Charts](#)) ([ÖİDB Workflow Charts](#)).

The processes in the academic units operate according to the defined processes of the university. For example, all academic units act according to the ÖİDB and Education and Training Coordinatorship processes in the generally accepted processes of education, and AYD processes in research-related processes. Apart from these, if there are different processes specific to the unit, the unit defines its own processes, creates workflow charts, and publishes them on the internet sites ([Faculty of Health Sciences Workflow Charts](#)), ([Faculty of Dentistry Workflow Charts](#)) ([Faculty of Dentistry Procedures](#)), ([Faculty of Engineering Workflow Charts](#)), ([Faculty of Medicine Pre-Graduation Medical Education Board Working Principles](#)) ([Isparta Vocational School of Health Sciences Authorization, Duties and Responsibilities](#)).

Rectorate-level units such as directorates, coordinatorships, commissions, and boards define the work and processes related to their activities, prepare the relevant documents and create work flow charts ([AYD Workflow Charts](#)) ([KGO Work Flow Charts](#)) ([TKPK Process Flow Charts](#)), ([YETEM Workflow Chart](#)) ([Calculus Coordinatorship Function of the System](#)) (Evidence 3-4). In order to determine the principles regarding the implementation of the questionnaires, the Questionnaire and Consultation Application Procedures and Principles and the questionnaire flow charts describing the processes were created (Evidence 5-6).

A Process Management Handbook has been created in order to define the responsible persons, inputs, outputs and performance indicators of the activities carried out within our university, to determine the flows of the processes and to carry them out more effectively and efficiently,

to gather the defined processes under a single roof and to share these processes with the stakeholders. The document consists of sub-processes belonging to the headings of quality, education, research and development. Responsibilities, inputs, outputs and performance indicators of each process are defined in the Process Management Handbook ([Process Management Handbook and Quality Handbook](#)).

## **Information Management System**

**Maturity Level:** The integrated information management system is monitored and improved in the institution.

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 25)**

- Evidence 1. ISO 9001 certification.pdf
- Evidence 2. ISO 27001 certification.pdf
- Evidence 3. Performance Report.pdf
- Evidence 4. Data Analysis Evaluation Procedure.pdf
- Evidence 5. Data Analysis Evaluation Report.pdf
- Evidence 6. Information and Communication Assets Usage Directive.pdf
- Evidence 8. Procedure for Checking Records.pdf
- Evidence 9. Information Security Management System Policies Directive.pdf
- Evidence 10. Information Security Management System Policy.pdf
- Evidence 11. Security Awareness Policy.pdf
- Evidence 13. Instruction on Ensuring Information Security in Working Environments.pdf
- Evidence 14. Internal Audit Procedure.pdf
- Evidence 16. Management Review Procedure.pdf
- Evidence 18. SDU KVKK(Personal Data Protection Law) Implementation Directive.pdf
- Evidence 19. Meeting Record Form.pdf
- Evidence 20. Internal Audit Report.pdf
- Evidence 21. Training Participation Form.pdf
- Evidence 7. Document Preparation and Control /Check Procedure.pdf
- Evidence 12. Personal Data Protection and Confidentiality Agreement.pdf
- Evidence 15. Corrective and Remedial/Improving Action Procedure.pdf
- Evidence 17. Policy on Protection and Processing of Personal Data.pdf
- Evidence 22. Annual Education Plan Form.pdf
- Evidence 23. Education Evaluation Form.pdf
- Evidence 24. DIF Form.pdf

## **Human resources management**

**Maturity Level:** There are internalized, systematic, sustainable, and exemplary practices.

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 25-26)**

- Evidence 1. Institute of Social Sciences Secretary Examination Good Practice Example.pdf
- Evidence 2. Human Resources Module Advertisement Management Page.pdf
- Evidence 3. Human Resources Module Quantitative Information .pdf
- Evidence 4. Analysis of the Education Plan for 2021.pdf
- Evidence 5. Analysis of the Education Plan for 2022.pdf
- Evidence 6. 2021 Training requests and trainings.pdf
- Evidence 7. 2022 Training requests and trainings as a result.pdf
- Evidence 8. Promotion and Change of Title Written Exam Fee Good Practice Example.pdf

Evidence 9. BAP Implementation Guideline.pdf  
Evidence 14. Directive on Application, Appointment and Promotion Criteria for SDU Faculty Members.pdf  
Evidence 20. Request for External Candidate Officer Training..pdf  
Evidence 21. Training Seminar for Police Officers.pdf  
Evidence 22. Addition of PDB Hiem Survey Module Meeting Record.pdf  
Evidence 23. PDB Aspects Open to Improvement and Recommendations .pdf  
Evidence 24. PDB Job Definitions.pdf  
Evidence 25. PDB Organization Chart.pdf  
Evidence 26. Staff Appointment Travel Fee.pdf  
Evidence 15. MAKÜ (Mehmet Akif Ersoy University) Letter of Appreciation.pdf  
Evidence 10. PDB ISO Awareness Training Questionnaires (1-2-3-4).pdf  
Evidence 11. PDB 2022 Orientation Training Satisfaction Questionnaire.pdf  
Evidence 12. PDB Intra-Unit Evaluation Scale Questionnaire.pdf  
Evidence 13. PDB Post-Pandemic Management Skills Trainer Assessment Questionnaires 2021 (1-2-3-4).pdf  
Evidence 17. Leadership UAM Training Request.pdf  
Evidence 18. Leadership Training (Vice Deans).pdf  
Evidence 19. Leadership Training (Heads of Departments).pdf  
Evidence 27. Leadership Training (Unit Secretaries).pdf  
Evidence 16. Award Guidelines.pdf  
Evidence 28. KTU(Karadeniz Technical University) Promotion Examination Protocol.pdf  
Evidence 29. Official Letter of KTU Promotion Examination Protocol.pdf  
Evidence 30. Faculty of Sport Sciences Track Exam Request Letter.pdf  
Evidence 31. Track Exam Commission Correspondence and Member List.pdf  
Evidence 32. Permanent Recruitment Track Exam Live Stream Request (RATEM).pdf  
Evidence 33. Leadership Training (Deans).pdf  
Evidence 34. Support Criteria for Scientific-Artistic Activities from the Guided Project (Performance) Budget.pdf

## **Financial management**

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

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 26)**

Evidence 1. Expenditure Strategic Plan Objective.pdf  
Evidence 2. Expenses by Unit.pdf  
Evidence 3. 2022 Performance Program.pdf  
Evidence 4. 2021 Administration Activity Report.pdf  
Evidence 5. Prepaid Electricity and Water Meter.pdf  
Evidence 6. Stages of Branch Shredding.pdf  
Evidence 7. Drinking and Potable Water Revision.pdf  
Evidence 8. Construction and Technical Department Demand Tracking System Comparison by Year.pdf

## **Process management**

**Maturity level:** Process management mechanisms are monitored in the institution and improved after being evaluated with relevant stakeholders.

## **Evidence (Click [here](#) to check the evidence (Turkish) - Page 26-27)**

Evidence 1. ISO 9001 certification..pdf

Evidence 2. ISO 27001 certification..pdf

Evidence 3. AYD Mentoring Support Program Principles.pdf

Evidence 4. Directive of the Chief Coordinatorship of International Relations.pdf

Evidence 5. Survey and Opinion-Taking Practice Procedures and Principles.pdf

Evidence 6. Surveys Flowcharts.pdf

## **4.Stakeholder Engagement**

### **Internal and external stakeholder engagement**

Süleyman Demirel University has various tools to receive their feedback and use them in their decisions, in order to ensure the participation of internal and external stakeholders in the processes, especially those that they have determined in their strategic plan and prioritized ([Link](#) (p.30-39)). Ensuring stakeholder participation in boards and commissions at the Rectorate and unit level, establishing the Survey and Consultation Commission and the Procedures and Principles of Survey and Consultation, organizing and reporting surveys for stakeholders, and the activities carried out by the units within the rectorate Social Contribution and Stakeholders Coordinatorship, Research and Innovation Directorate and Corporate Communication Center are among the most basic of them. Under this title, activities other than those involving students and graduates are included, and activities related to students and graduates are detailed in the following headings.

At our university, it is important to include stakeholders in boards and commissions. In this context, importance is given to the participation of administrative staff and research assistants in the Senate, Administrative Board, and University Quality Commission, and meetings are held with the participation of these stakeholders ([Link](#)). At the same time, the participation of research assistants, administrative staff and students is provided in the unit board, unit administrative board and unit quality commissions ([Link](#)). Our research assistants also participate in the processes through the SDU Research Assistants Council. The Council communicates the decisions taken in its meetings and improvements are made accordingly (Evidence 1). Incentive activities on all these issues are continuing (Evidence 2), and it is aimed that stakeholders play a role in decision-making processes through the mentioned channels.

Rectorate and unit-level advisory boards are tools used to obtain the opinions of external stakeholders. There is an alumni advisory board and a business advisory board at the rectorate level, in accordance with the relevant regulations regarding the advisory boards of our university, which were improved in 2021 ([Link](#)). At the unit level, together with the "Institutes Advisory Board", unit advisory boards were formed in all our faculties, schools and vocational schools, and all of the boards held their 2021 meetings. Member lists and meeting records have been published on the [unit quality pages](#). Our units (Evidence 3, 4), which were encouraged to include stakeholder views in the processes, started their activities and improvements within this scope. Our units also have good practices for internal and external stakeholders (Evidence 5), and they include these issues in the reports they prepare, especially in unit self-evaluation reports (Evidence 6).

One of the important activities of our university regarding its stakeholders in 2021 is the establishment of the [Social Contribution and Stakeholders Coordinatorship](#). In addition to social contribution activities, the coordinatorship also aims to develop relations with internal and external stakeholders, monitor the outputs and present suggestions to the relevant units in line with the feedback. In this context, one of the important activities of the coordinatorship in 2021 is to ensure that all units define their internal and external stakeholders and determine the impact/importance levels of their stakeholders (Evidence 7). The Coordinatorship regularly reports its activities (Evidence 8). Records of the meetings held by the Coordinatorship with the stakeholders are available on the [website](#).

[SDU AYD](#) is one of our units operating on stakeholder engagement. The Directorate regularly receives stakeholder opinions (Evidence 9), and carries out its activities and improvements

accordingly ([Link](#)). The Directorate also regularly publishes internal and external stakeholder opinion reports. SDU Doctoral Graduates Report is one of the important reports of the Directorate in this context ([Link](#)). SDU KIMER is another unit of our university that has a role in the management of stakeholder relations. The Center carried out a total of 33 activities for internal and external stakeholders in 2021 (Evidence 10). The "Discovery Isparta" project can be given as an example of these activities of KIMER. The "Discovery Isparta" project, which was created to inform students about the natural, historical and cultural values of Isparta, to see them in person, and to raise awareness, is organized twice a year, in the fall and spring terms.

Surveys are one of the important tools used by our university to get stakeholder opinions on the overall activities and to make improvements in this direction. In order to increase the efficiency of the application process of the questionnaires, the "[Survey Consultation and Implementation Commission](#)" was established (Evidence 11). In this context, the "Survey and Consultation Implementation Procedures and Principles" were established and the survey implementation processes were systematized. Within the scope of these procedures and principles, 9 regular surveys were defined. In the aforementioned procedures and principles, details about other surveys that may be needed are also given. Of the regular surveys, four are for students and two for graduates, and the details of these surveys are given in the following headings. Academic staff, administrative staff, and external stakeholder satisfaction surveys are among the regular surveys other than these surveys. These surveys are carried out at regular intervals and reports on all surveys are published ([Link](#)). Improvements are being made to all these aforementioned questionnaires and it is planned to increase these improvements in the future (Evidence 12).

## **Student feedback**

Being aware of the value of student participation in quality processes, our university has many mechanisms to receive student feedback. Student-wide surveys, social media accounts, rectorate, and unit-level boards and commissions, and student counseling projects are among the most basic of these.

There are four questionnaires defined in the SDU Questionnaire and Consultation Implementation Procedures and Principles to receive feedback from students. These are the Student Satisfaction Survey, the International Student Satisfaction Survey, the New Incoming Student Survey, and the Instructor Evaluation Survey ([Link](#)). These surveys are regularly applied and reported and reports are published ([Link](#)). Fundamental aspects of survey reports are also evaluated by boards and commissions (Evidence 1).

Our university's social media accounts and the aforementioned SDU Mobile application are among the tools where student feedback is received. Feedback received through these tools is regularly monitored and reported (Evidence 2, 3).

At SDU, the use of social media to receive student feedback is not limited to this. Our Rector, Prof. Dr. İlker Hüseyin ÇARIKÇI, also actively uses his Twitter account. This use provided the opportunity to communicate directly with students over time. Students have started to adopt the way of communicating directly with the Rector by sending their opinions and complaints by tweeting or sending a direct message. In this way, decision mechanisms are run in line with the opinions of the students coming from the Twitter account, questions are answered, complaints are resolved by communicating directly to the relevant people, and feedback is received by controlling whether the problem persists (Evidence 4).

Ensuring student participation in boards and commissions is also one of the main tools our university uses to receive student feedback. There is a student representative in the Senate, Administrative Board, and University Quality Commission at the rectorate level ([Link](#)). At the unit level, student members have been added to all unit quality commissions as of 2021, and students are currently attending unit quality commission meetings (Evidence 5). In addition to the unit quality commissions, encouraging activities are continuing to invite students to unit board meetings and to get their opinions (Evidence 6, Evidence 7).

Student counseling activities carried out within the scope of [SDU Student Counseling](#)

**Directives** are also important in terms of receiving feedback from students and contributing to the solution of the problems they encounter. Associate and undergraduate students receive services in this context, and our units report their activities in this context (Evidence 8).

The SDU Student Council and the Industry and Quality Community also play an important role in receiving student feedback ([Link](#)). The council and the community present their feedback in various channels ([Link](#)). Besides, it is planned to increase the participation of these teams in the processes in the upcoming period.

## **Alumni Relations Management**

There are many mechanisms for receiving alumni feedback and managing alumni relations throughout our university. These can be expressed as an alumni information system, alumni advisory board, business advisory board, unit advisory boards, and alumni surveys.

SDU alumni information system is a social platform created for graduates to continue their communication with each other and with the university after graduation. By registering on this platform, our graduates can be informed about the activities and other privileges provided by our university. All job advertisements are sent to the SDU Career Planning and Alumni Communication Center via the Alumni Information System and all activities related to alumni are shared with our graduates. In line with the recommendations of the Education Training Monitoring and Guidance Commission ([Link](#) (p.54)), improvements were made in the graduate information system. The system has been updated to include menus such as identity and contact information, sending e-mails, and company transactions. In addition, the information of all graduated students (182632 people) was added to the system (Evidence 1).

There are advisory boards at the rectorate and unit-level at our university. The Alumni Advisory Board, which is one of the rectorate level boards, has 40 members and meets annually ([Link](#)). The Board held its last meeting in 2021 (Evidence 2). At the unit level, as of 2021, unit advisory boards have been formed in all faculties, schools, and vocational schools and held their annual meetings ([Link](#)).

One of the mechanisms for receiving alumni feedback is surveys. In this context, SDU has defined two surveys in its Survey and Consultation Implementation Procedures and Principles. These are the New Graduate Satisfaction Survey and the Graduate Satisfaction Survey. Relevant questionnaires were created and started to be implemented (Evidence 3)

[SDU Career Planning and Alumni Communication Center](#) also play an important role in the management of alumni relations. The Center is in contact with alumni through social media channels (Facebook, Instagram, LinkedIn, Twitter, and Youtube) (Evidence 4). The regularly published “Career Bulletin” also includes interviews with graduates (Evidence 5). The Center carried out 30 activities involving graduates in 2021 (Evidence 6).

## **Internal and external stakeholder engagement**

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

**Evidence (Click [here](#) to check the evidence (Turkish) - Page 29)**

Evidence 1 - Research Assistant Council Meeting and Improvement Example.pdf

Evidence 2 - Letter on Ensuring Research Assistant and Student Participation in Unit Boards.pdf

Evidence 3 - Unit Quality Activities Rubrics.pdf

Evidence 4 - Letter of Unit Quality Activities Evaluation Visits.pdf

Evidence 5 - Examples of Good Practice.pdf

Evidence 6 - Example of Unit Quality Activities Evaluation Report.pdf

Evidence 7 - Example of Stakeholder Impact-Significance Matrix.pdf

Evidence 8 –Example of Social Contribution and Stakeholders Coord. Report.pdf

Evidence 9 - Award Guidelines Proof of Obtaining Stakeholder Opinion.png

- Evidence 10 - KIMER 2021 Event List.pdf  
Evidence 11 - Survey Consultation Implementation Commission.pdf  
Evidence 12 - Improvements Based on Survey Results.pdf

## **Student Feedback**

**Maturity Level:** Practices regarding receiving student feedback are monitored in all programs and improvements are made based on student participation. Feedback results are reflected in decision-making processes.

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 30)**

- Evidence 1 - Quality Commission Meeting Record (Student Satisfaction Survey).pdf  
Evidence 2 - Social Media Student Feedback Report.pdf  
Evidence 3 - Social Media Impact Report.pdf  
Evidence 4 - @ilkercairikci Twitter Account Student Feedback Report.pdf  
Evidence 5 - Example of Unit Quality Commission Meeting Record.pdf  
Evidence 6- Letter on Ensuring Research Assistant and Student Participation in Unit Boards.pdf  
Evidence 7 - Social Media Images of Student Engagement.pdf  
Evidence 8 - Example of Report on Student Counseling Activities.pdf

## **Alumni Relations Management**

**Maturity Level:** Alumni monitoring system applications are monitored and updates are made in line with the needs.

### **Evidence (Click [here](#) to check the evidence (Turkish) - Page 30)**

- Evidence 1 - Alumni Information System Informational Document.pdf  
Evidence 2 - Alumni Advisory Board 2021 Meeting Record.pdf  
Evidence 3 – Letter on Graduate Surveys.pdf  
Evidence 4 - Career Center Social Media Accounts.pdf  
Evidence 5 - Career Newsletter Example.jpg  
Evidence 6 - Career Center 2021 Activity Report.pdf

## **5. Internationalization**

### **Management of internationalization processes**

The internationalization activities of our university are basically carried out by the [Chief Coordinatorship for International Relations](#) in line with the [SDU Internationalization Policy](#). The coordinatorship, which operates in line with the Directive on Establishment, Operation, and Mission the Chief Coordinatorship for International Relations (Evidence 1), includes Erasmus Institutional Coordinatorship, Farabi Institutional Coordinatorship, Mevlana Institutional Coordinatorship, and International Relations Office. Elements such as the organizational chart and job descriptions of all these units were determined and shared (Evidence 2). The coordinatorship has also established a unit quality commission to manage the quality processes (Evidence 3). The coordinatorship publishes the unit quality studies on the [quality page](#).

The International Project Unit, which is one of the units of the National and International Research Project Coordinatorship affiliated with SDU AYD, and the International Student Office within the SDU Student Affairs Department can also be evaluated within the scope of this heading. The International Project Unit is mainly responsible for the support activities for the quantitative and qualitative improvement of the research projects carried out by the researchers of our university with the funds provided from international sources. Detailed information on

the mission and vision, organizational chart, duties, and responsibilities of the coordinatorship and its services can be found on the [website](#). The International Student Office, on the other hand, is responsible for organizing the SDU Foreign Student Exam (YÖS), creating documents such as scholarships, student certificates, and transcripts for students who are placed in our university through the relevant exam and other channels, and correspondence with relevant public institutions. Detailed information on the office's services can be found on the [website](#).

SDU took an important step in 2021 to monitor and improve all internationalization practices. In this context, in line with the opinions of the Quality Commission and the monitoring and guidance commissions ([Link](#)), the Internationalization İYK was established within the scope of the Directive on the Establishment of a Quality Assurance System and the Working Principles and Procedures of the Quality Commission (Evidence 4). The Commission has started monitoring and has prepared a report for 2021 (Evidence 5).

### **Internationalization resources**

SDU carries out the internationalization processes in general through the Chief Coordinatorship for International Relations and the management of its resources allocated for internationalization activities is also carried out under the coordination of this unit. In this title, the 2021 activities are generally based on, and it is possible to reach the previous information and details on the subject from the KİDR of 2020 ([Link](#) (p.13-14)).

A large part of the internationalization resources of our university consists of the budgets of exchange programs (Mevlana Exchange Program, Erasmus Exchange Program). Our university manages all internationalization resources by keeping a balance between units (Evidence 1, 2, 3). Based on the decisions of the Council of Higher Education regarding the coronavirus, there were not any mobility activities within the framework of the Mevlana Institutional Coordinatorship in the 2021 calendar year.

On the other hand, Erasmus Institutional Coordinatorship has projects that have been applied within the framework of KA103, KA107, and Consortiums (KA108) for the years 2019, 2020, and 2021, and which continue in the 2021 calendar year, and mobilities are carried out within this scope. In addition to the consortia, a total of 15 KA107 projects were approved with partner countries excluding the EU program countries, of which 3 (Budget: €127.920.00) in 2019 and 12 (€196.690.00) in 2020. In this context, there are 35 inter-institutional agreements with 20 different universities in 14 different partner countries (Evidence 4). Our university is also a partner with Akdeniz University, Isparta University of Applied Sciences, and Uşak University in the project with a budget of 31,480 €, which is carried out by Izmir Institute of Maturation, titled KA347 "Key Action 3 – Support for Policy Reform Youth Dialogue Projects - Individual Development and Awareness in the Pursuit of Cultural Heritage". International research cooperation projects are also carried out by our faculty members at our university (Evidence 5).

In addition to the financial resources listed above, the presence of international lecturers working in various units of our university is considered as the human resource of internationalization. In this context, 17 foreign lecturers are working at our university (Evidence 6)

The distribution of internationalization resources in our university is basically monitored by the Chief Coordinatorship for International Relations and the Internationalization İYK. In this context, the Coordinatorship has prepared the 2021 Self-Evaluation Report (Evidence 7), and the Commission has prepared the [2021 General Monitoring and Guidance Report](#). In the prepared reports, information on the sources of internationalization was conveyed in detail, and monitoring and evaluations were carried out on the subject.

### **Internationalization performance**

SDU has adopted to provide education and training in the international arena, carry out research and development activities, to engage in international interaction and cooperation, in accordance with its internationalization policy. Collaborating with important organizations such as IAU (International Association of Universities), EUA (European University Association), and UNIMED (Mediterranean Universities Association), our university aims



to

increase its internationalization performance in a sustainable way. Under this heading, first of all, the basic issues regarding the internationalization activities carried out by our university in 2021 have been explained, and information on monitoring and improving the performance of internationalization activities has been given. Besides, detailed information on the internationalization processes of our university can be obtained from the 2020 KİDR (Link (p.12-15)).

International mobility is an important part of SDU internationalization activities. In order not to experience a regression in the number of international mobility after the division of our university, consortiums have been established since 2019 and it is aimed to bring additional budgets to our university. In this direction, a total of 5 consortium partnerships were developed, 1 non-thematic in 2019, 2 thematic (health sciences and civil aviation) in 2020, and 2 thematic in 2021. Through consortia, our university has developed partnerships with a total of 15 institutions, 7 higher education institutions, and 8 public institutions/associations/business representatives (Evidence 1).

In 2021, studies were carried out to increase the number of Mevlana protocols and to increase the diversity of countries. Accordingly, Mevlana Institutional Coordinatorship has agreements with 65 universities in 24 different countries (Evidence 2). Similarly, in line with the 2021 activities of the Erasmus Institutional Coordinatorship, outgoing and incoming student and staff mobility were also carried out within the scope of KA103, KA107, and KA108 projects. Accordingly, there was 256 outgoing student mobility in 2021. The number of outgoing personnel mobility is 48. In 2021, the number of incoming student mobility was 33 and the number of staff mobility was 20 (Evidence 3). Emphasis is placed on disseminating all these mobility activities throughout the institution ([Link 1](#), [Link 2](#)).

Various units of our university operate in the monitoring and improvement of internationalization performance. The Chief Coordinatorship for International Relations and AYD are among our units operating in this field. The Internationalization IYK mentioned earlier was established to carry out activities on this subject. All these units monitor and evaluate the internationalization performance and make various reports in line with the SDU Internationalization Policy and the 2021-2025 Strategic Plan. Two basic documents regarding the monitoring of internationalization performance are currently defined at our university. These are the Chief Coordinatorship for International Relations Strategic Plan Goal-Situation Assessment Evidence 4) and the Performance Chart Based on the SDU Internationalization Policy (Evidence 5). The number of international symposiums, congresses, and artistic exhibitions organized at our university (Evidence 6), the number of international publications per academic staff (Evidence 7), the number of foreign researchers (Evidence 8), the number of international students (Evidence 9), the number of students-academicians related to international movements (Evidence 3), the number of internationally funded projects (Evidence 10) can be given as examples of the elements evaluated in these documents. In this context, findings related to course/internship recognition/accreditation status (Evidence 11) and due diligence of groups in need of social integration (Evidence 12) are also evaluated. These issues are detailed in reports such as [The Chief Coordinatorship for International Relations Self-Evaluation Report](#), the [Internationalization Monitoring and Guidance Commission General Monitoring and Guidance Report](#), the Faculties R&D report, the Institutes R&D report, and the Project Performance Evaluation Report ([Link](#)). Relevant issues related to internationalization activities carried out at institutes, faculties, schools, and vocational schools are included in the self-evaluation reports, the details of which have been given before ([Link](#)).

## **Management of internationalization processes**

**Maturity Level:** The administrative and organizational structure of internationalization processes is monitored and improved.

**Evidence (Click [here](#) to check the evidence (Turkish) - Page 32)**

Evidence 1 - SDU The Chief Coordinatorship for International Relations Directive.pdf

Evidence 2 - Organization Charts of the Chief Coordinatorship for International Relations

Evidence 3 - the Chief Coordinatorship for International Relations Quality Commission.pdf

Evidence 4 – Letter on the Establishment of the Internationalization IYK

Evidence 5 - Internationalization IYK Report.pdf

### **Internationalization resources**

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

**Evidence (Click [here](#) to check the evidence (Turkish) - Page 33)**

Evidence 1 - Consortium Department Quotas.pdf

Evidence 2 – KA107 Consortium Department Quotas.pdf

Evidence 3 - International Projects Grant and Expenditure Rates.pdf

Evidence 4 - Erasmus Projects in Action in 2021.pdf

Evidence 5 - International Research Cooperation Projects.pdf

Evidence 6 - Foreign Lecturers.pdf

Evidence 7 - the Chief Coordinatorship for International Relations Self-Evaluation Report

### **Internationalization performance**

**Maturity Level:** Internationalization activities are monitored and improved in the institution.

**Evidence (Click [here](#) to check the evidence (Turkish) - Page 33)**

Evidence 1 - Consortium Accreditation Number and Partners.pdf

Evidence 2 – Mevlana Exchange Agreements. pdf

Evidence 3 - Outgoing-Incoming Student-Staff Mobility for 2021.pdf

Evidence 4 - the Chief Coordinatorship for International Relations Strategic Plan Objective-Situation Assessment Document.pdf

Evidence 5 - Internationalization Policy Performance Chart.pdf

Evidence 6 - Number of International Symposiums, Congresses, Exhibitions.pdf

Evidence 7 - Number of Publications Per Instructor.pdf

Evidence 8 - International Teaching Staff.pdf

Evidence 9 - Number of International Students.pdf

Evidence 10 - International Funded Projects.pdf

Evidence 11 - Report on Recognition/ accreditation of Courses and Internships.pdf

Evidence 12 - Report on Groups in Need of Social Integration.pdf

## **B. EDUCATION AND TRAINING**

### **1. Program Design, Evaluation, and**

#### **Update Design and Approval of**

#### **Programs**

There is a defined process that must be followed in order to open and update the education program at any level (associate degree, undergraduate, and graduate) at Süleyman Demirel University, which is explained in detail in 2020 KİDR (2020 KİDR page: 17). In this context, in the report of the Education and Training Monitoring and Guidance Commission, it was

stated that the program to be opened in relation to the process should reveal the relationship with the strategic aims and objectives of the institution and those improvements should be made in basing the reason for opening the program on the opinions of internal and external stakeholders. In this direction, Procedures and Principles/Workflow charts were created for the opening, reviewing, and updating of the program of the department/division/department, and improvements were made in line with the suggestions (Evidence 1, 2, 3, 4).

While arranging education programs at our university, Bologna process targets are taken as a basis and their integration with the European Credit Transfer System (ECTS) is made. Course information packages of the programs were prepared in line with the SDU Course Information Package Preparation Guide (Evidence 5) and announced in the [SDU Information System \(SDU Student Information System login\)](#).

Academic units also take into account their own specific needs in structuring the program competencies and the teaching processes necessary for students to acquire them. For example, the Faculty of Education considers the New Teacher Training Undergraduate Programs and EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs) recommendations published by the Council of Higher Education (YÖK) in 2018 for undergraduate programs (Evidence 6); For the Nursing program of the Faculty of Health Sciences, national and international developments and HEPDAK (Association for Evaluation and Accreditation of Nursing Education Programs) (Evidence 7) are taken as reference, while the Faculty of Medicine takes the recommendations of UTEAK (National Medical Education Accreditation Board); Faculty of Economics and Administrative Sciences aims to develop skills such as learning, creativity, innovation, leadership, cooperation and communication in the graduates of the Tourism Management program and designs their curricula in this direction (Evidence 8).

Academic units receive the opinions of external stakeholders about the programs by holding meetings with advisory boards and organizing activities such as surveys, focus group discussions, and workshops (Evidence 9). Necessary improvements are made according to the recommendations of external stakeholders (Evidence 10,11,12,13).

Considering the distance education demands received at our university during the pandemic period, unit/department-based application diversity has been included (Evidence 14). In line with the recommendations of the Education and Training Monitoring and Guidance Commission for distance education during the Covid-19 pandemic process, the form and principles for the implementation of the education model to be applied in the education programs were determined, and in this direction, it was requested that the education model be determined by the decisions of the unit boards to which the program is affiliated. In order to transfer this decision to the Student Information System, the "Distance Education Course Preferences" module was created. The decisions taken were announced to the public on the university's website (2020 KİDR page: 18).

### **Course Distribution Balance of the Program**

The principles and rules regarding the distribution of lessons are defined and secured by the regulations and directives regulating educational activities (Evidence 1, 2, 3).

While increasing the rate of elective courses is encouraged in curriculum development processes, this rate is determined by the relevant unit in line with the aims, objectives, and outputs of the program. However, the determination of the elective course rate to be not less than 25% of the graduation credit is guaranteed by the provisions of the relevant legislation.

It is aimed that students gain general cultural knowledge and skills in fields such as science and technology, health, art, and sports, and get to know different disciplines by enabling them to take courses outside their field. The courses in question are defined as “university

common elective courses” and there is a directive and a responsible commission for the conduct of these courses (Evidence 2, 4).

University common elective courses commission monitors and evaluates the university common elective courses pool in line with the policies of our university. In this context, the University Common Electives Pool Update Report (Evidence 5) has been prepared for its restructuring. Five basic areas have been determined (Culture and Art, Social and Human Sciences, Health-Sports Technology and Engineering, Social Contribution and Social Responsibility) and these areas will be updated accordingly.

The information package was developed within the framework of the procedures and principles in the course information package preparation guide prepared by the university for each course in the curriculum of the programs and shared with the public via the SDU Education Training Information System. Course information packages are updated every semester by the assigned instructor. In the course information packages, it has been determined that a course is compulsory/elective and its contribution to the course categories as basic vocational course, specialization/field course, support course, skill communication, and management skills course, and transferable skill course ([SDU Information System Sample Course Information Package](#)).

### **Compatibility of Course Outcomes with Program Outcomes**

Acquisitions (course learning outcomes) of all courses in associate and undergraduate programs and their contributions to program competencies (outputs) have been determined as matrices within the framework of the procedures and principles in the course information package preparation guide (Evidence 1) and are publicly available via the [SDU Information System](#) as open access. ([Association matrix between course acquisition and program qualifications](#)). In addition, the contribution level of each course in the program to the program outputs was determined on a 5-level scale (0=no relation, 5=very high) ([Matrix showing the contribution of the courses to the program qualifications](#)). The course information package preparation guide has been prepared to determine the learning outcomes of the courses according to Bloom's Cognitive, Simpson's Psychomotor and Krathwol's Affective taxonomies (Evidence 1). In the course information packages, an assessment and evaluation system for monitoring the achievement of learning outcomes for each course has been determined ([Evaluation system](#)). The fact that the applications for monitoring the harmony of course acquisitions and program qualifications are not at the desired level constitutes an aspect open to the direction for improvement.

### **Course Design Based on Student Workload**

Student workload-based credit system (ECTS) is used as the main indicator of being able to graduate from an education program at our university and is also shown in the diploma supplement (Evidence 1). There are defined processes (course exemption and adjustment commissions and related instructions) for the transfer and recognition of ECTS credits that students have successfully completed before. ([Directives on SDU Horizontal / Vertical Transfer, Double Major / Minor, Exchange Programs, Course Exemption, and Adjustment Procedures](#)).

In the course information package preparation guide, the calculation method of the ECTS credits of the course is explained in the form of a table. Accordingly, the ECTS credits have been calculated by considering the number of activities such as in-class lessons, extra- class study, homework, presentation, project, laboratory work, field surveys or area work, midterm exams, final exams, and the amount of time the student spent on these activities and these have been shared in the [SDU Information System](#). ([Course / ECTS workload table](#))

[example](#)). In the programs that have an internship, professional practice, field survey, or graduation project in their curriculum, the workloads of the relevant activities are determined, and ECTS credits are calculated and included in the total ECTS amount ([Internship/project course ECTS/workload table is an example](#)).

In order to verify the ECTS credits by monitoring and verifying the student workload, a workload determination questionnaire was designed for students (Evidence 2) and the survey was completed for 4625 courses with the participation of 22378 students (Evidence 3).

## **Monitoring and Updating Programs**

Activities related to monitoring and updating the programs at Süleyman Demirel University are carried out from various branches both on the basis of the institution and on the basis of the unit.

The program objectives and learning outcomes of Süleyman Demirel University are monitored through the [SDU Information System \(SDU Student Information System login\)](#). Based on the matrix showing the learning outcomes and course relations in the SDU Information System, the achievement levels of the program's objectives can be reached by following the student achievements in the courses. The units have started to present the realization rates of the program qualifications in the SDU Information System.

In order to monitor and evaluate the course information package studies of each unit within our university, "Cross Peer Evaluation Commissions", which include academicians from outside the unit, have been established. As of 2020, Cross Peer Evaluation has been made in all units at our university, the report has been published, and the units have made improvements within the scope of the areas open to development as a result of this report (Evidence 1, 2, 3, 4).

Statistical indicators related to Education and Training [SDU Student Statistics website](#) are monitored periodically and systematically. In this context, an Analysis and Comparison Report on general education for the 2019-2020 and 2020-2021 academic years has also been prepared (Evidence 10). In addition, in order to encourage continuous improvement at our University, a Unit Self-Assessment Preparation Guide (Evidence 5) has been created according to the KIDR criteria and all units have written their own self-evaluation reports as of 2021. Units have published their self-evaluation reports on their web pages.

Accreditation has an important place in the 2021-2025 Strategic Plan and related strategies are determined and incentives are applied. Our university has determined "the number of programs in the accreditation process and the number of information meetings and/or trainings given regarding accreditation and quality processes" as performance indicators.

["Süleyman Demirel University Procedures and Principles Regarding the Process Before the Application for Accreditation"](#) was accepted by the Senate in 2021 at our university. In addition, an "Accreditation Board" has been established in order to make pre-accreditation evaluations of the units that carry out accreditation studies in line with the recommendations of the Education and Training Monitoring and Guidance Commission of our University (Evidence 9). The Board has prepared a report to determine the current situation of our university on accreditation and the perspectives of the units on accreditation (Evidence 6). Thus, the accreditation studies carried out in our university (accreditation plans of the units, their deficiencies, their current status) are systematically monitored.

In addition, it is monitored whether the targeted program outcomes have been achieved

throughout the institution through the graduate, course, and instructor evaluation surveys ([Survey Reports](#)).

As a proof of whether the program qualifications have been achieved or not, the success of our graduates who take the TUS (examination for specialty in medicine) (Medicine), DUS (Examination for specialty in Dentistry) (Dentistry), and Judicial Examinations (Law) is also followed by the relevant faculties. For this, the [Alumni Success Atlas](#) page created by YÖK (Council of Higher Education) is periodically reviewed.

There are also applications carried out on a unit basis. For example, the assessment and evaluation system used in SDU Faculty of Medicine and Faculty of Dentistry requires that questions be associated with learning objectives in question entries. In this way, educational goals and objectives of educational activities are also actively used in measurement and evaluation tools (Evidence 7). Besides, a pilot study was carried out in the Faculty of Engineering in the past years. Within the scope of the pilot study, each question in the midterm and/or final, the make-up exam was associated with the relevant learning outcome and its coefficients were specified by the relevant instructor. If the student is successful in this course, the contribution of each question to the learning output is made measurable and followed up. With the help of the OBS system, the course learning outcomes data to be taken from each course in this way were correlated with the program (department) outcomes. Thus, it was measured to what extent the program outputs were gained by the student at the time of graduation (Evidence 8).

### **Management of Education and Training Processes**

Our university has an organizational structure for the holistic management of education and training processes.

The Education and Training Coordinatorship of our university works effectively to ensure quality and efficiency in the curriculum development processes of the education system and to transform it into practice (Evidence 1).

The Education and Training Monitoring and Guidance Commission ensures the monitoring and evaluation of the performance of the education system. Improvements are made in line with the recommendations of the Education Monitoring and Steering Committee (Evidence 2, 3).

Our university has made the necessary plans for the establishment of a Learning and Teaching Center. In this context, a regulation on the establishment of a Learning and Teaching Center was prepared and accepted by the Senate (Evidence 4).

Procedures and principles regarding the activities of designing, executing, evaluating, and updating education and training programs at our university have been established, and work flow charts are available (Evidence 5).

### **Design and approval of programs**

**Maturity Level:** The design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved.

#### **Evidence (Page 37)**

Evidence 1 IO-KGO-1 Program Design and Approval- Improvement Suggestion Form.pdf

Evidence 2 Procedures and Principles Regarding Opening, Reviewing, and Updating of Department-Division-Program.docx

Evidence 5 Course Information Package Preparation Guide.pdf  
Evidence 6 SDU Faculty of Education Unit Self-Evaluation Report.pdf  
Evidence 7 Faculty of Health Sciences 2021 Unit Self-Assessment Report (Pages 14-18).pdf  
Evidence 8 FEAS (Faculty of Economics and Administrative Sciences) 2021 Unit Self-Assessment Report (Criteria for Design and Approval of Programs).pdf  
Evidence 9 Faculty of Engineering Advisory Board Meeting Record.pdf  
Evidence 10 Improvement based on external stakeholder recommendations.pdf  
Faculty of Medicine Self-Assessment Report.pdf  
Faculty of Dentistry self-evaluation Report (p. 24-27).pdf  
Evidence 12. Faculty of Education Opinion Request and School of Civil Aviation opinion letter.pdf  
Evidence 13 Faculty of Education improvement example (external stakeholder).pdf  
Evidence 11 Engineering Faculty Improvement Example (External Stakeholder).pdf  
Evidence 14 Distance education period unit-department-based details (2).pdf  
Evidence 3 Senate Decision.pdf

### **Course distribution balance of the program**

**Maturity Level:** Throughout the programs, course information packages have been prepared and announced in line with defined processes.

#### **Evidence (Page 37-38)**

Evidence 1 SDU Associate and Undergraduate Education and Examination Regulations.pdf  
Evidence 3 SDU Graduate Education and Training Directive.pdf  
Evidence 2 SDU Common Compulsory Elective Courses Education and Examination Directive.pdf  
Evidence 4 Common Elective Course Commission.pdf  
Evidence 5 University Common Elective Pool Update Report .pdf

### **Compatibility of course acquisitions with program outcomes**

**Maturity Level:** Course acquisitions are aligned with program outcomes throughout the programs and are shared with course information packages.

#### **Evidence (Page 38)**

- Evidence 1 Course Information Package Preparation Guide (1).pdf

### **Course design based on student workload**

**Maturity Level:** The courses are designed, announced, and put into practice in accordance with the student workload.

#### **Evidence (Page 38)**

- Evidence 3 Number of Students Participating in the ECTS Workload Survey
- and Courses Surveyed.pdf

Evidence 2 ECTS Workload questionnaire form.pdf

## Monitoring and updating programs

**Maturity Level:** Program outputs are monitored by these mechanisms and updated by taking the opinions of relevant stakeholders.

### Evidence (Page 38)

- Evidence 1 SDU Cross- Evaluation Guide.pdf
- Evidence 2 SDU CrossEvaluation Program.pdf
- Evidence 3 Cross-Peer Evaluation Result Report.pdf
- Evidence 4 Examples of Feedback on Cross-Peer Evaluation Improvement Results.pdf
- Evidence 7 SDÜTF Assessment and Evaluation System Information.pdf
- Evidence 8 Faculty of Engineering Pilot Study Briefing.pdf
- Evidence 5 Unit Self-Evaluation Preparation Guide (1).docx
- Civil Aviation Improvement feedback.xlsx
- Evidence 6 Report on the Current Situation of SDU Accreditation and Determination of Units' Perspectives on Accreditation.pdf
- Evidence 9 University Accreditation Board.pdf
- Evidence 10 General education statistics comparison report for 2019-2020 and 2020-2021.pdf

## Management of education and training processes

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

### Evidence (Page 38-39)

- Evidence 1 Education and Training Coordinatorship.pdf
- Evidence 3 Education and Training IYK Examples of Improvement for 2021 (draft).pdf
- Evidence 2 2020 Education Monitoring and Guidance commission report.pdf
- Evidence 5 Procedures and Principles Regarding Opening, Reviewing, and Updating of Department-Division-Program.docx

## 2. Execution of Programs (Student-Centered Learning, Teaching, and

### Evaluation) Teaching Methods and Techniques

Our university includes methods, techniques, and strategies that activate students and direct them to research and practice.

Participation of students in research processes was supported by curriculum, methods, and approaches, and these were also shared in some course contents ([Pharmaceutical Technology I Course information package course content](#), General Tourism Course information package course content). However, this situation was not widespread in all our units. In this context, the Student-Centered Education Criteria Checklist was prepared to disseminate and question this practice in all units (Evidence 1). As a Learning Design and Digitalization Process in Education practice by our university; Open-source Learning Management System (LMS) software, which can enable face-to-face education applications (live lessons, course materials, classroom activities, feedback corrections, exercises, assessment and evaluation activities such as exams, homework, student behavior monitoring, etc.) to be carried out in online environments, has been started to be used. Thus, an important step has been taken for the instructors to quickly meet the educational needs of the students. ÖYS, which was piloted in



the 2020 academic year, is used to be valid from the final exams of the 2020-2021 Academic Year Spring Semester ([Announcement on the use of the new Learning Management System](#)). In order for the system to be used effectively, promotional films have been prepared by the UZEM unit of the University for both students and academics ([Promotional Video 1](#), [Promotional Video 2](#)). In addition, UZEM activities are systematically monitored (Evidence 10). Necessary informational guides for off-campus access to the electronic materials of Süleyman Demirel University Information Center have been prepared and published on the website. Thus, our university students can access many databases and electronic materials from outside the campus ([off-campus access](#)).

Our University; provides online education, face-to-face training, and consultancy services for researchers about qualitative, quantitative, and mixed methods used in social, science, health, and educational sciences; Research Methods Education and Application Center (AYEUM), an educational platform that aims to teach master's and doctoral students, post-doctoral researchers, academics, experts in public institutions and organizations, scientific research methods and computer software used in the scientific research process in detail, has opened the database (AYEUM). ([AYEUM database](#)). Thus, all university students, especially graduate and doctoral students of our university, have had the opportunity to benefit from this service.

In our university, different teaching methods and techniques are applied in accordance with the nature of the programs.

For example; In our University's Faculty of Architecture, the participation of students in research processes is supported by curricula, methods, and approaches. New practices, methods, and rules regarding the pandemic process have been developed ([Course content, curriculum, method example](#)). In the Science Teaching Laboratory I course of the Faculty of Education of our university, the students conduct the necessary research and present the results of the experiments on the week's topics in reports (Evidence 2).

**Project-Based Learning Approach:** In all departments of the Faculty of Architecture, semester projects were produced with a project-based approach. In addition, 2209 student TUBITAK projects were produced at the faculty (Evidence 3). Within the scope of our university activities on the subject, faculty academic staff participated in the training of the trainer and increased their project writing competencies ([Research-based national project writing training](#)). Similarly, the Department of Finance and Banking at the Faculty of Economics and Administrative Sciences created a project focused on interactive learning with the TradeMaster Finance laboratory, which was prepared by signing a protocol with İş Investment in 2019 (Evidence 4). In addition to this project, the TUBITAK 1001 project, which is conducted by a faculty member of the relevant department and where department research assistants take part as scholarship holders, will support students to receive simulation-based education and contribute to their practice (Evidence 5).

**Process and Performance-Oriented Learning Approach:** Workshops and application studies were carried out in the Faculty of Fine Arts of our university, workshops were carried out based on the students to reveal original products by using sample model observations, and these were presented in the course information packages of the relevant unit ([Applied workshop studies](#)).

**Learning Approaches That Promote Collaboration:** Special Study Modules carried out within the body of our university's Faculty of Medicine are among the exemplary applications in student-centered cooperative learning areas. This training program has a board and a directive. Students choose Special Study Modules courses in groups of 8-12, opened by faculty members who have received "Directorship Training in Small Groups" in 40-45 fields. The products of these group activities are presented at congresses and symposiums ([Special Study Module](#)). In addition, an interprofessional education approach is currently recommended in the field of

cooperative learning. In this context, the goal of "establishing interprofessional cooperation" has been added to the graduation goals of our Faculty of Medicine ([7 Basic Roles Expected from graduates of Suleyman Demirel University Faculty of Medicine v1](#)). It has taken a leading role in learning areas that foster collaboration in this area. The presence of a student group working in the field of interprofessional cooperation called IP-Tr within the Faculty of Medicine supports this approach. In addition to this, "[Interprofessional Education Procedures and Principles](#)" have been determined in our institute of health sciences. The fourth-year students of the Faculty of Communication, Public Relations and Publicity Department of our university carry out the corporate communication of Isparta 32 Sports Football Club. In this context, they create the corporate communication strategy of Isparta 32 Sports Football Club and carry out social media management and field studies. The process of this implementation, which started on 14.11.2021, is a concrete example of the PUKO cycle. All the details of the process and the activities carried out in this context are included in Evidence 11 (Evidence 11). [Junior Workshop](#), which prepares the Faculty of Communication, Public Relations, and Publicity Department for the sector and which acts with the motto "Master-Apprentice Meet", was opened ([Junior Workshop Twitter](#)).

In the Faculty of Dentistry, clinical trainings, case presentations, presentations within small topics or literature discussions that students make within their internship report cards, among themselves and in the presence of an instructor are among the educational activities handled in this context. These presentations and small group discussions provide the opportunity to discuss topics such as clinical reasoning, clinical causation, evidence-based dentistry practices, and differential diagnosis in diagnosis/treatment processes, current treatment methods, which will contribute to the development of critical thinking skills. Especially during the clinical training period, structured training modules that develop teamwork.

**Learning Approaches Supported by Social Media and Digital Applications:** Faculty of Education, Department of Mathematics Teaching used digital opportunities such as digital classroom creation, gamification, and social media by integrating innovative methods and techniques in their courses ([DigiMathEdu website](#), [DigiMathEdu Youtube](#), [DigiMathEdu Social media account](#)). In order to increase the knowledge and experience of the students, events such as webinars and workshops were organized in different units of our university, and guest experts were invited to the courses. For example, "Math Hunger (Math Hunger) Workshop" was organized in the Faculty of Education, Mathematics Teaching, and the students carried out practical studies in this activity under the leadership of a visiting lecturer ([Math Hunger Workshop](#)). In order to increase the awareness of the students about the quality assurance system at the Institute of Educational Sciences, an expert working at the Indiana University Northwest quality unit shared his knowledge and experience via video conference on 20.11.2021. In addition, for the same purpose, an activity was held for graduate students enrolled in the Science Teaching Program (Evidence 7).

The results of the "Student Stakeholder Questionnaire on the 2021-2022 Fall Semester Blended Education Practice" between 01.12.2021 and 13.12.2021 at the Faculty of Education of our University also provide data on the hybrid education model and the teaching methods and techniques used by our instructors. In this direction, according to the survey results, it was determined that the participants were generally satisfied with the blended model and they wanted a blended model to continue after the pandemic. When online and face-to-face courses are compared, it is seen that the majority of students do not find online courses productive with a very small difference. Survey findings provide important data in terms of teaching methods and techniques. According to the findings, it was seen that the students were generally satisfied with the teaching provided by the instructors. However, some problems in terms of teaching method techniques were also mentioned. According to the survey, in both face-to-face and online courses, some of the faculty members of our faculty

conduct the lectures based on the direct lecture method only through presentations, do not share enough course documents with the students, adopt an exam-oriented approach, and include limited in-class activities. These problems reduce the quality of the education and training process (Evidence 8).

In addition, the opinions of internal and external stakeholders were taken in the preparation of the course information packages in the English Language Teaching Department of the Faculty of Education, and it was decided to prepare the teaching methods and techniques in the information packages in line with these opinions (Evidence 9). Efforts to disseminate this approach on the basis of all units continue.

### **Assessment and evaluation**

The assessment and evaluation system used in the education programs offered by our university is defined and secured by the regulations and directives regulating the associate, undergraduate, and graduate education activities. Therefore, the main principles and rules for measurement and evaluation are defined (Evidence 1, 2, 3). New Associate and Undergraduate Education-Teaching Examination Regulations and Associate Degree and Undergraduate Assessment and Evaluation Directive, whose entry into force has been postponed to a later date due to the Covid-19 outbreak and is still in draft form, is planned to be implemented as soon as possible (Evidence 4, 5).

Some units of our university have prepared guidelines that include provisions regarding exams (Evidence 6), ([Educational examination regulations specific to the Faculty of Medicine](#)), ([Online exam application procedures and principles](#)). In some units, assessment and evaluation guides/Principles prepared to be used in skills training have been developed (Evidence 7, 10). In addition, assessment and evaluation principles have been determined for courses such as internship and teaching practice (Evidence 8, 9). In some units of our university, besides midterm and final exams, preparing assignments, projects, seminars, and portfolios; Student-centered assessment and evaluation practices such as peer assessment, self-assessment, and process assessment are carried out. For example, in the Faculty of Health Sciences, fourth-year students prepare presentations within the scope of research methodology and seminar courses. They present in the seminar course by reviewing articles and preparing presentations that include the evaluation and treatment of disease-specific cases given to them. Practical exams are held to evaluate the proficiency of the students for the practice courses (Seminar Practice). In the medical faculty, guidelines have been prepared for all committees and internships. In addition, the intern report card application is successfully carried out for the 6th-semester students ([Guidelines and intern report card](#)). In some of the units, practices related to student-centered assessment and evaluation such as self-assessment, peer assessment, process evaluation, and portfolio preparation are carried out ([portfolio preparation with the Classdojo application](#)). In addition, there is an Assessment and Evaluation Board ([Assessment and Evaluation Board](#)) established within the Faculty of Medicine of our university to create an assessment and evaluation system that provides reliable data that can be used to evaluate the effectiveness of the training program. It is aimed to make the Assessment and Evaluation boards widespread in other units as well.

The Distance Education Exam Tracking Module, which was developed and put into use in line with the Senate decision dated 16.09.2020 and numbered 554/1, in the 2020-2021 Fall term when the Covid-19 epidemic was experienced, was also used in the 2020-2021 Spring and 2021-2022 Fall Semesters. This module has been beneficial in the evaluation of the 5I courses that continue to be given remotely in the specified periods, and the "Vocational Knowledge" and "General Culture" courses opened specifically for the units.

In addition, the calculus lessons application, which was created in order to provide the students who took the same coded calculus course, which was explained in detail in 2020 KIDR (2020

KİDR page: 21), to a common content education and to create a standard in education in this context, was updated after the feedback from the internal stakeholders, and the process is monitored and evaluated. (Evidence for improvement of the relevant process is included in the Internal quality assurance mechanisms sub-criterion).

### **Student admission, recognition, and crediting of prior learning**

The admission of students to the undergraduate and associate degree programs of our university is made mainly according to the results of the central examination conducted by the Center for Assessment, Selection, and Placement (ÖSYM). For the students other than this (such as horizontal transfer, vertical transfer, and foreign student admission), there are detailed and clear provisions in Süleyman Demirel University Associate and Undergraduate Education and Examination Regulations, article 6 and the following. In this context, the principles and rules regarding student admission have been defined and announced ([SDU Associate Degree and Undergraduate Education and Examination Regulations](#), [SDU Graduate Education Regulations](#)).

The foreign student admission process at our university is carried out meticulously by the Student Affairs Office and the International Student Office, and the whole process is carried out in accordance with the work flow chart (Evidence 1) and the Süleyman Demirel University Associate-Undergraduate International Student Directive (Evidence 2). Introductory documents for foreign students ([Introductory Documents](#)), quota lists (Quota lists), preference panel ([Preference Panel](#)), registration phase (Registration phase), and other information about the details of the process are available in detail on the Süleyman Demirel University YÖS website(<https://yos.sdu.edu.tr/>).

All criteria regarding student admission have been determined clearly and transparently by regulations and directives, and these regulations and directives are shared with the public by being announced on our university's website. Sharing the Special Talent Exams of the Faculty of Sports Sciences and the Faculty of Fine Arts with the live broadcast at the time of the exam ([SDU Faculty of Sports Sciences Special Talent Live Broadcast](#)) is also important in terms of being another concrete example of the transparency of the applications. Graduate/doctorate interviews are recorded at our university and candidates choose questions with a closed-envelope system.

Recognition and crediting of prior learning (knowledge and skills acquired through formal, non-formal education, distance/blended education, and informal learning) is coordinated by the [Adjustment Commissions](#) and Double Major/Minor ([Example Double Major/Minor Commissions](#)) in accordance with Süleyman Demirel University Course Exemption and [Adjustment Procedures Directive, Directive on Internal Lateral Transfer, Relative Evaluation Directive, Double Major Program Directive, Minor Program Directive and Special Student Directive](#) (SDU Lateral/Vertical Transfer, Double Major/Minor) based on "Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer" and Süleyman Demirel University Associate and Undergraduate Education and Examination Regulations and made by the decision of the Administrative Boards. During the processes, students are informed about the subject through the websites of the units (Evidence 3). In the recognition of foreign language proficiency, the exemption exam for foreign language Preparatory Class, Foreign Language I and II courses within the scope of "Süleyman Demirel University School of Foreign Languages Foreign Language Preparatory Education Regulation" and in the recognition of computer proficiency, the exemption exam for the information technologies and applications course is taken as a basis according to the "Süleyman Demirel University Associate and Undergraduate Education and Examination

Regulations" are taken as a basis. The process is monitored, evaluated, and reported in order not to lose credit in student mobility at our university (Evidence 4).

## **Certification of qualifications and diploma**

Approval of qualifications, graduation conditions, and graduation decision processes of existing programs have been defined and shared with the public in a clear, understandable, comprehensive, and consistent manner, based on Süleyman Demirel University Associate and Undergraduate Education and Examination Regulations. Clear, understandable, comprehensive, and consistently defined criteria and processes for the recognition and certification of diplomas, degrees, and other qualifications are implemented in all programmes. Certification and diploma processes are carried out in accordance with this defined process, are monitored by graduation commissions, and necessary precautions are taken (Related guidelines have been mentioned above) ( [Exemption petition for lateral transfer, example](#), (Evidence 1).

Graduation process work flow chart is published on the web pages of our units. ([Graduation procedures work flow chart example 1](#), [example 2](#)). When the student meets the necessary conditions for graduation, the graduation process is done and the diploma and diploma supplement are given. The "Diploma Supplement" is a document that has international validity for both undergraduate and graduate graduations. Diploma holders can check their information electronically through the [Graduate Student Temporary Graduation Certificate Information Inquiry System](#) and [the Graduate Student Diploma Information Inquiry System](#). In addition, the methods and practices regarding the evaluation of internship reports, which provide intermediate information in evaluating the professional competencies of students, by the relevant commissions are maintained and documented for each field in line with the Süleyman Demirel University Undergraduate Education Internship Directive (Evidence 2) and the principles/Application guidelines (Evidence 3.7) determined by the decisions of the administrative boards of the units and under the control of the internship commissions [example of internship commission](#).

With the "Certificate Program in Teaching Turkish as a Foreign Language" prepared by the Süleyman Demirel University Turkish and Foreign Language Teaching Application and Research Center, the success of foreign students at the end of their education processes in this direction is certified (Evidence 4). Süleyman Demirel University School of Foreign Languages gives a preparatory certificate to the successful students at the end of the preparatory education. In addition to the preparatory success certificate, students can also receive a Pearson certificate of achievement (Evidence 5), (SDUYDYO additional certificate of achievement). Similarly, all students who want to get Occupational Health and Safety Certificate, especially our students who will do internships, can get their certificates by logging into [the Student Education Module \(OGEM\)](#) on SDUNet.

In addition, our University's Continuing Education Research and Application Center (SEM) has organized certificate programs on different subjects for both internal and external stakeholders throughout 2021 through the Education Coordinator Unit. Information of related trainings: Advanced Excel, Basic Excel, Effective Communication Techniques Training, Diction and Speech, Body Language Use in the Business World, Technical Drawing Training with Autocad, 3DS Max Architectural Modeling, Basic Statistics, Scale Development, Exploratory and Confirmatory Factor Analysis, and Survey Applications, Bio-statistics, Vocational Counselor Training Certificate Program ([SEM Education Coordinatorship](#)), (Evidence 6).

## Teaching methods and techniques

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

### Evidence (Page 44)

- Evidence 1 Student-Centered Practice and Innovative Education Checklist.docx
- Evidence 2 Student Experiment Report.pdf
- Evidence 4 Department of Finance and Banking İş Investment Protocol.pdf
- Evidence 3 2209 TUBITAK projects.pdf
- Evidence 5 Department of Finance and Banking Project Agreement.pdf
- Evidence 7 Visiting Instructor Quality Processes training.pdf
- Evidence 8 Internal stakeholder survey report for blended education.pdf
- Evidence 9 English Language Teaching Course Information Package Evaluation Report.pdf
- SDU Institute of Health Sciences Interprofessional Education Rules/Procedures and Principles .pdf
- Evidence 10 UZEM 2021 report (1).pdf
- Evidence 11 Isparta 32 Sports Club Corporate Communication Process.pdf

## Assessment and evaluation

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

### Evidence (Page 44)

- Evidence 2 SDU Graduate Education and Training Regulations.pdf
- Evidence 3 SDU Guidelines for Relative Evaluation.pdf
- Evidence 4 SDU Associate and Undergraduate Education Examination Regulations (Draft).pdf
- Evidence 5 SDU Associate and Undergraduate Assessment and Evaluation Directive (Draft).pdf
- Evidence 9 Faculty of Education Teaching Practice Guide.pdf
- Evidence 8 Faculty of Health Sciences Internship Principles.docx
- Evidence 6 Faculty of Health Sciences Education and Training Examination Directive.pdf
- Evidence 10 SDU Institute of Health Sciences Assessment and Evaluation Principles.pdf

## Student admission, recognition and crediting of prior learning

**Maturity Level:** Processes related to student admission, recognition and crediting of prior learning are monitored, improved and updates are announced.

### Evidence (Page 44-45)

- Evidence 1 SDU YÖS Processes.docx
- Evidence 3 Example Defined process of recognition and crediting of prior learning.pdf
- Evidence 2 Associate-Bachelor-International-Student-Directive.pdf
- Evidence 4 Report on transfer recognition of student mobility credits.pdf

## Certification of qualifications and diploma

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

## **Evidence (Page 45)**

- Evidence 1 Graduation commission decision student sample list.pdf
- Evidence 2 SDU Undergraduate education internship directive.docx
- Evidence 3 Faculty of Health Sciences internship principles.pdf
- Evidence 4 TÖMER 2021 annual report.pdf
- Evidence 5 SDU SFL student handbook.doc
- Evidence 6 2021 SEM Activities.pdf
- Evidence 7 Nursing Practice Guidelines .pdf

### **3. Learning Resources and Academic Support Services**

#### **Learning Environment and Resources**

Our university offers its students learning environments such as laboratories and libraries with different applications on the basis of faculty/school and university.

**Süleyman Demirel University Information Center:** Süleyman Demirel University Information Center ([SDU Information Center](#)) ([SDU Information Center Databases](#)) supports the missions of teaching, learning, research, and service. Our university periodically adds to its collection and resources. In addition, users can make requests via SDU Information Center Request Tracking within the scope of the Information Request Form, Book Order Form, Article Request Form, and Interlibrary Book Loan Request Form.

SDU Information Center is a rich learning center with 4 floors and an 8.000 m2 area with a seating capacity of 950 people. The information center, which is open 24/7, provides support to scientific research with 184,163 printed books, 293.022 electronic books, 8818 periodicals, 47,342 electronic journals, 17,611 CD-DVDs, and 74 online databases. The variety, quality, and the number of resources in the Information Center are increasing day by day and are made available to our students, staff, and the students and staff of Isparta University of Applied Sciences and the people of Isparta.

The Information Center of our University is open 24/7 and has free tea and soup service. In addition, being among the 30 most equipped libraries in Europe (LIBER-2008, Hungary) supports the learning, research, and service missions of our university. Thanks to the Book Borrowing Machine (Self Check) within the body of Süleyman Demirel University Information Center, 24/7 loan-and-lending transactions are carried out. In addition, the Automatic Scanner (Self Copy) can scan the desired resources simply and quickly in accordance with copyright, and transfer them to USB memory sticks, tablets, or phones for self-service. All publications in our Information Center can be searched via OPAC (Online Public Access Catalog) (<http://tara.sdu.edu.tr/vufind/?lng=en>). Theses written at our university have been open to use online since 2001. Licenses such as AutoCAD and Adobe are purchased and put into service to be used in the studies of our university students and researchers.

Library facilities are one of the areas with the highest level of satisfaction in academic and student satisfaction surveys ([Survey reports](#)), and improvements are made in line with demand (Evidence 1).

**Prototype Workshop, Pre-Incubation, and Incubation Centers:** “Prototype Workshop” and Pre-incubation and Incubation Centers have been put into service in order to contribute to the realization of innovative business ideas and projects by our university students ([Prototype Workshop, Pre-incubation centre](#)), ([Pre-incubation / Incubation supports](#)). In our university, a multi-component mechanism has been designed to produce new information and technologies that will guide the country's economy and provide high added value. . In this context, the first

pillar of this mechanism is the development of the entrepreneurship mechanism by providing services such as Pre-incubation and Incubation Centers, Prototype Workshop. With the Prototype Workshop established to provide support to entrepreneurs in the Pre-incubation and Incubation Centers established with the support of the Western Mediterranean Development Agency (BAKA), it is ensured that the preliminary studies of large-scale projects are carried out.

**Research Methods Education and Application Center (AYEUM):** The academic education platform, which was established to provide online education, face-to-face education, and consultancy services for researchers about qualitative, quantitative, and mixed methods used in social, science, health, and educational sciences, is used effectively in our university ([AYEUM](#)). With AYEUM, our students and academicians can receive various trainings. 251 students, 132 SDU academicians, and 40 ISUBU academics benefited from these trainings. 122 different trainings were viewed 17,782 times (Evidence 4).

**Learning Management System (ÖYS):** As of 2021, Learning Management System (ÖYS) software is used by our university as a Learning Design and Digitalization Process in Education application. The system is accessed via [SDUNet](#). ([Learning Management System Login](#)) Thanks to the ÖYS used by all units (faculty / institute / schools / vocational schools) in our university, face-to-face education applications (live lessons, course materials, in-class activities, feedback corrections, exercises, exams, assessment and evaluation activities such as homework, student behavior monitoring, etc.) can also be done online. [Distance Education Application and Research Center\(UZEM\)](#)

**Participatory Research Project Undergraduate Students (LOK):** Research projects aim to create R&D cultures for successful students enrolled in formal education programs of the units of the Higher Education Institution that provide undergraduate education for four years or more, and encourage research activities and lead them to participate in research. Only undergraduate students may work as researchers in these projects which are led by faculty members.

**Student Education Module (OGEM):** University students can get certificates as a result of various trainings on [the Student Education Module \(OGEM\)](#).

### **Academic Support Services**

In accordance with the "Student Counseling Directive" (Evidence 1) at our university as of the 2020-2021 Academic Year, an active "Academic Counseling System" has been implemented in order to guide students, to contribute to the solution of the problems they encounter, to contribute to their success, to help them prepare the conditions for their professional knowledge and work areas, and to enable them to achieve their basic goals. The framework of the advisor-student relationship is implemented as specified in the SDU Counseling Directive. At our university, there are advisors appointed from the faculty members of the department for each grade level, and attention is paid to the equal distribution of the students to the advisors. Each academic advisor organizes counseling meetings at regular intervals, informs students about certain issues, and receives students' problems and feedback. A counseling meeting is held with all students at least once a semester throughout our university. The process is systematically monitored. In this context, the units have provided feedback on their activities within the framework of student counseling (Evidence 2).

With the Statutory Decree No. 124 (Article 32/A), the task of carrying out services related to the health affairs and treatment of students and personnel has been given to SKS. For this reason, the Psychological Counseling and Guidance Unit was established within the body of SKS. Since 2017, the Psychological Counseling and Guidance Unit has been providing counseling services for students, academic and administrative staff. A questionnaire was created (evidence) by the Psychological and Counseling Guidance Unit to monitor the



adequacy of the services and feedback will be received as of this period (Evidence 3).

There is a Career Planning and Alumni Communication Center at our university in order to ensure the career development of our students during their undergraduate and post-graduation periods. Within the framework of the Süleyman Demirel University Quality System, not only is the satisfaction of graduates evaluated with a survey but also their career planning and employment status are monitored and evaluated. The career representation task carried out under the coordination of the Career Planning and Alumni Communication Application and Research Center affiliated with the Rectorate of Süleyman Demirel University is organized according to the procedures and principles (This section is given in detail in the alumni relations criterion).

### **Facilities and Infrastructures**

Facilities and infrastructures (dining hall, accommodation, security, internet, canteen services, and physical facilities) at our university are in quality and quantity suitable for their needs and are made available to students for their information/use. Within the scope of examining the use of facilities and infrastructures, improvements are made by conducting questionnaires for academic and administrative staff students (Evidence 1). Within the scope of 2021; In order to centralize the refectory services for the academic staff, administrative staff, and students of our university, the Menza building is under construction in the East Campus. Central classrooms, providing a better education for students studying in the West campus, were opened in 2020 and actively offered to students and faculty members in the 2021 fall semester. KYK (General Directorate of Credit and Dormitories Agency) dormitories located in the eastern campus have been actively used in order to ensure that the students studying at our university do not have problems with accommodation. In addition, the Social Life Center, which was established in the Eastern campus with the aim of socializing and meeting certain needs of university students, is actively working (This sub-criterion is explained in detail on 2020 KİDR page:30,31).

### **Disadvantaged Groups**

In order for the students who are enrolled in our university to continue their education activities at our university without any problems, the exam regulations are updated in detail according to the disability groups (Evidence 1). Disabled Student Coordinatorships were established in each faculty and a unit official was appointed for each unit in order to be able to communicate with disabled students more quickly (Article 216571). In addition, the draft of "SDU's Approach to Disadvantaged Groups in Need of Social Integration Policy document" was drafted and accepted by the Senate (Evidence 6). At the unit level, the "Disadvantaged Groups Policy Paper" was prepared at the Institute of Health Sciences (Evidence 4). During the pandemic, online meetings were held by the Accessible/Barrier Free SDU Unit at regular intervals with the students who participated; Necessary support was provided to all students who reached the Accessible SDU Unit during exam times and reported their problems and requests (Evidence 2).

In line with the demands of the faculties and other units of our university, three part-time students (Justice Vocational School, Faculty of Education, Faculty of Arts and Sciences) have been assigned by SKS in order to ensure that our visually impaired students do not experience difficulties in their arrival and departure. Within the scope of this practice, feedback was received from our students with disabilities (no. 240845) (Evidence 6,7). It is aimed to disseminate this pilot application throughout the university.

Disadvantaged students are provided with the opportunity to benefit from the Sports Facilities of our University for 1 session free of charge every day. In addition, the statement of employing students with disabilities up to 5% of the total part-time student quota accepted by the university administrative board at the beginning of the academic year has been added to

the current directive and the directive studies of the relevant unit are continuing (Evidence 3). Within the scope of monitoring the access of disadvantaged groups to educational opportunities, the International student survey ([International student satisfaction survey](#)) was conducted and reported.

Our university is working with the awareness that "equality and diversity contribute positively to the values that enable the development of science and social development", and in this context, it has announced its action plan with the titles of "Women Friendly Campus", "Equality of Opportunity" and "Incentive for Women Academics".

Women-Friendly Campus: A "Panic Button" has been created in different parts of our university for emergencies and the roads, blind spots, and dark places on the campus have been illuminated ([Panic Button](#)).

Gender Equality Action Plan: Our university has prepared the "Gender Equality Plan (2021-2025) (Evidence 5), based on gender balance and shaped by stakeholder views. In the report, the situation of our female academics, employees, and students has been determined and some targets and planned actions for these targets have been explained. In addition, in the previous years at our university, the Pink Helmet Project was awarded the "Best Social Responsibility Project in Turkey, Jury Awareness Award" in order to "increase female employment in the construction sector" with students and academicians in engineering higher education programs ([Pink Helmet Project](#)).

Incentives for Women Academics and Award for Women's Studies: "Women Studies Award" has been added to the award directive of our university in order to support the career development of our women academics. In this context, women's studies awards will be given to academics who carry out academic or social studies on women's studies. In addition, an incentive application that provides positive discrimination to female academicians has been implemented.

In addition, it is planned to open university-level courses on the prevention of violence against women in order to empower women in the social field and raise awareness on this issue.

## **Social, Cultural, Sports Activities**

Süleyman Demirel University attaches importance to the development of sports, and the social and cultural lives of students and supports this with its rich physical infrastructure and cultural activities. ([SDU Sports Facilities](#)), (2020 KİDR page:30) Within our university, there are 111 student societies that ensure the coordinated social, cultural, and sports activities and are supported by our university ([Student societies](#)). In 2021, 258 activities of various types and 2 social responsibility projects were carried out by our student societies (Evidence 1,2). All processes regarding the establishment and operation of Student Societies are specified with work flow charts ([SKS Work flow charts](#)).

The venue, budget, and guidance support to ensure the continuity of the activities of the student societies are managed by the Department of Health, Culture, and Sports. In addition to the student societies, the Department of Health, Culture, and Sports takes an active role in the conduct of social, cultural, and sportive activities and organizes various artistic cultural activities ([SDU Webinars](#)) ([Department of Health, Culture, Sports](#)).

Activities held within our university are organized according to student demands (2020 KİDR page 31). For example, who will be invited to the concert events to be held on campus is determined by the votes of the part-time students who make a RATEM radio program and work at RATEM. 2 instructors have been appointed within the body of the Department of Health, Culture and Sports Department (SKS) in order to fulfill the demands of the student

clubs and to ensure the coordination of the student clubs and the activities to be organized.

In addition, Akademix Tv, which was initiated as a student-oriented project by the Department of Health, Culture, and Sports of our University, has been broadcasting since 2020 ([Akademix Tv](#)). This internet television aims to contribute to its audience in every sense with the many content it contains. Television, which has a wide range from science to humor, from sports to culture, is gradually expanding and increasing its target audience. There are currently 6 programs and news bulletins within Akademix Tv. Akademix TV continues its broadcasting life with 1 coordinator and 15 part-time students. With its technical, news, and content departments, it serves the development of students in 3 different areas and produces content for the new media of our age. Akademix Tv, which is not only for students from the faculty of communication but also for students from all departments, provides students with work experience and a sense of responsibility as a corporate workshop. In addition, Events, Webinars, News, Promotional Films, Academic Corner, Young Microphone, Academics Tell About Professions, Biographical Productions, and SDU Archive, which are broadcast within the [SDU Science TV Video Library](#), continue to be an important communication tool.

During the year, the annual list of sportive, cultural and social activities for students (type of activity, subject of activity, number of participants, etc.) is monitored periodically and systematically with activity reports ([Activity Reports](#)), evaluated with satisfaction surveys ([Survey Reports](#)), and necessary improvements are made (Evidence 3,4).

### **Learning environment and resources**

**Maturity Level:** Monitoring and improvement is carried out for the development and use of learning resources.

#### **Evidence (Page 49)**

- Evidence 2 Prototype workshop application document.pdf
- Evidence 3 Pre-Incubation Center Usage and Performance Score.pdf
- Evidence 1- Improvements Based on Survey Results (1).pdf
- Evidence 4 AYEUM Training List.xlsx

### **Academic support services**

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

#### **Evidence (Page 49-50)**

- Evidence 1 SDU student counseling directive.doc
- Evidence 2 Academic counseling meeting feedback.pdf
- Evidence 3 Psychological Counseling and Guidance unit 2021 activities and questionnaire form created within the scope of feedback.pdf

### **Facilities and infrastructures**

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

#### **Evidence (Page 50)**

- Evidence 1- Improvements Based on Survey Results.pdf

## **Disadvantaged groups**

**Maturity Level:** Practices for disadvantaged groups' access to educational opportunities are monitored and improved by taking the opinions of disadvantaged groups.

### **Evidence (Page 50)**

Evidence 1 Disabled Student exam guideline.pdf

Evidence 2 2021 Barrier-free unit report.docx

Evidence 3 SKS 2021 Disadvantaged Groups Report for SKS pdf

Evidence 4 SDU Institute of Health Sciences Disadvantaged Groups Policy Paper.pdf

Evidence 5 SDU Gender Action Plan 2021-2025.pdf

Evidence 6 Disadvantaged Students and Staff Approach policy document.pdf

Evidence 7 Companion example 1.pdf

Evidence 8 Companion example 2.pdf

## **Social, cultural, and sports activities**

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

### **Evidence (Page 50)**

Evidence 1 SKS 2021 Annual Report.pdf

Evidence 2 Detailed list of events for 2021.pdf

Evidence 3 Improvement Examples 1.pdf

Evidence 4 Improvement Examples 2.pdf

## **4. Faculty Staff**

### **Appointment, promotion, and assignment criteria**

At our university, the process and criteria for the appointment, promotion, and assignment of academic staff are determined in the "Directive on the Application to Faculty Membership Staff, Appointment and Promotion Criteria" and are open to the public (Evidence 1). The relevant processes and criteria are of a nature that will ensure equality of opportunity by considering academic merit. In the assignments for the courses in our undergraduate programs, the course assignments are made with the proposal of the head of the department and the decisions of the administrative board of the faculties, taking into account the field of expertise required by the course, primarily among the instructors in the unit the program is affiliated with. In cases where the teaching staff cannot be found in the departments and/or are not sufficient, assignments are requested from other departments and units of our university related to the content of the course.

The selection of non-permanent faculty members and the evaluation of their performance at the end of the semester are transparent, effective, and fair. In this process, a centralized system has been used since 2017 and a university fee-based faculty selection commission has been established (Evidence 2). According to the central system, demands are collected through the student information system regarding external course assignments to the departments. After that, the certificates, publication information, work experience, and academic experience of the person related to the course proficiency are taken into consideration, and assignments are made in line with the needs with the decision of the faculty board.

Our university assigns external lecturers via <https://ikbasvuru.sdu.edu.tr>". According to the

the central system, requests for external course assignments to departments are collected. After that, the certificates related to the course qualifications, publication information, work experience, and academic experience of the person are taken into consideration, and assignments are made in line with the needs with the decision of the faculty board ([SDU external course assignment application system](#)).

Our university's "Directive on Application, Appointment and Promotion Criteria for Teaching Staff" is taken as an example by other universities. In this context, Burdur Mehmet Akif Ersoy University took the appointment, promotion, and assignment criteria of our university as an example and integrated it into their university (Evidence 3).

## **Instructional Competencies and Development**

Active learning methods and techniques are tried to be used by the instructors in order to reach the targeted educational outcomes and gain their professional qualifications; In the lessons, an effort is made to create a student-centered, constructive and collaborative learning environment. There have been satisfaction survey studies applied to our students in order to make education and training more effective and qualified. In addition, in the "Training of Trainers" program carried out throughout the University, lecturers were trained under 8 headings within the scope of online applications that lecturers can use in their teaching processes. Certificates and participation documents for the instructors participating in the training have been prepared by the Continuing Education Center ([Training of trainers](#)), (Training of trainers programme). On a unit basis, a regular modular certified trainer development program is carried out in the Faculty of Medicine, Faculty of Dentistry and Faculty of Health Sciences nursing department. In order for the training of trainers to be run periodically and systematically throughout the institution, the procedures and principles regarding the training of trainers are prepared.

In various departments, in-service trainings are organized in order to improve the assessment and evaluation competencies and performances of the instructors, and they have participated in trainings that include instructional technologies in their graduate education ([Assessment and evaluation training](#)). At the same time, our instructors have improved their teaching competencies by participating in various trainings such as project writing and entrepreneurship ([Entrepreneurship](#), [Project writing](#)).

Various trainings are given to the academic staff and administrative staff from [the In-Service Training Module](#) of the SDU Personnel Department. As a result of these trainings, feedback is received, reported and the feedback results are shared with the trainer who performed the training (Evidence 1,2,3). In addition, within the scope of the Regulation on the Procedures and Principles of Employees' Occupational Health and Safety Training, infrastructures have been established for our University's students and staff to receive occupational health and safety training. Occupational health and safety trainings are organized (Evidence 4).

In addition, there is a section on the web pages of all lecturers with academic publication analysis. In this context, each faculty member's Article Analysis, Citation Analysis, National Paper Analysis, International Paper Analysis, Editorial Analysis, Book Analysis, Artistic Activity Analysis ([Instructor's Study Analysis](#)) are included. In addition, our instructors are supported to participate in domestic and international activities with the decision of the Administrative Board, if they apply in accordance with Article 39 of Law No. 2547, which regulates their assignments in the country and abroad. Educational performance follow-up of our lecturers and doctor faculty members, scientific, academic, etc. evaluated within the scope of work and reappointments.

## **Incentive and Reward for Educational Activities**

There is the “SDU Award Directive” prepared to support the contributions and successes of the academic staff working at Süleyman Demirel University in their studies and services. This process is monitored and improved according to stakeholder opinions. In this context, 6 new awards have been added in line with the suggestions received in the award directive of our university. With the new regulation, Teaching Methods and Techniques Award, Academic Advisor Award, Social Contribution Award, Quality Award, Doctoral Thesis Award, Women Studies Award were added to the Award Directive and the number of award categories was increased from three to nine (Evidence 1).

In addition, with Scientist Training and Improvement in National/International Indicators Project, points are defined to evaluate and encourage the academic activities of faculty members in the following categories: article, invention/patent/utility model/industrial design, research projects supported by non-university financial resources (ÜDMKDAP), artistic activity, book, mentoring, revising and pre-reviewing, student projects, lecturing within the scope of Erasmus and Mevlana program, lecturing in accredited departments/programs, citation, guest lecturer, entrepreneur lecturer. Each defined point is credited to the faculty member's account as monetary compensation (Evidence 2), ([Guided Project Application](#)).

### **Appointment, promotion, and assignment criteria**

**Maturity Level:** There are internalized, systematic, sustainable, and exemplary practices.

#### **Evidence (Page 52)**

- Evidence 1 Directive on the criteria for application, appointment, and promotion to SDU faculty members.pdf  
Evidence 2 Establishment letter and members of the university paid lecturer selection commission.pdf  
Evidence 3 Set an Example for another university

### **Teaching competencies and development**

**Maturity Level:** There are practices throughout the institution to improve the teaching competence of the instructors.

#### **Evidence (Page 52-53)**

- Evidence 1. PDB ISO awareness training questionnaires (1-2-3-4).pdf
- Evidence 2. PDB 2022 orientation training satisfaction survey.pdf
- Evidence 3. PDB post-pandemic management skills trainer evaluation questionnaires 2021 (1- 2-3-4).pdf
- Evidence 4 Occupational Health and Safety Training Practice Principles.pdf

## **Incentive and Award for Educational Activities**

**Maturity Level:** Teşvik ve ödüllendirme uygulamaları kurum geneline yayılmıştır.

#### **Evidence (Page 53)**

- Evidence 1 SDU Award Guidelines.pdf
- Evidence 2 Performance Driven Project.pdf

## C. RESEARCH AND DEVELOPMENT

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

#### Management of research processes

SDU research processes and activities are carried out and monitored by AYD, which was established in 2019. AYD has secured the work and process it carries out with AYD Procedures and Principles and an organizational chart has been established (Evidence 1-2). AYD's mission is to improve the research capabilities of our university; support high-level research and technology outputs in terms of quantity and quality and train qualified researchers. Its vision is to increase the number/budget of projects funded from external sources and improve university-industry cooperation, to ensure that our university rises in national and international indices. Mission, vision, and procedural principles are published on the website ([AYD Mission and Vision](#)). Research activities are carried out in the context of the Research Policy associated with the Strategic Plan ([Research Policy](#)) (Evidence 7). Work flow charts for the processes were created by AYD and published on the AYD website ([Research Process Flow Charts](#)). In addition, the improvement suggestion form has been integrated into the website so that the personnel can make suggestions and requests so that the personnel can easily reach the directorate ([AYD Improvement Suggestion Form](#)).

The BAP Coordinatorship carries out the activities of supporting the projects of the university staff and students, transferring resources, and carrying out the processes in accordance with the legislation (Evidence 3-4).

Affiliated units of AYD are Scientific Research Projects Coordination Unit, National and International Research Project Coordinatorship, Lake District Technocity, Application, and Research Centers, and Technology Transfer Office (SDTTO). Currently, there are 47 application and research centers.

The Research IYK was established to monitor the activities carried out. The commission prepares a report every year and presents the current status of our university in terms of research activities, its good aspects, aspects open to development, and suggestions (Evidence 5). Another monitoring mechanism is the Data Analysis and Reporting Unit established within AYD. This commission works on compiling and transforming the necessary data into relevant outputs (Evidence 6).

#### Internal and external resources

The management of SDU research resources is carried out in accordance with the 2021-2025 Strategic Plan and Research Policy. Allocating and monitoring internal resources according to projects is done in accordance with the BAP Implementation Guideline (Evidence 1).

Project owners' projects are supported within the scope of Individual Research Projects (MAP), Multidisciplinary Research Projects (ÇAP), Priority Area Research Projects (ÖNAP), Graduate Thesis Projects (TEZ), Guided Projects (GDM), International Research Collaboration Projects (UAİP), Participatory Research Projects (KAP), Participatory Research Projects for Undergraduate Studies (LOK), Research Start-up Support Projects (ABP), Advanced Research Support Projects (İADP), Social Contribution Projects (TKP), Postdoctoral Researcher Program Project (DOSAP) supports defined in the BAP Implementation Directive. Detailed information on these is available in the BAP Implementation Directive and our 2020 Institutional Internal Evaluation Report (2020 Institutional Internal Evaluation Report, page 41). Applications and information to projects are made through [BAPSİS \(Project Process Management System\)](#).

Other than project resources, physical resources are made available to researchers. The Prototype Workshop, which was opened in 2021, has been designed to meet the needs of the sector, and pre-prototypes and prototypes can be produced; first production support is provided free of charge. It has all kinds of electronic and mechanical infrastructure necessary for the production of high-value-added products ([Prototype Workshop Website](#)). Innovative Technologies Application and Research Center (YETEM), Natural Products Application and Research Center (SUDUM), Lakes Region Technocity, SDTTO, Incubation Center, Pre-Incubation Center are other physical opportunities offered to our researchers. Efforts have been initiated to use the LABSIS Laboratory System used within YETEM, first in large-scale research and application centers, and later in all university laboratories ([LABSIS Website](#)) (Evidence 6).

[Article pre-evaluation](#), [Article language spelling check](#), [Statistical analysis](#), [Mentoring support](#), Patent Office supports and entrepreneurship ecosystem support offered by AYD are the resources offered to researchers and faculty members by our University. In addition to the services provided to the companies within the scope of the entrepreneurship ecosystem support, a one-time performance score of 10.000 TL is defined for the academicians who establish a company in the Technocity (Evidence 5 (clause k)).

Revolving fund and treasury revenues are transferred to BAP Coordinatorship and other units by SGDB. Approximately 12 million TL of the approximately 650 million TL expenditure made in 2021 was made within the scope of the Research, Development, and Innovation Program. External research resources are provided from various external projects (Tübitak, European Union Projects, etc.). (Evidence 3).

All these resources and their distribution are available in detail in the AYD Research Report prepared by the AYD unit (Evidence 4). In addition, AYD has published the Intra-University Resources (BAP) Performance Report (2022) for the analysis and monitoring of intra-university resources (Evidence 2). The relationship between the projects and publications supported by the BAP is examined in detail in the report.

### **Doctoral programs and postdoctoral opportunities**

As a university that supports doctoral education, SDU admits doctoral students. In this direction, graduate education and training and scientific research and application activities, which consist of non-thesis master's, distance education non-thesis master's, thesis master's, doctorate, and proficiency in art programs carried out in institutes affiliated to SDU, are regulated by the Süleyman Demirel University Graduate Education and Training Regulations. (Evidence 1). There are currently approximately 1000 doctoral students at our university, as well as 132 doctoral students who received YÖK 100/2000 scholarships.

In order to support the postdoctoral studies of the researchers, the [Postdoctoral Research Program](#) was started on 15.06.2021. The program was created to encourage researchers to conduct joint research with faculty members who are specialized in their own fields and increase scientific interaction between them and support the participation of SDU faculty members in Postdoctoral Research Programs conducted at another university. In this context, scholarships are provided to researchers. Implementation is secured by the Süleyman Demirel University Postdoctoral Research Program (DOSAP) Implementation Principles and Procedures (Evidence 2). Applications to the DOSAP program have been received; 6 researchers, 1 from the Department of Archeology (abroad), 2 from the Department of Chemistry, 1 from the Department of Pharmacy (abroad), 1 from the Department of Medicine, and 1 from Department of Biology, were accepted. Apart from the researchers accepted to our University within the scope of DOSAP, researchers are also sent abroad from our University. DOSAP Implementation Principles are updated in line with the requests and suggestions from the researchers. For example, in line with the YETEM proposal; An update has been made in the



DOSAP Implementation Principles and Procedures, which allows researchers with a PhD with income to work as researchers without a scholarship within the scope of DOSAP, and an indefinite application can be made. Improvements made in line with the suggestions were added to the [AYD Website Improvement Studies](#).

In order to follow up the PhD graduates, the SDU PhD Graduates Report was prepared in 2021 (Evidence 3). In the report, statistical data such as the distribution of doctoral graduates according to institutes and programs, their current status, and the distribution according to the public institutions they work in can be accessed.

### **Management of research processes**

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

#### **Evidence (Page 55)**

- Evidence 1. AYD Procedures and Principles.pdf
- Evidence 2. AYD Organization Chart.pdf
- Evidence 3. BAP Implementation Guideline.pdf
- Evidence 4. BAP Practice Guidelines.pdf
- Evidence 5. Research İYK 2021 General Monitoring and Guidance Report.pdf
- Evidence 6. Rector's letter of approval for the Establishment of Data Analysis and Reporting Unit. Pdf
- Evidence 7. Strategic Plan Target Situation Evaluation(2021).pdf

### **Internal and external resources:**

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

#### **Evidence (Page 55)**

- Evidence 1. BAP Implementation Guideline.pdf
- Evidence 2. Internal University Resources (BAP) Performance Report (2022).pdf
- Evidence 3. 2021 Administration Activity Report.pdf
- Evidence 4. AYD Research Report.pdf
- Evidence 5. Performance Driven Project (2022).pdf
- Evidence 6. Labsis Software Update Specification.pdf

### **Doctoral programs and postdoctoral opportunities**

**Maturity Level:** The outputs of doctoral programs and post-doctoral opportunities are regularly monitored and improved in the institution.

#### **Evidence (Page 56)**

- Evidence 1. SDU Graduate Education and Training Regulations.pdf
- Evidence 3. Report of SDU PhD Graduates.pdf
- Evidence 2. SDU DOSAP BAP Coordination Processes.pdf

## 2. Research Competence, Collaborations

### Research competencies, and development

In line with its research policy, SDU carries out activities to improve the quality and quantity of researchers with the support provided at the level of academics, industrialists, and students.

In order to improve the quantity and quality of publications, AYD provides academics with article pre-evaluation, article language spelling control, statistical analysis support, and mentoring support. Project-owning researchers can benefit from project mentoring support, referral support to national and international project calls, and project writing training support during project processes. Support is provided by the Patent Office on Industrial Property Rights (Patent, Utility Model, Trademark, Design, Geographical Indications). Support for using the SDU Pre-Incubation Center, Benefiting from SDU Pre-Incubation Programs, Using the Lakes Region Technocity Incubation Center, Benefiting from the Lakes Region Technocity, Incubation Center Programs, Orientation to Tübitak1512 Bigg Program, Early Stage Entrepreneurship Consultancy, Advanced Stage Entrepreneurship, and Project Consultancy support are given to researchers.

As a result of the studies carried out by AYD within the scope of increasing the research output, 93 language control support requests were received in 2021, 22 of the 28 articles whose results were announced, were accepted and a success rate of 78% was achieved. 4 articles were requested for pre-evaluation, 38 mentoring support was given. Project writing training continued in 2021 as well. In line with the feedback received, the application conditions for project writing trainings were changed, and a more efficient training process and more concrete output were aimed by only accepting the applications of academics with project ideas. At the end of the project writing trainings, a mentor match was made and the academician who started to write the project was provided with the mentorship of the personnel with previous project experience. In this context, Research-Based International Project Writing Training with 60 participants, Research-Based Public Funded National Project Writing Training with 32 participants, National and International Funded Project Training with 32 participants ([Project Writing Training](#)). As a result of these trainings, Marie S. Curie Individual Research Support, Erasmus, 1002 projects were accepted. The project processes of the project owners who are appointed as mentors continue.

Thanks to the support of SDTTO, academicians can present studies such as a method/product/prototype they have developed and presented to the industry; if academicians would like to carry out their work with companies through SDTTO, SDTTO provides support with all its experience; SDTTO provides support at the point of introducing the developed projects to the industry ([Supports for academic staff](#)).

As a result of the services provided in the pre-incubation and incubation center; 121 pre-incubation support, 11 applications supported by Tübitak, 4 applications supported by Kosgeb, and 15 incorporated companies turned into concrete output. There are companies in many different categories such as students, academicians, and the private sector in the Lake District Technocity. Within the scope of the entrepreneurship ecosystem support, in addition to the companies within the Lakes Region Technocity, a one-time performance score of 10,000 TL is defined for the academicians who establish a company in the Technocity. Of the 51 firms in the Lake District Technocity, 17 are firms belonging to academic staff (Evidence 6). Patent supports turned into concrete output as 8 patents, 2 utility models, and 3 international patent applications in 2021 (Evidence 5).

Project owners' projects are supported within the scope of Individual Research Projects (MAP),

Multidisciplinary Research Projects (ÇAP), Priority Area Research Projects (ÖNAP), Graduate Thesis Projects (TEZ), Guided Projects (GDM), International Research Collaboration Projects (UAİP), Participatory Research Projects (KAP), Participatory Research Projects for Undergraduate Studies (LOK), Research Start-up Support Projects (ABP), Advanced Research Support Projects (İADP), Social Contribution Projects (TKP), Postdoctoral Researcher Program Project (DOSAP) supports defined in the BAP Implementation Directive (Evidence 1). The current activities are improved in line with the needs and suggestions, making them more effective and person-oriented. BAP Implementation Directive has been amended in line with the suggestion of the Faculty of Pharmacy that associate professors and professors, who came to SDU from outside the institution in three years, can apply for research start-up projects. According to the new regulation, in addition to research assistant doctors, faculty members who are assistant professors and associate professors and professors will be able to apply to Research Start-Up Projects. This change paved the way for more staff to apply for the award ([AYD Improvements](#)).

As a result of the support included in the BAP Implementation Directive, 6,548,623 TL support was given to students and lecturers in 96 projects in 2021 in order to support the research activities of the academic staff. 2 International Research Cooperation Projects are carried out within the scope of International Research Collaboration Projects (UAİP) provided to researchers with the BAP Implementation Directive. (Evidence 7-8). In the textile and medical and aromatic information categories, there are 2 applications and 1 Participatory Research Project (KAP), that has not been applied yet (Evidence 10).

In addition, with the Scientist Training and Improvement in National/International Indicators Project, points are defined to evaluate and encourage the academic activities of faculty members in the following categories: article, invention/patent/utility model/industrial design, research projects supported by non-university financial resources (ÜDMKDAP), artistic activity, book, mentoring, revising and pre-reviewing, student projects, lecturing within the scope of Erasmus and Mevlana program, lecturing in accredited departments/programs, citation, guest lecturer, entrepreneur lecturer. Each defined point is credited to the faculty member's account as monetary compensation (Evidence 3)

With the decision of the BAP Commission to Support Scientific/Artistic Activities from the Guided Project (Performance) Budget in 2021, the expenses of events such as conferences/symposiums/exhibitions/shows attended by academic staff are covered by the university budget. This practice supports the development of academic staff (Evidence 9).

In order to increase the number of resources obtained from outside the institution and to encourage the faculty members in this regard, points are defined as 20% of the project budget (maximum 30,000 points) for each research project management for which a non-university national/international project contract is made and whose budget is made available through SDU BAP; Points are defined as 10% of the project budget (maximum 10,000 points) for research projects whose budget is not allocated through the SDU BAP. This rate is 10% (maximum 10,000 points) for projects other than research projects, and 20% (maximum 50,000 points) for TUBITAK 2244 Industry Doctoral Priority Area Project. (Evidence 3 (c)). In 2021, a total of 128 projects with external support were applied.

Within the scope of the Award Directive, there are awards in different categories for the personnel to work more efficiently and effectively, to increase their motivation to work, and to encourage efficient use of resources. As a result of the agile management approach, regulations were made in line with the feedback received in the award directive in force ([AYD Feedbacks](#)), and with the new regulation, Teaching Methods and Techniques Award, Academic Advisor Award, Social Contribution Award, Quality Award, Doctoral Thesis Award, Women's Studies Award to Award Directive and the number of award categories was increased from three to nine (Evidence 4).

The researchers of our university have an entitlement of approximately 14 and a half million TL and approximately 2 million Euros from 58 projects, including all currently ongoing project types.

All the numerical data mentioned above can be accessed from the reports prepared by AYD every year (Evidence 2).

"YÖK 100/2000 Priority Area Interviews" are held in order to inform our academic staff about our university's priority areas of YÖK 100/2000 and to increase the work done in these areas. In the interviews held with academicians who are experts in their fields, information is given about the YÖK 100/2000 scholarship, while researchers are informed about the determined subject in each interview ([Micro and Nanotechnology Conversation](#)) ([Sustainable Building Materials and Technologies Conversation](#)) ([Health Economics Conversation](#)) ([Architecture Planning and Design Conversation](#)) ([Science and Technology Policies Conversation](#)).

Our University initiates different practices in order to evaluate and implement the project and business ideas of researchers and entrepreneurs, to provide mentorship, and turn ideas into concrete outputs. While SDU is a pioneer in the emergence and finalization of project and entrepreneurial ideas with events such as Project Market, Entrepreneurship Marathon (Hackathon), TÜBİTAK BİGG supports the realization of innovative and entrepreneurial ideas as an implementing organization.

With the Research Methods Education and Application Center (AYEUM), of which our university is a member, our students and academicians can receive online education, face-to-face training, and consultancy services for researchers about qualitative, quantitative, and mixed methods used in social, science, health, and educational sciences. 251 students, 132 SDU academicians, and 40 Isparta Applied Sciences University academicians benefited from these trainings. 122 different trainings were viewed 17,782 times (Evidence 11).

### **National and international joint programs and joint research units**

SDU cooperates with different institutions and organizations and conducts joint research within the scope of increasing institutional capacity and creating synergy. With the belief and awareness of being a part of local, regional, and national development, SDU carries out joint collaborations.

The protocols signed by our university for joint cooperation are as follows:

- With the cooperation protocol signed with ITU Arı Teknokent, it has become possible for researchers to benefit from the facilities of ITU Arı Teknokent (Evidence 9).
- A protocol was signed with the Isparta Chamber of Commerce and Industry (ITSO) regarding the analysis to make the difference between natural rose water and synthetic rose water understandable and the issue and operation of the barcode containing the phrase SUDUM to producers claiming to produce natural rose water (Evidence 10).
- With the support of the 2017 Western Mediterranean Development Agency (BAKA), a cooperation protocol was signed to continue the guided project named "Rose and Medicinal Aromatic Plants and Products Research and Development Laboratory" in 2021 with the cooperation of Isparta University of Applied Sciences (Evidence 11).
- In 2021, A cooperation protocol was signed with TUSAŞ-Turkish Aerospace Industries Inc. to develop superhydrophobic and/or hydrophobic surfaces (Evidence 13).

- In order to act jointly with the Isparta Provincial Directorate of National Education in the “Nature of Science” project to be carried out in 2022 and supported by Tübitak, the Mutual Assistance and Cooperation Protocol for the “Nature of Science” Project of the Tübitak 4007 Science Festivals Support Program was signed in 2021 (Evidence 12).
- A protocol was signed with Aselsan within the scope of the Superhydrophobic Aluminum and Composite Surface Development Project (Evidence 24).
- An academic cooperation protocol was signed between the two universities for SDU Faculty of Medicine faculty members to teach at Girne American University as visiting professors (Evidence 16).
- 2 International Research Cooperation Projects are carried out within the scope of International Research Cooperation Projects (UAİP) supported by the BAP Implementation Directive (Evidence 18-19).
- There are protocols with SDU Earthquake and Geotechnical Research Center (DJAM) and Disaster and Emergency Management Presidency (AFAD), Isparta Special Provincial Administration, Civil Defense Directorate, Public Works, and Settlement Directorate and Disaster Management Center, Ministry of Justice. (Evidence 20-21- 22-23).
- The protocols for providing mentorship services to potential entrepreneurs and Business Idea Project Competition were signed with Antalya Industrialists and Businessmen Association (ANSIAD). With this protocol, university students with entrepreneurial and innovative ideas and graduates who have not passed more than 1 year after graduation can present their business ideas in competitions held every year (Evidence 27).
- With a protocol signed between KOSGEB( Small and Medium Enterprises Development Organization of Turkey) and ITSO, a decision was taken to establish a new TEKMER and AYD was authorized for the activities carried out in this center (Evidence 26).

SDU YETEM unit already has protocols with Ankara University, Muğla Sıtkı Koçman, University, Aksaray University, Sakarya University, Çanakkale 18 Mart University, Fatih Sultan Mehmet University, Burdur Mehmet Akif Ersoy University, Erzincan Binali Yıldırım University and Isparta University of Applied Sciences regarding mutual service procurement, cooperation and joint ventures in research, development and scientific and technical studies (Evidence 1-2-3- 4-5-6-7-8-17).

Apart from cooperation protocols, national and international cooperation projects of faculty members are also supported through AYD supports, training, and information. In addition, SDU aimed to increase cooperation with national stakeholders by taking an active role in the Technology Development Zones Association ([TGBD Board of Directors](#)) (Evidence 25). Apart from the university, our units also cooperate in their fields of activity (Evidence 14-15).

## **Research competencies and development**

**Maturity Level:** In the institution, practices aimed at improving the research competency of the academic staff are monitored, and the results of the follow-up are evaluated together with the lecturers, and measures are taken.

### **Evidence (Page 59-60)**

Evidence 1. BAP Implementation Guideline..pdf

- Evidence 2. AYD Research Report..pdf
- Evidence 4. Award Guidelines.pdf
- Evidence 5. 2021 National & International Patent Application List.pdf
- Evidence 6. Technocity Academician Firms.pdf
- Evidence 7. International Research Cooperation Project-1.pdf
- Evidence 8. International Research Cooperation Project-2.pdf
- Evidence 3. Performance Driven Project. (2022).pdf
- Evidence 9. Criteria for Supporting Scientific-Artistic Activities from the Guided Project (Performance) Budget.pdf
- Evidence 10. Participatory Research Projects.pdf
- Evidence 11. AYEUM Training List.xlsx

### **National and international joint programs and joint research units**

**Maturity Level:** Intra-institutional and inter-institutional joint programs and joint research activities at the national and international levels are monitored and improved by evaluating them with relevant stakeholders.

#### **Evidence (Page 60)**

- Evidence 1. Ankara University Protocol.pdf
- Evidence 2. Muğla Sıtkı Koçman University Protocol.pdf
- Evidence 3. Aksaray University Protocol.pdf
- Evidence 4. Sakarya University Protocol.pdf
- Evidence 5. ÇOMU Protocol.pdf
- Evidence 6. FSMU Protokol.pdf
- Evidence 7. MAKU Protokol.pdf
- Evidence 8. ISUBU Protokol.pdf
- Evidence 9. İTU Core Incubation Center Protocol.pdf
- Evidence 10. SDU SUDUM-ITSO Natural Rose Water Cooperation Protocol.pdf
- Evidence 11. Rose Products Laboratory ISUBU Protocol.pdf
- Evidence 12. MEB Tubitak Science Festival Protocol.pdf
- Evidence 14. Faculty of Architecture International Elderly Tourism and Health Association Protocol.pdf
- Evidence 15. Faculty of Architecture, International Ottoman Cultural Association.pdf
- Evidence 13. TUSAŞ Information Exchange and Confidentiality Agreement.pdf
- Evidence 16. Girne American University Academic Cooperation Protocol.pdf
- Evidence 17. EBYU Protocol.pdf
- Evidence 18. International Research Cooperation Project-1.pdf
- Evidence 19. International Research Cooperation Project-2.pdf
- Evidence 20. DJAM-AFAD Protocol.pdf
- Evidence 21. DJAM- Special Provincial Administration Protocol.pdf
- Evidence 22. DJAM- Special Provincial Administration Protocol Additional Protocol.pdf
- Evidence 23. DJAM- Ministry of Justice Protocol.pdf
- Evidence 24. ASELSEN Protocol.pdf
- Evidence 25. TGBD Administrative Board List..pdf
- Evidence 26. The decision of the Administrative Board for Establishment of Tekmer.pdf
- Evidence 27. Ansiad Protocol.pdf

### **3. Research Performance**

#### **Monitoring and evaluation of research performance**

There are different mechanisms for monitoring the activities and research performance of the

university to increase the overall research performance. One of them is the Research Monitoring and Guidance Commission. The Commission acts together with AYD in monitoring research performance, holds conversations and meetings throughout the year, and prepares a report to monitor research activities at the end of each year (Evidence 1). The report includes information on the current situation, good aspects, and areas that are open to improvement, as well as recommendations, and studies are carried out to implement these recommendations throughout the year.

All kinds of activities carried out by AYD and its affiliated units are analyzed every year at the end of the year and published on the website after being converted into reports. In these reports, it is possible to monitor whether progress has been made by making comparisons with previous years (Evidence 2). AYD also prepares a report in which the aims and objectives of the research included in the Strategic Plan are monitored (Evidence 12).

Under the coordination of AYD, the units prepare R&D reports every year and publish them on their websites (Evidence 11-14-15), ([Faculty of Engineering R&D Report](#)). AYD publishes these reports by classifying them on the basis of Research and Application Centers, Institutes, Faculties, and Colleges ([AYD R&D reports](#)) (Evidence 16-17-18-19). The preparation process of the 2021 reports continues (Evidence 4). After the reports are prepared, they are published in the [Reports](#) section of the AYD website.

Another monitoring mechanism is the Data Analysis and Reporting Unit established within AYD. This commission continues its activities in compiling the necessary data and transforming them into relevant outputs (Evidence 3).

Questionnaires, which are an important part of the monitoring mechanism, were applied and reported by AYD to get the opinions of internal and external stakeholders about the unit (Evidence 5-6). In addition, after the project writing trainings organized by AYD, opinions about education are obtained by applying a questionnaire (Evidence 7-8). Survey Consultation and Implementation Commission conducted and reported the internal stakeholder and external stakeholder survey related to the research activities (Evidence 9-10).

The Performance Monitoring and Evaluation System, developed by the BİDB to monitor the aims and objectives in the Strategic Plan, also includes information under the research such as the number of publications and projects. In this context, research information such as the number of publications, the number of projects, Technokent, and SDTTO outputs can also be monitored.

In the SDU Academic Data Management System (AVESİS), the number of publications, projects, researchers, patents, citations, theses, and open access of our university staff can be monitored. In the system, statistical data such as international scientific cooperations, distribution according to titles, distribution of the number of projects according to research areas, distribution of the number of publications according to research areas can be accessed. In BAPSİS (Project Processes Management System), where project application and follow-up can be made, BAP Activity Reports are published ([BAP Annual Report](#)). Person-based research and publication numbers can be accessed instantly at the [Academic Performance Self-Evaluation Report](#) address, as well as [AVESİS](#)' and [BAP Reports](#) (Evidence 13).

The opinions and improvement suggestions received from the units and personnel in writing and with the improvement suggestion form are implemented by AYD and feedback is given to those who make suggestions. Improvements made in line with the suggestion are published on the AYD website ([Improvements made in line with the suggestions](#)).

National and international position monitoring is done through indices. Data on the follow-up

of the indices are published in the AYD Research Report and at the [Quality Assurance Office Index Reports](#) (Evidence 2).

### **Evaluation of instructor/research performance**

The outputs of the personnel who work as researchers or lecturers and carry out research performance at SDU are analyzed in the AYD Research Report prepared by AYD and compared with previous years. The outputs of the project writing trainings that resulted in the project are also included in this report (Evidence 1).

Academic activities of academic staff can be accessed instantly from the [Academic Performance Self-Evaluation Report](#). Reports and statistical data regarding the research studies carried out within the BAP unit can be followed at [BAP Reports](#), and individual academic data and general research data can be accessed from [AVESİS](#).

Unit-based research performance can be monitored in the R&D reports received from the units (Evidence 2). The 2020 R&D reports have been published, while the 2021 R&D reports are in preparation (Evidence 3-4-5-6). The report includes research-based data such as publication analysis, books, papers, citations, and projects.

The surveys organized by the Survey Consultation and Implementation Commission and AYD are reported and published on the website of [AYD](#) and [Quality Assurance Office](#) (Evidence 7-8-9-10-11-12).

The Research Monitoring and Guidance Commission also monitors the performance of faculty members under the name of research monitoring activities. Information on the number of publications and projects of faculty members is included in the Research and Guidance Reports of the İYK (Evidence 13).

### **Monitoring and evaluation of research performance**

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

#### **Evidence (Page 62)**

- Evidence 1. Research İYK 2021 General Monitoring and Guidance report.pdf
- Evidence 2. AYD Research Report.pdf
- Evidence 3. Establishment of Data Analysis and Reporting Unit.pdf
- Evidence 5. AYD External Stakeholder Opinions Report.pdf
- Evidence 6. AYD Internal Stakeholder Opinions Report.pdf
- Evidence 7. Research Initial Support Project Mentors Survey Report.pdf
- Evidence 8. Research Initial Support Project Managers Survey Report.pdf
- Evidence 9. Internal Stakeholder Survey Report on Research Activities.pdf
- Evidence 10. External Stakeholder Survey Report on Research Activities.pdf
- Evidence 11. Faculty of Education R&D Report (2021). pdf.pdf
- Evidence 4. Request Letter for 2021 R&D Reports.pdf
- Evidence 12. Strategic Plan Target Situation Assessment (2021).pdf
- Evidence 13. AVESİS Screenshot.pdf
- Evidence 14. Faculty of Pharmacy 2020 R&D Report.pdf
- Evidence 15. Faculty of Health Sciences 2020 R&D Report.pdf
- Evidence 16. 2020 Institutes R&D Report.pdf
- Evidence 17. 2020 Faculties R&D Report.pdf
- Evidence 18. 2020 Vocational School- School R&D Report.pdf



## **Evaluation of instructor/research performance**

**Maturity Level:** The research and development performance of the lecturers is monitored and evaluated together with the lecturers and improved.

### **Evidence (Page 63)**

Evidence 3. 2020 Research and Application Centers R&D Report.pdf

Evidence 4. 2020 Institutes R&D Report.pdf

Evidence 5. 2020 Faculties R&D Report.pdf

Evidence 6. 2020 Schools and Vocational Schools R&D Report.pdf

Evidence 7. AYD External Stakeholder Opinions Report.pdf

Evidence 8. AYD Internal Stakeholder Opinions Report.pdf

Evidence 9. Research Initial Support Project Mentors Survey Report.pdf

Evidence 10. Research Initial Support Project Managers Survey Report.pdf

Evidence 11. Internal Stakeholder Survey Report on Research Activities.pdf

Evidence 12. External Stakeholder Survey Report on Research Activities.pdf

Evidence 13. Research İYK 2021 General Monitoring and Guidance Report.pdf

Evidence 1. AYD Research Report,.pdf

Evidence 2. Request Letter for 2021 R&D Reports.pdf

## **D. SOCIAL CONTRIBUTION**

### **1. Management of Social Contribution Processes and Social Contribution Resources**

Süleyman Demirel University is a university that has "social, environmental and aesthetic sensitivity" in its core values, is aware of its responsibilities towards the society, and has adopted policies in this direction. In this context, its social policy was developed in line with the 2021 -2025 Strategic Plan and was adopted by the Senate decision no. 559/1 ([SDU Social Contribution Policy](#)). With this quality policy, our university has determined the following as its priorities: strengthening the capacity of Technocity to increase entrepreneurial efficiency; diversification of incubation centers and increasing their efficiency; preparation and development of pioneering projects in the pharmaceutical, health, well-being; tangible and intangible heritage culture, natural product and cosmetics sectors, giving priority to the creation and dissemination of a scientific and socio-cultural project culture supported by mentoring, financial and human capital.

Integrity and coordination are aimed in Süleyman Demirel University's social contribution organizational structure. In this context, the Social Contribution Monitoring and Guidance Commission, which was established in 2020 and supports this goal, conducts various meetings ([Social Contribution Monitoring and Guidance Commission meeting records](#)) throughout the year, identifies the current situation and deficiencies of our university in the field of social contribution, develops suggestions, monitors the social contribution performance, and reports to the rector's office in January every year (Evidence 1, 3). In addition, the Social Contribution and Stakeholders Coordinatorship ([Social Contribution and Stakeholders Coordinatorship web page](#)) was established in 2021 for the coordination and communication of the University's social contribution activities (Evidence 2). The mission of the coordinatorship is to coordinate education, research, and development, cultural, artistic, health and sports activities and processes in the most efficient way to create social and environmental benefit in line with the vision, mission, basic values and policies of our university and in accordance with social contribution policies; to promote academic studies addressing local, regional and national socioeconomic and cultural needs and problems; to promote continuing education activities; to ensure the dissemination of social responsibility awareness with students, academicians and

administrative staff; to make social contribution activities sustainable; to develop relations with academic staff, students, administrative staff, graduate students, and stakeholders, monitor the outputs, and present suggestions to the relevant units in line with the feedback.

At our university, Health Services, R&D Services Consultancy, Social Responsibility, Social Memory and Dissemination Projects, Services in the Field of Sports, Art and Culture, Expert Services, and Administrative Services constitute the areas where social contribution outputs are obtained.

Depending on the social contribution policy, while the management and organizational structure of the processes are created, it is expected to be very participatory due to its policy. Within this structure, hierarchical connections are expected to be well-defined and effective in relation to each other. In this process, especially the rectorate, the Social Contribution and Stakeholders Coordinatorship associated with the institution's quality commission, application and research centers, coordinators, all academic units, continuing education center and some administrative units can take place. Within this structure, the calendar, instructions, processes etc. are prepared. A systematic structure and organization are provided. Faculties, Institutes, Vocational Schools, administrative units affiliated to the Rectorate, Research centers carry out social contribution activities (Evidence 7).

A total of 45 social contribution projects and 53 social contribution activities were carried out at our university in 2021. Of these projects, 3 were by the Disabled Application and Research Center, 20 by the Faculty of Communication, 8 by Yoruk Research and Application Center, 3 by Institutional Communication Application and Research Centers, 2 by Continuing Education Application and Research Center, 2 Egirdir Vocational School of Health Services, Department of Health Care Services, 2 Faculty of Fine Arts, 2 Water Institute Directorate, 1 Faculty of Law, 1 Institute of Fine Arts, 1 Head of Construction and Technical Department Survey Project Branch were conducted. Of the activities,

13 by Search and Rescue First Aid Application and Research Centers, 8 by Faculty of Medicine, 5 by Egirdir Vocational School of Health Services Department of Health Care Services, 17 by Institutional Communication Application and Research Center, 2 by Women Issues Research and Application Center, 3 by Yörük Research and Application Center, 3 by Faculty of Communication, 1 by Deanery of Faculty of Sport Sciences, 1 by Faculty of Sports, Department of Physical Education and Sports were carried out.

In addition, expert support was provided to 51 institutions 83 times by university personnel in 2021, and consultancy services were provided to 19 institutions 34 times. The information about the institutions and organizations that are supported and the personnel who provide support is included in the evidence (Evidence 4). In addition, the Distribution of Social Contribution Projects and Activities for 2021 in terms of Social Contribution Aims and Targets has been revealed. Thus, it can be seen which service has been performed in line with the aims and objectives in the Strategic Plan (Evidence 5).

Our university was entitled to receive the "Contribution to Local Development Award" at the 2021-2022 Higher Education Academic Year Opening Ceremony held at the Presidential Complex. Our university was entitled to receive the "Contribution to Local Development Award" in the "Institutional Award" category in the outstanding achievement awards given in two categories as "Individual" and "Corporate". Believing in the principles of "Sustainable Ecology" and "From Ecology to Economy", Süleyman Demirel University can perform natural product analysis of medicinal and aromatic plants such as rose, lavender, and thyme in the test and analysis laboratories established within the Natural Products Application and Research Center (SUDUM) with international standards. Various analyzes that are rare in our country and that require accreditation can be performed in this center. The product production

stages required by the manufacturers and the "Research and Development" and "Production Development" activities can be carried out thanks to this laboratory. Thus, dependence on foreign countries in the analyzed product groups decreases significantly (Evidence 6).

Turkey's first and only Barrier-Free Oral and Dental Health Hospital, which is explained in detail in 2020 KİDR, operating within our university, has received the "Accessibility Certificate and Flag" that it was entitled to receive before. It also received the Orange Flag, for which it was deemed worthy of the "2021 Space Accessibility Award" prepared by the Council of Higher Education. ([Accessibility Certificate and Orange Flag](#)).

## Resources

Resources are used effectively in order to maintain social contribution activities at our university. In this context, our university's Research Centers form a strong infrastructure ([SDU Research Centers](#)) (Evidence 3). The budget table allocated to social contribution studies of our university is included in the [2021-2025 Strategic Plan](#). In addition, a budgeting study was carried out in order to develop and strengthen the infrastructure utilized in the field of social contribution, and the budgets for each year were clearly stated (Evidence 1).

In addition, with the recommendation of the Social Contribution and Stakeholders Coordinatorship of our University, the Scientific Research Projects Coordinatorship evaluated the Social Contribution Projects within the scope of the projects supported under the BAP with the decision numbered 2021/11 of 14.12.2021 (Evidence 2).

## Management of social contribution processes

**Maturity Level:** The results related to the management of social contribution processes and the operability of the organizational structure in the institution are monitored and precautions are taken.

### Evidence (Page 65)

Evidence 1 Guidance on Establishment of SDU Quality Assurance System and Principles and Procedures of Quality Commission.pdf

Evidence 2 Procedures and Principles of Social Contribution and Stakeholder Coordination.pdf

Evidence 3 Social Contribution Monitoring and Guidance Commission 2021 Report.pdf

Evidence 4,5,6 ( Social contribution activities and projects, SEM activities, Distribution of realized projects and activities towards social contribution goals and targets, Awards received in the field of social contribution.pdf

Evidence 7 Organizational chart for units carrying out social contribution activities.pdf

## Resources

**Maturity Level:** The institution manages its social contribution resources by considering the social contribution strategy and the balance between the units.

### Evidence (Page 65)

Evidence 2 Principles and Procedures of Social Contribution Projects.pdf

Evidence 1, 3 Changes in Budgets Allocated to Social Contribution Studies Over the Years, Research Centers.pdf

## 2. Social Contribution Performance

Social contribution performance at Süleyman Demirel University is monitored from various

branches.

In the 2021 - 2025 Strategic plan, there are two main objectives in terms of social contribution and ten objectives related to these two main objectives. Our university has developed a Performance Evaluation and Monitoring Module ([KIDES](#)) in order to monitor the activities carried out in line with these goals through performance indicators.

As of 2021, all social contribution activities carried out at our university are systematically collected and reported from the relevant units with the help of forms created by the Social Contribution and Stakeholders Coordinatorship (Evidence 1,2). The data obtained on this subject is then shared with the Social Contribution Monitoring and Guidance Commission, the Social Contribution Monitoring and Guidance Commission evaluates the social contribution performance of our University and identifies the areas open to improvement by identifying the areas open to improvement and the activities of the university in the field of social contribution are reported annually. While reporting, the Higher Education Quality Board Institutional Internal Evaluation Report (KIDR) Preparation Guide is taken as a basis.

Within the scope of stakeholder feedback at our university, satisfaction surveys were organized for internal and external stakeholders and published on the website of the quality office (Survey Reports).

### **Monitoring and evaluation of social contribution performance**

**Maturity Level:** Mechanisms established to monitor and evaluate social contribution performance are used throughout the institution.

#### **Evidence (Page 66)**

Evidence 1 TKPK monitoring form .docx

Evidence 2 TKPK Expertise and Counseling Monitoring Form.docx

## **E. CONCLUSION ANDEVALUATION**

In this report, it is aimed to make an internal evaluation of the work of SDU in the context of quality processes, and the activities carried out are discussed in line with the headings of leadership, management and quality, education and training, research and development, and social contribution. Within the scope of these four main topics, a general evaluation has been made below, taking into account the points that are open to improvement in the 2017 YÖKAK Institutional Feedback Report and 2020 YÖKAK Institutional Monitoring Report.

### **Leadership, Management, and Quality**

- In order to spread the culture of quality assurance, various trainings have been given and meetings have been held, which were improved with the views of the participants. In these trainings, leadership emphasis was also made.
- Reports have been prepared to evaluate the institutional transformation capacity and innovation management system.
- Two key directives guiding the quality assurance system have been improved. In this direction, quality commissions at the level of institutes, faculties, schools and vocational schools have been updated to include internal stakeholders, advisory boards have been formed and meetings have been held.
- It has been ensured that research centers and departments to determine unit quality representatives. A Quality Commission has been established for the departments.
- By creating unit quality pages, academic units have been enabled to share basic

quality documents specific to the unit, such as self-evaluation reports, board and commission members, and work flow charts on these pages.

- With the “Improvement/Suggestion Form” activity, improvement processes have been systematized.
- “Procedures and Principles of the Pre-Application Process for Accreditation” and “Accreditation Board” were established. The Board has started to operate.
- The opinions of the Quality Commission, monitoring and steering commissions, and stakeholders are received through various channels (reports, meetings, etc.) and improvements are made accordingly. It is planned to be disseminated in the upcoming period.
- The Institutional Monitoring and Evaluation System (KIDES) was put into use, and performance monitoring processes were integrated into this system. It is planned to be used throughout the university in the upcoming period.
- In-Service Training Module was created to gather trainings under a single roof and to conduct them systematically.
- It has been tried to systematize making surveys and giving feedback to the trainer after the trainings. Important steps have been taken in this regard.
- With the Human Resources Module, online applications to the advertisements are made possible.
- Work flows, job descriptions, procedures, and forms have been standardized and published on the websites after the Departments received ISO Quality Certificates.
- Various surveys were conducted for internal and external stakeholders, reports were published, and various improvements were made in line with the results. It is planned to be disseminated in the upcoming period.
- The system containing the alumni information has been updated, and all of the graduates have been registered in the system.
- The Internationalization Monitoring and Guidance Commission and the Chief Coordinatorship for International Relations Unit Quality Commission were established, and both commissions started monitoring and evaluation activities and prepared reports on their activities for 2021.
- The "Chief Coordinatorship for International Relations Strategic Plan Objective-Situation Evaluation" and "Performance Chart Based on the SDU Internationalization Policy" have been defined for monitoring the internationalization performance.

## Education and Training

- Improvements have been made in program design and approval processes, Procedures and Principles, and Work flow charts have been created for opening, reviewing, and updating the program, and the process has been defined.
- The deficiencies in the Course Information Packages have been largely eliminated and the process has been carried out in postgraduate education.
- The university monitors and evaluates the pool of common elective courses. In this context, University Common Elective Courses Pool Update Report has been prepared for its restructuring and necessary updates will be made.
- According to the results of the Cross-Peer Evaluation carried out to monitor and evaluate the course information package studies, the units made various improvements.
- The Education and Training Coordinatorship directive has been updated.
- Necessary plans have been made for the establishment of a Learning and Teaching Center. In this context, a regulation on the establishment of a Learning and

Teaching Center was prepared and accepted by the Senate.

- Student-Centered Education Criteria Checklist has been prepared.
- Academic support services are monitored. In this context, the units provided feedback on the activities carried out within the framework of student counseling. A questionnaire was designed to monitor and improve the activities of the Psychological Counseling and Guidance Unit and will be put into practice in the coming period.
- The SDU Approach Policydocument for Disadvantaged Groups in Need of Social Integration was created.

## Research & Development

- AYD continued its activities throughout the year. Units were visited on-site and information meetings were held.
- In line with the suggestions and requests received in the project writing trainings, improvements were made and system changes were continued. Unlike the first project writing training, the trainings held later were organized as the target audience of the project idea. In the following trainings, mentors were matched with the project owners. Mentors and project owners, whose projects have been accepted before, work together, and their experience and knowledge are transferred.
- An improvement suggestion form has been integrated into the contact section of the website so that the personnel can convey their suggestions.
- Research work flow charts were created and published on the website.
- The BAP Implementation Directive was updated in 2021.
- Project owners' projects are supported within the scope of Individual Research Projects (MAP), Multidisciplinary Research Projects (ÇAP), Priority Area Research Projects (ÖNAP), Graduate Thesis Projects (TEZ), Guided Projects (GDM), International Research Collaboration Projects (UAİP), Participatory Research Projects (KAP), Participatory Research Projects for Undergraduate Studies (LOK), Research Start-up Support Projects (ABP), Advanced Research Support Projects (İADP), Social Contribution Projects (TKP), Postdoctoral Researcher Program Project (DOSAP) supports defined in the BAP Implementation Directive.
- In addition to article pre-evaluation, article language evaluation and mentoring support, statistical analysis support have started.
- Outputs such as new projects, patents, and utility models have been obtained.
- The Prototype Workshop was opened, where preliminary prototypes and prototypes can be produced and first production support can be provided free of charge.
- The number of national and international collaborations has increased. Support is provided to increase cooperation within the Project Office, Patent Office, Lake District Technocity, Technology Transfer Office and YETEM.
- There are protocols with Ankara University, Muğla Sıtkı Koçman University, Aksaray University, Sakarya University, Çanakkale 18 Mart University, Fatih Sultan Mehmet University, Burdur Mehmet Akif Ersoy University, Erzincan Binali Yıldırım University and Isparta University of Applied Sciences.
- Cooperation protocols were signed with institutions such as ITU Arı Teknokent, Isparta Chamber of Commerce and Industry, Ministry of National Education, TUSAŞ, and ASELSAN.
- Reports such as the Ph.D. Graduates Report, In-University Resources (BAP) Performance Report, and Gender Equality Plan have been published.
- R&D reports were received from the units and research reports based on research application center, institute, faculty and school & vocational school were prepared.
- A Data Analysis and Reporting Unit was established within AYD.
- Improvements made in line with the opinions received from the units and personnel

are included in the website.

- DOSAP was published and researcher/scholarship recruitment started within the scope of DOSAP.
- Surveys were conducted and reported after internal stakeholder and external stakeholder surveys and project writing trainings.

### Social Contribution

- Social Contribution and Stakeholders Coordinatorship was established and its procedures and principles were established.
- The university has included social contribution projects within the scope of scientific research projects.
- Social Contribution activities and projects are archived by the Social Contribution and Stakeholders Coordinatorship and the university's report card is created on this subject.
- The budgets allocated by our university for social contribution studies have been planned annually.
- Reports on social contribution activities were requested from the units and data on the university's 2021 social contribution activities were collected to a large extent.