

# **INSTITUTIONAL SELF-EVALUATION REPORT**

**KARADENIZ TECHNICAL UNIVERSITY**

**2020**

## SUMMARY

### 1. Summary

## INFORMATION ABOUT THE INSTITUTION

### Contact Information

The contact information of the Head of Quality Commission at Karadeniz Technical University (KTU) is given below.

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İsmail ÇOM	Head of Strategy Development Department
Mustafa Anıl ARI	Student Representative

### Institutional Background

KTU was established as one of the first science centers of the Turkish Republic in Trabzon, which has had strategic importance for centuries in recognition of its geographical location, historical

depth, and cultural characteristics. KTU has been making continuous efforts as an effective institution in the national and international fields with its activities and actions until today.

KTU is the fourth university established in Turkey as of May 20, 1955. As the first faculty established in KTU, the Faculty of Construction-Architecture started education on December 2, 1963, with 90 students.

The name of the university was changed to Karadeniz University with the Organization Law enacted in 1982. However, upon application, its name was changed once again to Karadeniz Technical University (KTU) in 1987. KTU was one of the 53 state universities in Turkey until 2006. It carried on its activities with 23 faculties, 3 institutes, 3 schools, 1 conservatory, 16 vocational schools and approximately 54 thousand students, 1800 academic, and 1600 administrative staff in six provinces in the Eastern Black Sea Region.

Rize, Giresun, and Ordu Universities were affiliated with KTU until March 2006. Similarly, Artvin, Çoruh, Gümüşhane, and Trabzon Universities were affiliated with KTU until March 2007, May 2008, and May 2018, respectively.

KTU, which is among the most established universities of our country with its education and training experience of more than half a century, provides a wide range of education and research in the fields of health, science, and social sciences.

At KTU, global and technological developments in education are followed very closely, and all opportunities are mobilized for students to receive education in line with the requirements of the age. In this context, innovative and updated works in line with the needs of the age continue uninterruptedly in all academic units.

As of the end of December 2020, KTU has 12 faculties, 1 school, 6 institutes, 8 vocational schools and 18 application and research centers (UYGAR). It continues its activities with 2,159 academics, 3,216 administrative staff, contracted and worker personnel. [KTU Organizational structure](#) is available on the web page. University units are located on a total of nine (9) campuses, primarily the Central Kanuni Campus.

As of the end of 2020, there are 38,630 students in total, of which 1,453 are foreign nationals at KTU. 3,942 of these students are associate degree students. 26,717 are undergraduate, and 3,413 are graduate students.

### **Mission, Vision, Values and Goals**

According to the 2019-2023 KTU Strategic Plan, KTU's mission is "to continue the task of leading the development and welfare of the society, with its applications in the fields of education, research and social service, raising productive individuals who are open to development, the emergence of high-level scientific and technological products".

KTU's vision is determined as "to be a university preferred at national and international level with the cultural environment it will create, which conducts research in a way to anticipate national and international needs for innovative production, prioritizes quality in the education and training services it will provide".

KTU is committed to the fundamental values of the Turkish Republic and highlights quality in all processes. It gives importance to corporate belonging, merit, transparency, and participation. It is also sensitive to social problems while leading the information society.

KTU's strategic objectives follow: to educate and graduate students who are open to change and development by improving the quality of education, to develop research capacity for innovative production, to increase institutional capacity and to spread corporate culture, to be a solution-oriented university that is sensitive to social problems, and to internationalize.

Research activities at KTU continue within the application and research centers, laboratories in the academic units, and Trabzon Technology Development Zone. These processes are provided by units such as Technology Transfer UYGAR and Scientific Research Projects (BAP) Coordination Unit, Central Research Laboratory UYGAR, Surgical Research UYGAR, and Digital Transformation Office.

## **A. QUALITY ASSURANCE SYSTEM**

### **1. Mission and Strategic Objectives**

KTU's mission and vision statement are defined in the 2019-2023 strategic plan and known by the staff at the institution. The strategic goals, objectives, core values and desired performance indicators of the institution were explained and shared with all the staff through meetings and in-service training. Unit members learned which goals they are responsible for in the strategic plan through the official notification of the responsibility chart and contact meetings. At KTU, the culture of preparing a strategic plan was carried out and internalized within a preparatory program. While many internal and external stakeholder meetings were held during the strategic plan preparation period, annual realizations were followed by monitoring and evaluation meetings in each completed year. Each assigned unit manager (dean, director of vocational school and application and research centers, etc.) is given the strategic plan of the institution, which covers the responsibilities of the unit, at the handover ceremonies.

Evidence

1. [Preparation Process of Strategic Plan](#)
2. [Strategic Plan 2020 Evaluation Report](#)
3. [Strategy Development Board Meeting](#)
4. [Strategic Plan Script Output](#)
5. Strategic Plan Letter of Notification Sample (Annex-1, Annex-1.1)

KTU's quality policy and other policies such as research and internationalization were prepared by taking stakeholders' opinions and distributed them to all units. Policy documents were prepared after discussion at the boards of the relevant field and approved by the executive management. To ensure sustainability, the activities specified in the KTU Quality Assurance System Directive are carefully implemented. For example, the units in the research management model continue their activities in this direction depending on the KTU Research Policy and have revised their directives following these policies. The new BAP Unit Directive can be given as an example. All units prepare an annual Unit Quality Assurance System Report following the Directive for KTU Quality Assurance System and submit it to the executive management.

#### Evidence

1. [Directive for KTU Quality Assurance System](#)
2. [Research Policy](#)
3. Example of Unit Quality Assurance System Report (Annex-2)
4. [New BAP Directive Revised by Research Policy](#)
5. [Internationalization Working Group Meeting](#)
6. [Research Supreme Board Meeting](#)
7. [Institute Working Group Meeting](#)
8. [Examples of Follow-up Charts](#)

Performance management at KTU is handled with a holistic approach under the control of strategic planning. All performance indicators for education, research, quality, internationalization, social contribution and management system are monitored with the Strategic Plan Information System, which is the institution's software. In addition to 70 performance indicators within the scope of the strategic plan, key performance indicators have also been determined. The performance indicator of each goal has been defined, and there are working groups for these goals. External stakeholders can also participate in these working groups. Both key performance indicators and all indicators of the goals in the strategic plan are monitored 24/7 throughout the year. Results of this monitoring are evaluated in the relevant working groups, and necessary precautions are taken. All institutional performance indicators are presented to the boards for evaluation in graphics in all evaluation meetings held from the working groups to the Senate in the process management. The Coordination Office of Management Information System Unit within the Rectorate carries out the organization of the monitoring and evaluation meetings to control the indicator performances and take the necessary precautions. This coordination office is an important factor in the KTU quality assurance system and ensures that both strategic planning and quality studies are carried out in integrity.

#### Evidence

1. Key Indicators (Annex-3)
2. Performance Program Report (Annex-4)
3. Balanced Scorecard of 2019 and 2020 Strategic Plan System (Annex-5)
4. [Institute Working Group Meeting](#)

5. [Sample Presentations with Graphics](#)
6. Comparison between KTU and Competitors (Annex-6)
7. [Web Page Link belonging to Coordination Office of Management Information System Unit](#)

### **Mission, vision, strategic goals and objectives**

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

#### **Evidence**

- [Annex-1.pdf](#)
- [Annex-1-1.pdf](#)

### **Quality assurance, education, Research and Development, social contribution and management policies**

**Maturity Level:** These policies and related practices are monitored and evaluated with the help of relevant stakeholders.

#### **Evidence**

- [Annex-2.pdf](#)

### **Enterprise performance management**

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

#### **Evidence**

- [Annex-3.pdf](#)
- [Annex-4.pdf](#)
- [Annex-5.pdf](#)
- [Annex-6.pdf](#)

## **2. Internal Quality Assurance**

KTU Quality Commission continues its activities within the scope of the relevant legislation, working procedures and principles. In addition, Unit Quality Commissions have been established in all academic units. Information and awareness activities are organized in the officer academy, where the quality commission carries out in-service training. KTU Student Quality Commission was established to increase student representation in quality processes. One student representative from 12 faculties is included in this commission. KTU Quality Commission carries out unit visits and takes an active role in creating and developing the internal quality assurance system by examining the Unit Quality Assurance System Reports prepared by the units. KTU has made

significant progress in program accreditation. In order to increase the number of program accreditations, the Accreditation Working Group was established within the Rectorate. There are also members of the Quality Commission within the group to share their experiences. The Quality Commission meets with the executive management throughout the year and presents its reports on the ongoing quality studies in the university and the units. The commission shares strengths and weaknesses in the quality assurance system with the executive management. These reports of the commission affect the decision-making mechanisms of the executive management. The accredited program rate at KTU was 26.92% in 2019, and it increased to 28.85% in 2020.

### **Evidence**

1. [Quality Commission Organizational Chart](#)
2. [Directive for Quality Assurance System](#)
3. [Quality Commission Principles of Procedure](#)
4. Unit Quality Report Sample (Annex-7)
5. [Quality Commission Recommendation New BAP Directive](#)
6. [Officer Academy Quality and Strategic Planning Training](#)
7. [Quality Commission and Rector's Meeting](#)
8. [Student Quality Commission](#)

A quality management process integrated with strategic planning is implemented at KTU (our Strategic Management Model). The strongest aspect of this process management is that it is followed with the KTU Strategic Plan Information System software, which is the institution's own software. Performance indicators related to all strategic goals, especially quality assurance system, education, research-development, internationalization and social contribution, are keyed in the software. The units responsible for these indicators are defined. Each unit performing its activities (faculty, institute, vocational school, departments, offices and other units) logs into the system with their own username and password and records the data of their activities. Units that cannot carry out the activity are responsible for entering the reasons and suggestions for it into the same system. The data entered the system are processed into the indicators after they are checked and approved by the Coordination Office of Management Information System in charge of admin (incorrect data are returned). Utilizing this system, the control mechanism in the PDCA cycle is operated 24/7. All practices of the institution can be controlled when requested by both the executive and the unit management, and the necessary precautions can be discussed in the boards and the quality commission. The institution also has a calendar of the quality assurance system applied throughout the year. According to this calendar, data entries reports to be prepared by the units, meetings to be held, minutes to be prepared, etc. activities are included.

### **Evidence**

1. Strategic Management Model Peculiar to KTU (Annex-7.1)
2. [Quality Assurance Schedule](#)
3. [Quality Management](#)

4. Workflow charts (Annex-8)
5. [Information Management System](#)
6. [Write to Us](#)
7. [Annual Monitoring and Improvement Reports](#)
8. [Strategy Development Board Meeting and Presentation \(Annex-9\)](#)
9. Unit Scorecards (Annex-10)
10. The rationale for Unit Scorecards (Annex-11)
11. Reason for Admin Refusal (Annex-12)

The Rector of KTU presides overall working groups, boards and commissions that make up the quality assurance system and embraces the processes at the highest level. All units have unit managers responsible for both quality processes and strategic planning. Working groups such as Internationalization, Accreditation, Industry Cooperation, Institute, Application and Research Centers, and boards such as the Strategy Development and Research Supreme Board hold meetings with the involvement of the executive management within a predetermined schedule. These meetings create an effective communication network between academic and administrative units and the executive management. The Management Information System Unit coordinates this entire communication network. The outputs of all this communication network are evaluated with institutional performance indicators and the results are evaluated by the Executive Board or the Senate as feedback. All working groups, boards and commissions mentioned in this communication network have at least one Quality Commission member. This situation increases the speed of joint action and the development of quality culture within the scope of quality processes. At the end of each year, a report for the Unit Quality Assurance System is prepared by the units within the scope of a directive for the quality assurance system and sent to the Quality Commission. Field visits made to academic and administrative units by the Quality Commission every year were suspended in 2020 due to the pandemic process. The quality studies of the units have been evaluated through reports. Each unit manager presents the quality studies in their unit and the performance indicators of the activities under their responsibility included in the strategic plan of the institution to the executive management through online meetings. In these meetings, the relevant unit is evaluated in terms of its contribution to the quality assurance culture and necessary precautions are taken. In order to improve the quality assurance culture in the institution, awareness training is organized within the scope of the Officer Academy. On the other hand, to contribute to this assurance, the accreditation or certification studies of the units and programs are supported by the executive management. In this context, the Accreditation Working Group was established. In this working group, in which the members of the quality commission are also represented, the members with accreditation and quality experience transfer their knowledge and experience to the units that will be newly involved in the process. On the other hand, the goal of increasing the quality culture is included in the strategic plan, and this goal is monitored with 2 performance indicators. In addition, the percentage of accredited programs in total programs is another indicator monitored in this context. Annual statistics of the "Write to Us" module are evaluated, in which the opinions,



suggestions and complaints of all internal and external stakeholders are received. Examples of good practices in the minutes of the Unit Advisory Board meeting held by all units are shared within the institution.

#### Evidence

1. Unit Quality Assurance System Report Sample (Annex-13)
2. [Rector-Faculty Meeting](#)
3. [Officer Academy Quality Training](#)
4. [Accredited or Certified Units](#)
5. [Program Accreditation Rate](#)
6. Unit Advisory Board Minute Sample (Annex-14)
7. 2020 Statistics of Write to Us Module (Annex-15)

#### Quality Commission

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

#### Evidence

- [Annex-7.pdf](#)

#### Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

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

#### Evidence

- [Annex-7.1.pdf](#)
- [Annex-8.pdf](#)
- [Annex-9.pdf](#)
- [Annex-10.pdf](#)
- [Annex-11.pdf](#)
- [Annex-12.jpg](#)

#### Leadership and quality assurance culture

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

#### Evidence

- [Annex-15.pdf](#)
- [Annex-13.pdf](#)
- [Annex-14.pdf](#)

### 3. Stakeholder Involvement

Working groups, committees and commissions have been established within the Rectorate in order to ensure and maintain the involvement of internal stakeholders in quality assurance, education, research, management and internationalization processes. The results of the meetings held on a regular schedule are transmitted to the executive management as a recommendation. This system contributes to decision-making, governance, and improvement processes. For example, as a result of the decisions taken by the Research Supreme Board, the BAP Unit Directive was revised by the University Senate and harmonized with the research policies of the institution. On the other hand, satisfaction surveys for internal stakeholders (academic and administrative staff, students) are performed every year and the results are compared and evaluated first by the Coordination Office of Management Information System, then by the Quality Commission and finally by the KTU Strategy Development Board. Then necessary precautions are taken. For example, the Digital Transformation Office decided to prepare software for all ethics committee procedures to be carried out in a digital environment to speed up the application and conclusion of ethics committee applications, which have an important place in Research and Development activities. Opinions and suggestions of external stakeholders are taken at the meetings of both the KTU Advisory Board and the unit advisory boards. The results of all these meetings are entered into the Strategic Plan Information System by the relevant units and reported by the Coordination Office of Management Information System. Another mechanism that ensures the involvement of internal and external stakeholders in decision-making and improvement processes is the Write to Us Module, which provides online services. All opinions and suggestions written there are directed to the relevant unit by the system. At the end of each year, the statistics regarding this module and the improvements made by the units are presented to the Rectorate in the Unit Quality Assurance System Report. The KTU Advisory Board meeting, which consists of external stakeholders, is held regularly every year. However, the 2020 meeting was postponed to April 2021 due to the pandemic.

### **Evidence**

1. Unit advisory board report sample (Annex-16)
2. Write to us statistics (Annex-17)
3. [Working group meeting sample](#)
4. List of stakeholders in strategic planning (Annex-18)
5. [Satisfaction surveys and results](#)
6. [Rector-faculty meetings](#)
7. [Strategy Development Board meeting](#)
8. KTU Advisory Board Meetings [1](#) [2](#)

### **Involvement of internal and external stakeholders in quality assurance, education, research and development, management, and internationalization processes**

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

### **Evidence**

- [Annex-16.pdf](#)
- [Annex-17.pdf](#)
- [Annex-18.pdf](#)

#### **4. Internationalization**

KTU's internationalization goals, strategies and performance indicators are specified in the 2019-2023 Strategic Plan. According to the internationalization policy document, KTU believes that providing its students with the opportunity to study at a university with global integration, in line with its goal of becoming a known and chosen university by internationalization, will enable them to graduate with the competencies required by the globalizing world. In this context, it is planned to achieve the following strategic goals by systematizing the scope of KTU at regional, national, and international levels, improving its relations at these levels and increasing its universal contribution:

**International Recognition:** This goal constitutes the planning stage to increase the international profile, collaborations, and visibility of our university. It includes international conferences organized/to be held, international fairs attended, institutions visited abroad, speakers invited from abroad and all other International promotional activities. Increasing these activities constitutes one of the most important steps for internationalization.

**International Accessibility:** It includes planning the strategy of taking the necessary steps so that our university can be preferred by international students and academicians.

**Internationalization of Education and Research:** It encompasses activities and objectives for making our university take place in university success rankings, accreditation by international organizations, internationalization of the curriculum, opening joint programs, developing existing international cooperation, establishing new international cooperation, accomplishing international research projects, enabling students to have experience in studying abroad through international exchange programs.

**Internationalization of the Campus:** It includes the activities and goals of giving priority and emphasis to social, sportive, educational, and academic activities that will provide an international learning/life experience on the campus, where the entire KTU family, including its students, faculty and administrative staff, is located, and to ensure the internationalization of services for both students and staff.

1. [Policy document](#)
2. [International protocol and collaboration practices](#)
3. [Documents on monitoring and evaluation of indicators related to internationalization policies](#)
4. [Improvements to internationalization policy](#)

The management and organizational structure of internationalization processes have been restructured with the radical changes made in the directive for Foreign Relations Office. The failure to reach the desired goals in the performance indicators in this field in the 2019-2023 Strategic Plan has also impacted this configuration. Three separate sub-coordination offices have been established under the General Coordination Office of Foreign Relations. On the other hand, the Rector appointed a special representative to improve collaboration and dialogue with international associations of which KTU is a member. With the Directive for General Coordination Office of Foreign Relations, an organization was established for the internationalization policies of KTU. The Rectorate established the Internationalization Working Group to act as an advisory board to this Coordination Office. Group members are academics with experience in the subjects specified in KTU's policy document.

1. [Internationalization Objective of Strategic Plan](#)
2. [General Coordination Office of Foreign Relations](#)
3. Internationalization Work Group Letter (Annex-19)
4. EUA representative appointment letter (Annex-20)
5. [Strategic Plan – 2019 and 2020 performance realization percentages for the objective of internationalization](#)
6. [The organizational structure of internationalization](#)
7. [Internationalization policy](#)

Resources for internationalization have been identified. First of all, the General Coordination Office of Foreign Relations has its own place (offices, meeting room, etc.). Human resources have been enriched with experts in this field. Academicians carry out the duties of coordinator and assistant coordinator for three separate coordination offices newly created under the General Coordination Office.

Congress halls at KTU are allocated for all international events organized by the units. Projects that researchers will carry out jointly with institutions, organizations and universities abroad are supported with the support of the BAP-05 International Research Project, which is among the BAP Projects. There were no applications in this context in 2020. On the other hand, BAP-10 Project support is provided for international projects that require co-financing.

In 2020, a budget of 2,370,446 TL and 83,000 TL were spent within the scope of the Erasmus and Mevlana programs, respectively.

1. [Link for BAP Project support](#)
2. [Link for Newly Structured General Coordination Office of Foreign Relations Meeting](#)

Internationalization performance is monitored within the scope of the 2019-2023 Strategic Plan. All units carrying out internationalization activities enter their data into the Strategic Plan Information system after the activity. These data are monitored 24/7 by the executive management. In addition, these data are discussed in the meetings of the Internationalization Working Group. Necessary precautions are developed for those who fall short of the goal. The restructuring of the Foreign Relations Office, the revision of its directive, and the establishment of three separate coordination offices can be given as examples of these improvements. Another improvement is the appointment of a representative who will be responsible for all international university associations of which KTU is a member and who will keep in touch.

Due to the pandemic, the KTU-Foreign Student Exam, which is held regularly every year, could not be held in 2020.

The Coordination Office of International Student Affairs was established under the General Coordination Office of Foreign Relations in order to have an administrative structure that will personally take care of international students at KTU in line with their feedback.

On the other hand, information activities were held on COST Actions and Supports to increase international cooperation. In this context, many KTU Academicians have become COST members in different fields.

1. [Strategic Plan – percentages of 2019 and 2020 performance realization for internationalization](#)
2. EUA representative appointment letter (Annex-21)
3. [New Directive for General Coordination Office of Foreign Relations](#)
4. Internationalization activities (Annex-22)
5. [Indicators used by the institution to monitor internationalization performance](#)
6. [Internationalization part of the 2020 Strategic Plan Evaluation Report](#)
7. [Academics of KTU Involved in the COST Program](#)
8. [COST Information Event](#)

### **Internationalization policy**

**Maturity Level:** The internationalization practices of the institution are spread over the relevant units, adopted and compatible with the quality policy.

### **Management and organizational structure of internationalization processes**

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

### **Evidence**

- [Annex-19.pdf](#)

- [Annex-20.pdf](#)

### **Internationalization resources**

**Maturity Level:** The distribution of internationalization resources is monitored and improved in the institution.

### **Internationalization performance**

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

### **Evidence**

- [Annex-21.pdf](#)
- [Annex-22.pdf](#)

## **B. EDUCATION**

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

There are effective processes defined for the design and approval of education programs at KTU. These processes begin with the determination of the mission and vision of our university with the involvement of internal and external stakeholders, considering the strategic priorities of our country on a national and regional basis. With [the 2019-2023 Strategic Plan](#), KTU has adopted the mission of "pioneering the education of productive individuals who are open to development with its practices in the fields of education" and the vision of "being a preferred university at the national and international level with the cultural environment it will create, which prioritizes quality in education services". Depending on this determined approach, all sub-units define their mission, vision, and goal definitions by discussing them in their respective committees. In the design and updating of the program in line with the determined goals, Country Policies, [Eleventh Development Plan](#), [Sectoral and Thematic Strategy Papers](#) are examined. Infrastructure opportunities for theoretical and practical education are evaluated. Considering the protocols made with other institutions and organizations, the opinions of the [KTU Advisory Board/Unit Advisory Board](#) are taken into consideration, which consists of internal and external stakeholders, where a business network is also represented. During the evaluation stages of the programs planned to be opened, the programs being carried out are compared in terms of their similarities, differences, and targeted learning outcomes. Additionally, the targeted student profile employment of graduates and the quality and quantity of current faculty members are evaluated. After determining the necessity of the program and the adequacy of the opportunities, the requests of faculties, schools, and vocational schools to open new units, departments or programs are prepared following the issues specified in the ["New Unit, Department and Program Proposals" \(Annex-23.2\)](#) letter of the Council of Higher Education (CoHE) Department for Education and Training, hierarchical stages are followed and

forwarded to the Rectorate. The Rector's Office holds face-to-face meetings at CoHE to convey/defend the necessity of the relevant proposals. As a result of the negotiations, the department or program proposals that are pre-approved are submitted to the Council of Higher Education for a final decision, after going through the Faculty/ School/Vocational School Board, KTU Education Commission and Senate. The proposal file for the programs proposed to be opened at the associate, master and doctorate-level is presented in Annex-23.

## Evidence

### 1. Program Proposal File Proposed to Be Opened in 2020 (Annex-23, 23.1, 23.2)

KTU has different course types in its education programs, including compulsory, elective and university elective courses. Compulsory courses in associate and undergraduate programs and elective courses in graduate programs are more common. The distribution of compulsory and elective courses according to grade levels in associate and undergraduate programs is distributed as field knowledge, professional knowledge and general cultural knowledge. In general, although the number of the field courses is more than the elective and general culture courses, practices that will increase the effectiveness of interdisciplinary courses are recommended by increasing the number and quality of elective courses so that students can gain more cultural depth and have knowledge about different disciplines. The studies carried out for this purpose are tried to be followed effectively. Plans are made based on student workload in the programs. These workloads are shared with stakeholders through program and course information packages and used in all education-related applications.

At the undergraduate level, the management of elective courses is organized in such a way that basic science, field courses, design courses can be taught within each program and jointly with other programs, considering the student's lesson plans. General culture courses are carried out by the Coordination Office of Elective Courses reporting to the Rectorate. In graduate-level programs, executive program committees determine the compulsory courses that students must take. Regarding the courses other than this, students can take any course in any program throughout KTU as an elective course under the supervision of their advisors.

The practices regarding the structure and balance of the programs implemented within KTU are systematically monitored in all programs. The monitoring results are evaluated together with the stakeholders. Measures are taken and constantly updated.

In order to increase students' research competency, it is tried to support student projects within the scope of vocational courses at all levels.

The balance of basic science, professional knowledge and general culture courses vary according to the programs. In the KTU course information package, there is compulsory-elective course information in the lesson plans of each department/program and field and vocational elective course information for some programs. In all programs, elective courses are included to allow students to gain cultural depth and get to know different disciplines in addition to their vocational

elective courses. Students are guided by their academic advisors to take these courses. In this context, unit visits were initiated by the KTU Quality Commission in 2019. In the reports prepared as a result of these visits, feedback was given to the units to include and increase the elective courses that allow the units to gain cultural depth and get to know different disciplines. In addition, the [University Elective Courses](#) (USEC) application was implemented to bring together students from different disciplines and to take courses from different fields. USEC courses are conducted in accordance with [the KTU Coordination Office of University Elective Courses and Practice Principles for University Elective Courses](#).

Within the scope of the quality and accreditation processes and curriculum updates carried out in the programs, changes are made in the content of compulsory and elective courses, the way they are delivered or the lesson plans in line with the stakeholder opinions and the needs of the age.

Within the scope of the Bologna Process, the objectives and learning outcomes of associate, undergraduate and graduate education programs are prepared based on the Turkish Higher Education Qualifications Framework (TYYÇ) and Basic Field Qualifications (TAY). Depending on the characteristics of the programs, [National Core Education Programs](#) and Core Curriculum of Specialization Education are also taken into consideration. Learning outcomes of all programs and comparative tables belonging to TYYÇ and TAY are included in the [Course Catalogue/ECTS Course Information Package](#). In addition, in the Diploma Supplement given to the graduates, the acquired ability and the level, content, results and function of the acquired ability are also stated (Annex-24).

Educational objectives and learning outcomes of the programs are determined and periodically reviewed in line with the student, lecturer and alumni feedback and opinions received from other external stakeholders. The contributions of the course learning outcomes prepared by the educational objectives to the program learning outcomes are shared on [the corporate website](#) through course information packages. While preparing the lesson plans of the programs, the basic knowledge, skills, and competencies specified in the TYYÇ and National/Extended Core Education Programs are taken into consideration, and the learning outcomes of the cognitive, affective and psychomotor domains are determined.

Periodic monitoring and improvement processes of course outcomes based on program outcomes are carried out more effectively in accredited education programs. In addition, in the Faculty of Engineering at KTU, unique software has been developed that can evaluate the level of students' access to the program outputs at any stage of the education process (Annex-25). The software is used to follow students' academic development through the advisory system and to benefit from it in the improvement processes. Efforts to disseminate these applications to other programs continue. A field-specific software program has been started to be used in the Faculty of Medicine, which allows the matching of course learning goals with the National Core Education Program and the competencies and qualifications that graduates should have (Annex-26).

Evidence



1. Diploma Supplement Sample (Annex-24)
2. Evaluation Software for the Program Outcomes of the Faculty of Engineering (Annex-25)
3. Medu Program used in the Faculty of Medicine (Annex-26)

KTU received the European Credit Transfer System (ECTS), Diploma Supplement (DE) and ERASMUS Quality Label awards in 2014. ECTS credits for courses, professional practices, internships, and projects in all programs are calculated based on the workload of the student in accordance with the [Regulations Governing Associate and Undergraduate Education](#) and the 2015 ECTS User Guide. For this purpose, first, objectives and learning outcomes are created for each course in the programs. The activities that need to be carried out in order to achieve the expected learning outcomes on a course basis, the working time in and outside the classroom required to complete these activities, and the opinions of the students are determined.

At KTU, procedures and principles such as assessment and evaluation of students' success and graduation conditions, the way to be followed in case of right and valid reasons preventing students from taking the exam and attendance are carried out within the scope of the relevant regulations/directives. In addition, some units such as the Faculty of Medicine, Faculty of Dentistry, and School of Foreign Languages have different examination [regulations/directives](#). Regulations regarding graduation are implemented within the scope of [Regulation Governing Associate/ Undergraduate Education](#). Graduation requirements of each department/program are defined in the course information package and announced on the web page.

In general, it is the instructor's responsibility to check the suitability of the assessment and evaluation method with the expected course learning outcomes. According to the nature of the course and the program, a unique measurement and evaluation method that will measure cognitive, affective, and psychomotor learning outcomes is planned and partially implemented. At the beginning of each semester, the assessment and evaluation plan suitable for the learning outcomes of the course is entered into the course information package and announced to the interested parties by the relevant instructor. In addition, the measurement and evaluation software in the information management system has been arranged for the measurement-evaluation method (assignment, presentation, quiz, laboratory exam, etc.) required for midterm exam evaluations. It is done in a way that allows the determination of the relationship and ratio of the questions and assignments used in the evaluation with the course learning outcomes. It is reviewed by the instructors every semester and updated when necessary.

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

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

### **Evidence**

- [Annex-23.2.pdf](#)

- [Annex-23.1.pdf](#)
- [Annex-23.pdf](#)

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

**Maturity Level:** Course distribution balance is monitored and improved in the programs.

### **Compliance of course outcomes with program outcomes**

**Maturity Level:** Compliance of course outcomes with program outcomes are monitored and improved.

### **Evidence**

- [Annex-24.pdf](#)
- [Annex-25.PNG](#)
- [Annex-26.PNG](#)

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

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

### **Assessment and evaluation system**

**Maturity Level:** Assessment and evaluation practices are carried out following these principles and rules throughout the institution.

## **2. Student Admission and Development**

Associate and undergraduate degree students are placed to KTU with the Higher Education Institutions Examination (YKS). Associate and undergraduate programs are carried out in accordance with the [Regulations Governing Associate and Undergraduate Education](#). KTU conveys its opinions and suggestions regarding student admission by participating in the meetings held by the Council of Deans and CoHE.

In KTU graduate education, students have been admitted following the [Regulations Governing Graduate Education](#) prepared for the [2019-2023 Strategic Plan](#) Goals of KTU, based on the program qualifications determined by CoHE.

Student admission, recognition and crediting of prior learning in the Faculties of Medicine, Dentistry, Pharmacy, Health Sciences and Distance Education units are carried out in accordance with the following regulations: [Regulation Governing Faculty of Medicine Education and Examination](#), [Regulation Governing Faculty of Dentistry Education and Examination](#), [Education Regulation for the students registered at the KTU Faculty of Dentistry in the 2020-2021 academic year and later](#), [Regulations Governing Faculty of Pharmacy Undergraduate Education and](#)

[Examination and Evaluation, Regulation Governing Faculty of Health Sciences Undergraduate Education, Exam Evaluation and Student Affairs](#), Regulation Governing Distance Education Associate Degree and Undergraduate Education and Examination.

Students are admitted to the medical specialty training in medicine and the specialty training in dentistry according to the results of the entrance exam for the specialty training in medicine and dentistry.

For undergraduate and graduate student acceptance of departments without preparatory classes, KTU provides foreign language education support through [the School of Foreign Languages](#). English preparatory education is given at A1, A2, B1 and B1+ levels under the Common European Framework of Reference. Proficiency exams have been transformed under the pandemic conditions during the pandemic. The recognition of previous learning has been defined by the [notifications](#) and [schedules](#).

Similarly, Turkish proficiency exams regarding the admission of international students who have the right to enroll in the YÖS (Examination for Foreign Students) Exam with additional placement are defined with [the information and schedules made by KTU TÖMER \(Turkish Teaching Application and Research Center\)](#).

One of the performance indicators of the Strategic Plan in student admission is the reduction of the number of students per faculty member. As a result of PDCA cycles within this scope, while [the number of students per faculty member was 35.57 in 2019, it has been 31.32 as of the end of 2020. While the number of students per faculty member and lecturer was 27.79 in 2019, it has been 24.40 as of the end of 2020. While the number of students per teaching staff was 16.17 in 2019, it has decreased to 14.17 by the end of 2020.](#) According to [the KTU 2020 Administrative Activity Report](#), the number of students per faculty member was reduced from 57 to 35 in the process. [The number of students per faculty member in associate and undergraduate degrees decreased from 35.5 to 31.38.](#)

Approval of student qualifications at KTU, graduation conditions, decision processes about graduation, certification and diploma procedures is defined and implemented by the [Directive for Preparation of Diploma, Diploma Supplement and Other Documents](#). The directive covers the principles regarding the arrangement of the diploma books and the preparation of diploma, minor certificate, pedagogical formation certificate, temporary graduation certificate, diploma supplement and honorary diploma, which will be issued for students who complete their education in KTU associate, undergraduate, and graduate programs, double major, minor programs, and graduate programs.

In this context, in 2020, the criteria and processes for the recognition and certification of diplomas, degrees and other qualifications obtained through distance/co-education continue within the framework of the procedures and principles defined and carried out in face-to-face education. This and similar formal, distance, open mechanisms for the recognition and promotion of formal or informal qualifications are defined by [the Directive Governing Diploma, Diploma Supplement and](#)

[Other Documents](#). The related directive covers all the principles regarding the documents to be given to the students studying at KTU at the end of their education.

The recognition of formal learning in vertical, lateral, and intra-university transfers at KTU is carried out within the scope of the [Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs in Higher Education Institutions and Double Major, Minor and Inter-Institutional Credit Transfers](#). The provisions of the relevant legislation are applied in the admissions of [Foreign Students Examination](#) (YÖS), [Double Major Program \(ÇAP\)](#) and [Minor Program](#) students. [Directives for Lateral and Vertical Transfer, Special Student](#) are made available to stakeholders on the university's website.

In addition, information on granting student workload credits in exchange programs such as Farabi, Mevlana, Erasmus is shared by the [KTU Coordination Office of Exchange Programs](#) following the ECTS -European Credit Transfer System. In this context, the recognition of student workload credit in exchange programs is carried out by the Recognition Commissions of all faculties and departments.

Foreign language learning is among the practices related to the recognition of knowledge and skills acquired through informal learning. The compulsory preparatory class exemption is provided if the exam results defined in [the Directive for School of Foreign Languages Application and OSYM's Equivalency for Foreign Language Exam](#) are documented in the School of Foreign Languages. For students admitted to the graduate program, exemption from foreign language preparatory education is provided if a score equivalent to the score specified in the Regulations Governing Karadeniz Technical University Graduate Education is obtained from a foreign language exam accepted by YDS, YÖKDİL or UAK. Exam dates for exemptions are announced on the university website every year through [the academic calendar](#).

Similarly, Turkish proficiency exams regarding the admission of international students who have the right to register with the YÖS Exam additional placement are defined by [the information and schedules made by KTU TÖMER \(Turkish Language Teaching Application and Research Center\)](#).

In addition, KTU's current practices regarding the academic and career development of students, diploma approval and certification of qualifications include the [OHS \(Occupational Health and Safety\) Basic Education Certificate Program](#), which is a compulsory education that students applying for internships must take and is carried out by KTU UZEM.

In order to facilitate the adaptation of new students before the pandemic, [“Welcome to KTU: KTU 001 First Lecture”](#) at the beginning of the Fall Semester and [“Farewell to the Term, Hello to Summer”](#) activities in the Spring Semester and specific orientation programs (wearing aprons in health branches, wearing helmets in engineering branches, etc.) were carried out in some academic units for new students every year. A [“Virtual Orientation Program”](#) was organized through the “Virtual Orientation Program Student Guide”, which supported the participation of all first-year students who placed to KTU during the pandemic period.

In addition, activities such as the first lecture, farewell to the semester, graduation, [semester digital exhibitions, and communication meetings with students](#) continued to be organized online in faculties and departments.

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

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

### **Certification of qualifications and diploma**

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

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

In line with the aim of “educating and graduating students who are open to change and development by improving the quality in education” included in the KTU 2019-2023 Strategic Plan, KTU performs the following goals within the framework of the plan-do-check-act action (PDCA) cycle: “improving the quality of education programs”, “improving the education-teaching infrastructure”, “increasing the quality of teaching staff” and “increasing the quality of student learning.”

According to the characteristics of the programs student-centered learning approaches are carried out with different activities at KTU, such as project-based learning, inquiry-based learning, and problem-based learning. Students are actively involved in education through practices such as projects, seminars, fieldwork, assignments, technical visits, workshops bedside training, problem-based learning, case-based learning, laboratory and research applications, graduation thesis, presentations, exhibitions, and project markets. There are interdisciplinary working practices in accredited units, and efforts are being made to expand these practices in other units as well. In addition, studies continue to expand internship and professional practices, increase the quality of internships, encourage internships abroad, assist the students’ career development in the career center, increase vocational and technical visits, examinations, and similar activities.

In this context, in 2020, distance or coeducation programs in all units of KTU were prepared in line with the objectives and learning outcomes of the courses. They were supported by student-centered activities in line with the learning outcomes. Many student-centered educational activities (student laboratory practices, various small group studies, assignment-presentation-feedbacks, etc.) that were applied in face-to-face education before the pandemic was also adapted for distance education.

However, KTU has adopted the principle of not only adapting the existing program to distance education but also developing new student-centered practices and increasing the number by considering distance education as an opportunity. Education materials related to face-to-face, coeducation, or distance education are developed in line with [the Procedures and Principles to be applied in the Conduct of the Fall Term Courses at Karadeniz Technical University in the 2020-2021 Academic Year](#) and [the procedures and principles prepared specifically for some units](#). In line with these procedures and principles, all distance education courses at KTU are carried out

simultaneously (synchronously), and all educational activities are recorded. So, students are offered the opportunity to watch the courses both synchronously and asynchronously. The teaching management system program (Moodle) and the live classroom program (Adobe Connect), which are available to all education units throughout the university in the Spring Semester of the 2019-2020 Academic Year, are online virtual meeting and distance learning platforms. They are used to conduct simultaneous lessons, allowing users to participate in training regardless of location, via computers and mobile devices. These programs allow audio and video communication between trainers and trainees, as well as many features such as visual elements, video files, PDF, PowerPoint documents, flash animations, software simulations and desktop sharing, text messaging, and drawing in whiteboard application. Many features can be used by both educators and students. In this way, active and interactive participation of students in learning and teaching processes can be ensured.

In addition, "History of Science", "Professional Ethics", "General Sociology", and "Protection of Personal Data" courses are offered, which are open to all departments and included in [the KTU elective courses](#). In addition to these courses, the "Career Planning" course has just been added to the list of common undergraduate elective courses. [In the pool of joint courses in the KTU graduate program](#), affiliated to the KTU Institute of Science, the following courses are included: "Scientific Research and Project Preparation Training", "Advanced Statistics", "Advanced Engineering Mathematics", "Geographical Information Systems (GIS)", "Scientific Research and Publication Ethics", "Development and Learning", "Planning and Evaluation in Education". Courses affiliated to KTU Social Sciences Institute are: "Scientific Research and Publication Ethics", "Scientific Research and Project Preparation Training-1", "Scientific Research and Project Prep. Education-2".

To achieve the goal of "improving the education and training infrastructure" in the strategic plan, the feedback received from the department heads and students regarding distance education was evaluated at the end of the 2019-2020 Academic Year. In this direction, in the Fall Term of the 2020-2021 Academic Year, considering the differences in the education methods of the units, the Moodle, Adobe Connect, and Microsoft Teams programs were offered to all units to increase the professional competencies of the students and student-centered educational activities. Zoom Meeting platform for training and meeting was also started to be used by integrating with the Faculty of Medicine education management system (Tıp BYS Medu). These programs are actively used for student-centered educational activities in many units, especially in the Faculty of Architecture, the School of Foreign Languages, and the Faculty of Medicine.

In KTU's 2019-2023 Strategic Plan, "increasing the quality of teaching staff and student learning" is among the priority goals. To achieve these objectives, training was provided for all units to enable students and faculty members to use distance education programs more actively in the distance education process. Also, [virtual orientation programs](#) were prepared and implemented for students. [Continuous access to many educational materials \(pdf documents, videos, etc.\) was](#)



[provided by uploading them to the website](#). In addition, courses related to different [student-centered educational activities](#) are organized for faculty members and students.

[Project and Research-Based Learning, Case-Based Learning, Problem-Based Learning](#), Different Small Group Studies, Assignment-Presentation-Feedback, some mobile applications like Video Shooting, Kahoot, etc. can be given as examples of [student-centered learning activities](#) used in different units (Annex-27 and 28). [Multidisciplinary/Panel/Integrated Sessions](#) (Annex-29) and multidisciplinary training activities given by different disciplines are increased in number (design projects in the Faculty of Engineering, interdisciplinary projects between Forest Industrial Engineering, Landscape Architecture and Interior Architecture Departments, joint training between Phytotherapy Specialization Department in the Faculty of Pharmacy Area and Public Health in the Faculty of Medicine).

Student-centered educational activities differ among units. For example, the intern doctor training in the Faculty of Medicine and the practical training of senior Dentistry students continue face-to-face by taking precautions under the pandemic conditions. In addition to bedside applications, students receive Basic Medicine Practices training at the Simulation Center and Skills Laboratories. Skill training that could not be given in the spring semester of the 2019-2020 academic year due to the pandemic was completed with [the Basic Medicine Practices Camp](#) organized for the pre-Intern Medicine Term. The Basic Medicine Practices Camp was planned to be repeated between May-July 2020 for 4<sup>th</sup> and 5<sup>th</sup>-grade students.

Due to pandemic conditions, internships in other units that continue their education programs with distance education are supported by exemption assignments, projects, professional experience courses, and reports prepared for learning goals.

#### Evidence

1. Case-Based Learning Sample (Annex-27)
2. Problem-Based Learning Sample (Annex-28)
3. Multidisciplinary Panel Integrated Sessions Sample (Annex-29)

Evaluation of student achievements at KTU is carried out within the scope of [regulations/directives](#). In addition, some units such as the [Faculty of Medicine](#), [Faculty of Dentistry](#), [Faculty of Pharmacy](#), [Faculty of Health Sciences](#) have examination regulations/directives specific to their faculties. In general, it is the responsibility of the course supervisor, unit managers, and training commissions to check the compliance of the assessment and evaluation method with the targeted course learning outcomes. At the beginning of each semester, the assessment and evaluation plan suitable for the learning outcomes of the course and the education method is entered into the course information package and announced to the students by the relevant instructor. In addition, the assessment and evaluation software in the information management system has been arranged in such a way as to allow the definition of the required assessment-evaluation type (assignment, presentation, quiz, laboratory exam, etc.) and rate for midterm exams. It is updated every semester by the instructors.

At the unit academic boards held at the end of each semester, course achievements and the level of achieving the targeted course learning outcomes are evaluated and improvement processes are determined.

Evaluation of student success in distance education is carried out in line with the "[Procedures and Principles Regarding Distance Education in Higher Education Institutions](#)" dated 24.09.2020. It is performed electronically or face-to-face by using assessment and evaluation methods designed by the units following the education programs and announced to all students.

In assessment and evaluation, in addition to exams with multiple choice and/or open-ended questions, process-oriented assessment, and evaluation methods are also frequently used such as assignment, research, and project preparation, and presentation.

Some assessment and evaluation methods are used in which students' knowledge levels are evaluated at university, such as "[Case-Based Learning](#)", "[Structured Oral Examination](#)", "Problem-Based Learning", "Assignment-Presentation-Feedback", "Objectively Structured Clinical Exam", "[Project and Research Assignments](#)", "Reflection Sessions" and other small group work. They are also used in which students' attitudes towards professionalism such as access to information, effective communication within the group, and decision-making processes. In addition, skill exams are held after the Basic Medicine Practices Camp.

Moodle, Adobe Connect, Microsoft Teams, Tıp BYS Medu, and Zoom Meeting programs offered to the use of the units allow the application of many current, valid, and student-centered assessment methods in assessment and evaluation in a wide range.

Receiving student feedback to increase the quality of education has an important place in the 2019-2023 Strategic Plan. Students' satisfaction with their programs and course evaluation satisfaction rates are monitored with strategic plan indicators. In addition, at the end of each semester, questionnaires are applied to the students in which they can evaluate all courses they have taken and the course instructors. The feedback received through these surveys is considered in the appointment of instructors in the following semesters and used in the improvement of the education programs.

In this context, feedback is received from students through different mechanisms regarding distance education processes, and improvement works are carried out in this direction. [Focus-group interviews](#) with students from different departments can be given as an example (Annex-30 and 31). [Based on the results](#) obtained from these interviews, a "[Live Support System](#)" was established for students to receive more effective support in their distance education processes, so that students can receive technical and academic support regarding distance education, communicate with student affairs and share necessary documents during working hours. The training program named "[How Can I Be Successful in Distance Education?](#)" was prepared to increase student motivation in distance education and offered to the students on the website.



There are also different applications in the units (White Table, Wish, and Complaint Boxes/Boards, electronic feedback systems, etc.) to receive student feedback. Improvements regarding the feedback are also shared with the students. As an example, thanks to the feedback received from the students, [the KTU Award Directive](#) was expanded to include student awards. Also, the PDCA cycle was completed.

In addition, students can convey their requests, demands, and suggestions to the relevant units through the ["Write to Us"](#) tab, the questionnaires, and feedback modules prepared specifically for the units. In addition to these, they can receive support in different subjects through the ["KTU Support System in the Department of Information Technologies"](#). Moreover, in this process, many units have evaluated [distance education by organizing evaluation surveys](#). Changes made in KTU School of Foreign Languages can be given as an example of the improvements made thanks to the student feedback. In this context, the year-based student achievement evaluation system was changed and the progressive system was adopted. By dividing the academic year into 3 periods of 11 weeks and the lessons of the students from departments teaching all the courses in English into small groups, the lessons are taught more efficiently. In order not to lose a year, the optional B1 program was opened for the summer term, and the yearly loss of the students was prevented. The grade evaluation system was integrated into the KTU BYS system, enabling students to learn their exam results and their classes in the new period through BYS. In-service training programs taught by foreign visiting academics have been organized for teaching staff. To perform the auditory activities in the textbooks, the instructors were provided with hardware support.

In addition, units at KTU provide student involvement in decision-making processes for the distance education process by meeting with student representatives and/or enabling student representation in some education-related boards. Students involve in decision-making mechanisms by taking part in term representations, student clubs representation, [various educational boards, and commissions](#). KTU Student Quality Commission was established within the scope of the Directive for Quality Assurance System.

Evidence

1. Sample Questions from Focus Group Interview (Annex-30)
2. Sample Analysis from Focus Group Discussions (Annex-31)

An academic advisor is appointed for each student by the head of the relevant department in the unit they are registered in to adapt to the educational activities of the students and to monitor and support their academic and social developments. The academic advisory process is carried out within the scope of [the Directive for Associate and Undergraduate Students Academic Advisory, Regulations Governing Associate and Undergraduate Education, Regulations Governing Graduate Education](#). In this context, ["Academic Advisor Day"](#) has been added to the KTU Academic Calendar. Students can make [e-appointments](#) from their advisors online. Depending on the academic calendar, the advisors assist the student in course selection and course registration (new

registration, re-registration) as well as contributing to the knowledge of exchange programs and internship opportunities. They also guide students in career planning and inform them about conferences, panels, seminars, student clubs, and similar activities to support their academic and social developments. To ensure that students can communicate with their advisors in a planned and continuous manner, advisor-student meeting hours are determined to be at least one hour a week at the beginning of each semester and are announced to the students through the lecturer's curriculum. The advisory service provided to the students is recorded in the form of the service subject and the solutions applied in the "[Advisor Student Monitoring Form](#)" (Annex-32).

The advisory system in graduate programs is carried out under [the Regulations Governing Graduate Education](#). A thesis advisor is appointed by the Department of the Graduate School for each student until the end of the first semester at the latest. Advisors are responsible for increasing students' professional knowledge and experience, determining the thesis topic, managing the process, and helping students develop and grow academically. In addition, thesis monitoring committees are established to successfully carry out the thesis studies of postgraduate students in the doctoral program. The process is monitored in 6-month periods and contributes to students' development.

Evidence

1. Advisor Monitoring Form Sample (Annex-32)

### **Teaching methods and techniques**

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

Evidence

- [Annex-27.pdf](#)
- [Annex-28.pdf](#)
- [Annex-29.pdf](#)

### **Assessment and Evaluation**

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

### **Student feedback**

**Maturity Level:** Practices regarding receiving student feedback are followed in all programs and improved based on student involvement. Feedback results are reflected in decision-making processes.

Evidence

- [Annex-30.pdf](#)
- [Annex-31.pdf](#)

### **Academic advisory**

**Maturity Level:** Academic advisory is carried out within the principles and rules of the institution.

Evidence

- [Annex-32.pdf](#)

## **4. Teaching Staff**

Recruitment, appointment, and promotion of academic staff are based on [the Higher Education Law No. 2547](#), [the Higher Education Personnel Law No. 2914](#), and [the Regulation on KTU Promotion and Appointment to Faculty Members](#). The appointment procedures of academic staff other than faculty members are based on the Higher Education Law No. 2547. It is carried out fairly and openly within the scope of [the Regulation on the Procedures and Principles Regarding the Central Exam and Entrance Exams to be applied in the appointments to be made to the teaching staff other than the university](#).

Course assignments of the academic staff are made in line with the decisions taken by the relevant committees such as department and faculty committees considering the instructors' academic specialization field. Considering the academic profession and other areas of specialization with proven (documented) competence, care is taken to make the course load and course distribution sensitively, considering the legal obligations among the instructors. In addition, the feedback received from the students is also taken into account in the following course assignments. For the instructors to give lectures at different universities, [the Directive for KTU Faculty Members' Course Assignment in Other Higher Education Institutions](#) has been applied and the procedures and principles for the realization of educational activities have been determined and secured. In addition, the selection and invitation process of the instructors who will be assigned to give lectures from outside the institution are discussed and decided by the University Administrative Board upon the request from the units.

KTU presents the institutional legislations to all stakeholders by conducting situation analysis at certain periods and carrying out revision when deemed necessary (changing technology, higher legislation, and scientific developments, etc.). Finally, on the 14<sup>th</sup> of December 2020, the Regulation on Promotion and Appointment of Academic Staff was revised and presented to the stakeholders to recruit more qualified academic staff in this context.

To carry out the academic appointment and promotion process based on the principle of merit and equality, it was planned to develop the Information Management System and Academic data system (AVES) in 2020, in which all faculty members who meet the conditions of the appointment promotion directive can be evaluated transparently. They started to be implemented in March 2021.

Considering the performance analyzes to be made with this data system studies have been initiated to make the most appropriate use of faculty member appointment permissions. In the next process, the "Academic Promotion and Appointment Evaluation System (AYDES)" developed by the Department of Information Technologies for the positions to be applied for will be automatically transformed into an application (Annex-33.34).

The results of appointment, promotion, and assignment practices are evaluated with tools such as annual academic staff activity reports, performance analyzes, unit activity reports, and student surveys-requests-complaints-suggestions. They are considered in the next course assignment processes. Increasing the quality of teaching staff is one of the important goals of the 2019-2023 Strategic Plan and this situation is monitored by indicators such as "Number of Faculty Members Participating in Training of Trainers" and "Instructor Evaluation Rate of Students". According to the results of the survey in which the students evaluated the instructors, the satisfaction rate for 2020 was determined as 6.30 out of 10 and 71.25% performance indicator output, considering the distance education process ([KTU 2020 Administrative Activity Report](#))

#### Evidence

1. Academic Personnel Data System BYS Letter (Annex-33)
2. Academic Data System Screenshot (Annex-34)

Since KTU prioritizes quality in education activities, it has been ensured that technology classes are increased in all units by keeping up with the developing technology and developing educational infrastructure environments. [KTU Distance Education application and research center \(UYGAR\)](#) infrastructure has been developed to make a significant contribution to education activities at the associate, undergraduate, and graduate levels. [KTU Continuing Education UYGAR](#), another source of learning, continues to carry out activities such as organizing, projecting, and coordinating various training programs for university students, staff, public and private sector at local, regional, national, and international levels to share its knowledge. There are concrete applications for the continuous improvement activities of the university's education infrastructure: [EDUROAM](#) application, [Radio KTU](#), and [KTU TV](#) application, fully equipped bridge simulator used in maritime education, [DENAR-1](#) Research Ship, KTU MEDSIM Good Medical Practices, and Simulation Center software for computer-aided education applications.

Due to the Covid-19 epidemic that affected the world, KTU evaluated the process of education activities in line with the explanations and decisions by CoHE. With the senate decisions, KTU decided to carry out education and training activities simultaneously (synchronous) with distance education in the Spring semester of 2019-2020 (decision dated 20.03.2020 and numbered 307) and the Fall semester of 2020-2021 (Decision dated 03.09.2020 and numbered 311). However, senior students of the Faculty of Medicine and Faculty of Dentistry, which are of critical importance and are because of practice, were excluded from this decision.

The management of the procedures and principles of distance education activities, which were determined by the decision of the KTU Senate, was carried out using the infrastructure of the KTU Distance Education and Research Center (UZEM). It successfully continued the efforts of all stakeholders to be included in the system efficiently and effectively. For all users to easily access the KTU corporate web page, the 'Distance Education' tab has been included. In addition, areas where each of the instructors, students, and coordinators can access and act separately have been created. The possible risks in this process have been managed with 'help and support' or 'Live Support' instantly.

UZEM has periodically informed all teaching staff, students, and coordinators about all necessary information training and process management. In addition, informative and directive guides (Introduction to Distance Education System, User's Guide, Exam Guide, Frequently Asked Questions) have been prepared and published on [the web page](#) for teaching staff, students, and coordinators about accessing and functioning of the distance education process. To increase the teaching staff's competence to comprehend interactive and active teaching methods, systematic and programmed training was given to a total of 2751 people by KTU UZEM in 2020. The training was about topics such as the use of learning management systems, distance education approaches and methods, distance assessment-evaluation methods, digital content, exam preparation, copyrights, and ethical rules. In addition, a certificate program titled "New Normally for Academicians on the Protection of Personal Data and Privacy in Distance Education" with participation certificate has been organized to ensure information security during the distance education process and to continue their distance education activities under the Personal Data Protection Law (KVKK) no. 6698. The process was managed with the participation of 2166 people in 2020. In addition, "Case-Based Learning and Structured Oral Exam Training Courses" were held by the KTU Faculty of Medicine, Department of Medical Education, with the participation of 33 teaching staff from 5 departments to develop the instructors working in distance / blended education processes, between 02-06 November 2020. Increasing the quality of the teaching staff, which is one of the goals of the 2019-2023 Strategic Plan, is examined with performance indicators of the participation and evaluation of the trainers in the training practices. A total of 198 academic staff participated in the training of trainers conducted by the Faculty of Medicine, Drug and Pharmaceutical Technology Application and Research Center (ILAFAR) and Continuing Education Application and Research Center (SEM) in 2020 ([KTU 2019-2023 Strategic Plan](#), current version).

The academic performances of the teaching staff are rewarded according to [the KTU Award Directive](#). "Academic Award" is given to academics who train scientists or artists, work for the institutionalization of the branch of science and art they belong to, contribute to the development of our country in the fields of science, economy, sports, and art with the method, technology, works and activities they have produced, and who have advanced in their professional careers. "Young Scientist and Artist Award" is given to academics who have the potential to contribute to science, sports, or art at a universal level in the future with their research and studies and who are not older than 35 on the day of the award. "Academic Service Award" is given to academicians who have

completed 25 years at KTU as of the date of the award by the unit they are affiliated with. On the other hand, academicians who have served for 40 years are given the "Academic Service Award" by the KTU Rectorate.

Evidence

#### 1. [The Application Process for KTU Awards Given Every Year Regularly](#)

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

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

Evidence

- [Annex-33.pdf](#)
- [Annex-34.pdf](#)

##### **Teaching competence**

**Level of Maturity:** Findings obtained from practices for teaching competence development are followed, and measures are taken by examining the results of the follow-up together with the teaching staff.

##### **Incentives and rewards for educational activities**

**Maturity Level:** There are plans to establish incentive and rewarding mechanisms in a competency-based, fair, and transparent manner.

## 5. Learning Resources

With its institutional infrastructure, KTU has educational areas from which all students can benefit equally. There are 49 auditoriums, 524 classrooms-workshops, and 400 laboratories, 12 of which are thematic. Goals regarding infrastructure improvements in line with technological developments and needs have an important place in the 2019-2023 Strategic Plan. The construction of new buildings, training halls, and laboratories in needed areas is monitored with performance indicators. In addition, the goal of improving the education and training infrastructure is monitored through performance indicators such as "the number of printed books in the library, the satisfaction rate of using modern tools in lessons and activities, the size of classrooms per student and availability zones for students to study" (<http://sbys.ktu.edu.tr/>). In 2020, the goal of improving the education and training infrastructure with the aim of "educating and graduating students who are open to change and development by improving the quality in education" was achieved by 78.57% ([2020 Activity Report](#)).

The Information Management System (BYS) of our university is reviewed and updated every semester by the faculty members, ensuring that students have access to resources and learning outcomes. Many student-centered educational activities (student laboratory practices, various small



group studies, assignment-presentation-feedbacks, etc.) that were applied in face-to-face education before the pandemic have also been adapted for distance education. However, the university has adopted the principle of adapting the existing program to distance education and developing new student-centered practices, and increasing the number by evaluating distance education as an opportunity.

The programs in the UZEM infrastructure of our university provide opportunities such as audio, written, and visual communication with students, document sharing, letting the participants give presentations, screen sharing, and watching the recordings again. According to the results of the student satisfaction survey conducted in 2020, the satisfaction rate of using modern tools in lessons and activities was determined as 67.5% (<https://www.ktu.edu.tr/ktu-universitemizmemnuniyetanketleri>). The number of printed books by the end of 2020 is 122.939. The number of students is 34.072. The ratio of the number of printed books per student increased to 3.61. The number of e-resources per student reached 116 in 2020.

An Open-shelf system is applied in our university library. All publications are placed on the shelves according to the USA Congress Classification System (Library of Congress, LC). All the materials in the collection were transferred to the automation program called YORDAM. Thus, operations such as catalog scanning, searching, and book reservations can be done online and offline. All necessary equipment is available for users to benefit more from library resources and subscribed e-resources are made available to users by making them accessible outside the campus.

University units are located on a total of 9 campuses, primarily the Central Kanuni Campus. The immovable areas are 1.378.773 m<sup>2</sup> in total, the closed areas are 476.322 m<sup>2</sup>. It has a social area (dining hall, canteen, cafeteria) with a capacity of 9073 m<sup>2</sup>.

There are 21 sports facilities established on an area of 26.90 m<sup>2</sup> (indoor and outdoor sports facilities), two congress and culture centers, and student club buildings to carry out social, cultural, and sports activities for the development of students at the university. In addition, rooms are allocated to student clubs within the faculty to plan their activities. The university provides students with the material, accommodation, and transportation support for these activities. The students who study the department/program in the geographically furthest location are encouraged to participate in these activities. The processes to be followed in applications such as organizing various activities and engaging in sports activities were determined by workflow charts (<https://www.ktu.edu.tr/sks-isakissemalari>). The sports field rental system has been transformed into a digital environment, and reservations are made between 8.00-20.00 (Annex-35). Between every February and May, Sports Feast is held for contests among Faculties and Schools. The 40<sup>th</sup> sports festival could not be completed this year due to the pandemic. The calendar and announcements regarding the feast are announced by the Department of Health, Culture, and Sports. The e-book regarding this was published in 2020, and the whole process has been defined ([https://www.ktu.edu.tr/dosyalar/sks\\_1201e.pdf](https://www.ktu.edu.tr/dosyalar/sks_1201e.pdf)). Communication tools such as **KTU TV**, **KTU Newspaper**, and **Radio KTU** are other factors that contribute to students' social and cultural development.

There are 85 student clubs established to enable students to perform extracurricular academic, social, cultural, and sports activities at the university. 13 student clubs carried out 26 events/activities in 2020 ([2020 Administrative Activity Report/ List of Student Clubs Activity](#)).

There are 20 sports facilities, two congress, and cultural centers, and student club buildings established on an area of 23.872 m<sup>2</sup> to carry out social, cultural, and sports activities for the students' development at the university. At the Rectorate-Student Clubs Meetings, which are held regularly every year for these activities, the students' opinions, suggestions, and requests regarding club activities are conveyed to the Rector's Office. In addition, the meetings held by the Career Center with the participation of student club presidents to increase the success and prevalence of career-oriented activities could not be held in 2020 due to the pandemic.

KTU Scholarship Directive was issued. In addition, structuring was made within the body of the Department of Health, Culture and Sports to organize the scholarship support of our academic units with their organizations at the institution level and to maintain their coordination centrally ([Directive](#)).

Evidence

1. Sports Field Rental System (Annex-35)

Our institution has many canteens, cafeterias, and facilities to meet students' nutritional needs and social interactions. On the main campus, which will contribute to the development of students, there is a modern stadium equipped with a modern lighting system suitable for night matches, mini football fields, tennis courts, outdoor basketball, and volleyball courts, and an outdoor semi-olympic swimming pool. There are similar sports opportunities on other campuses ([2020 Administration Activity Report](#)). Rules and access to these sports fields are under the control of the Department of Health, Culture, and Sports and are structured with workflow charts (<https://www.ktu.edu.tr/sk-isakissemalari>).

In parallel with the developing technology, the development of educational infrastructure was given importance, and technology classes were increased in all units at KTU. [KTU Distance Education UYGAR](#) infrastructure has been developed to make a significant contribution to education activities at the associate, undergraduate, and graduate levels. With the developed infrastructure, videos, presentations, and original interactive content for distance education for the common courses conducted at our university (Turkish Language I-II and History of Atatürk's Principles and Revolutions I-II) are available to different universities (Gümüşhane University, Avrasya University, Artvin Çoruh University). (Annex-36.1-2-3) [KTU Continuing Education UYGAR](#) provides its students, staff, and public with its knowledge at local, regional, national, and international levels. It carries out activities such as organizing, projecting and coordinating various training programs for the public and private sectors. Some of the applications for improvement of teaching infrastructure at KTU are [EDUROAM](#) application, [Radio KTU](#) and [KTU TV](#) application, fully equipped bridge simulator used in maritime education, Application Pharmacy in the Faculty



of Pharmacy ([selcukeczauygulama pharmacy](#)), [DENAR-1](#) Research Ship, KTU MEDSIM Good Medical Practices and Simulation Center, software for computer-assisted education applications.

Health services at our university are carried out by Farabi Hospital with a closed area of 94.355 m<sup>2</sup>, a Dentistry Hospital with a closed area of 3.999 m<sup>2</sup>, and the Department of Health, Culture and Sports. Since the existing Faculty of Dentistry cannot meet the need in terms of physical space, there is an ongoing construction of the new Faculty of Dentistry, and a total of 81.9% physical realization was completed in 2020. In addition, the construction of the 225-bed Children's Hospital affiliated with the Farabi Hospital of our university continues.

Evidence

1. Presenting the Common Courses to Other Universities through UZEM (Annex-36.1-2-3)

[The Disabled Student Unit](#), which was established within the body of the Health, Culture, and Sports Department, continues its activities within the scope of [the Directive for Disability Friendly University](#). It aims to identify the obstacles that prevent disabled students from continuing their academic lives equally and most effectively, eliminate these obstacles, organize the education programs in a way that will positively affect the academic, physical, psychological, and social lives of our disabled students, provide the educational environments and the tools used in education appropriately for our disabled students. Among the Student Clubs of our university, the “Disability Friendly Club” organizes various activities within the university (<https://www.ktu.edu.tr/engellitumhaber> ). Activities carried out in the first months of 2020 were suspended due to the pandemic.

Students' disability status is recorded in the database during university registration. The disabled student unit supports the academic and social activities of students with disabilities. There were 36 disabled students registered at our university in the 2019-2020 academic year. The distance education process was evaluated by preparing a report in line with the feedback received by the disabled student unit regarding the situation of the Disabled Students in Distance Education by reaching all disabled students with the necessary communication methods. The conditions of the exams of students with visual impairment have been improved by specially arranging the font size and the exam durations (no evidence can be presented in terms of personal data in the existing documents according to the KVKK).

Within the scope of the "Disability Friendly University Awards 2020" organized by the Council of Higher Education, our university was awarded the "[Orange Flag](#)" for "Access in Space" thanks to Central Kanuni Campus and Faculty of Economics and Administrative Sciences.

[The Psychological Counseling Unit](#) of KTU Faculty of Medicine provides support to provide psychological support to KTU students and employees in their individual, social and academic problems and to contribute to their development.

There is a Career Center established within KTU to enable students to get to know the business world before they graduate, to support their short and long-term career planning after graduation, and thus to help them transition to professional life more easily. The 2<sup>nd</sup> East Black Sea Career Fair, under the auspices of the Presidency of the Republic of Turkey, for Career Center students was hosted by KTU on March 10-11 ([Introductory Booklet, https://www.ktu.edu.tr/ktu-announcement28351](https://www.ktu.edu.tr/ktu-announcement28351), [https:// www.ktu.edu.tr/ktu-duyuru28283](https://www.ktu.edu.tr/ktu-duyuru28283) ). There is a plan for career services, and the planned events are announced on the Career Center homepage (<https://www.ktu.edu.tr/kariyer-kariyermerkeziyetkinlikler>).

Academic advisory process is carried out within the scope of [Directive for Associate and Undergraduate Students Academic Advisory](#), [Regulations Governing Associate and Undergraduate Education](#), [Regulations Governing Graduate Education](#). Depending on the academic calendar, the advisor assists the student in course selection and course registration (registration, re-registration) as well as contributing to the knowledge of exchange programs and internship opportunities. They guide students in career planning. They inform students about conferences, panels, seminars, student clubs, and similar activities to support their academic and social development. The advisory service offered to the students is recorded in the form of the service subject and the solutions applied with the "[Advisor-Student Monitoring Form](#)". In addition, The Student Support Unit, which consists of instructors, research assistants, and technical staff in the Department/Program Coordinator within the Distance Education Commission (DEC), also provides support to students. In addition, by using the "[Write to Us](#)" interface, students can convey their problems to their departments and receive answers via their department e-mail addresses and personal communication accounts of faculty members.

[The "Depression, Anxiety and Stress Scale \(DASÖ-21\)"](#) has been developed within the framework of psychological counseling services. It provides the opportunity to self-assess depression, anxiety, and stress levels, with the foresight that our students may have difficulties in maintaining their psychosocial well-being during the Covid-19 pandemic process. Also, an information document containing the necessary information about the centers that can be applied has been prepared. Additionally, a video on "[Potential Effects of the Covid-19 Pandemic Process on Our Mental Health](#)" has also been published. A "[Virtual Orientation Program](#)" was also prepared for students who have just started KTU. Introductions were made for the first-year students of all departments to ensure their motivation and support their participation in learning activities. In addition, the "[Student Guide for Virtual Orientation Program](#)" has been prepared so that students can use the program without any problems during this process.

### **Learning environment and resources**

**Maturity Level:** Monitoring and improvement are made for the development and use of learning resources.

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

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

## Evidence

- [Annex-35.pdf](#)

## Facilities and infrastructures

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

## Evidence

- [Annex-36.1.pdf](#)
- [Annex-36.2.pdf](#)
- [Annex-36.3.pdf](#)

## Disability-friendly university

**Level of Maturity:** Disability-friendly university practices are maintained throughout the institution.

## Psychological counseling and career services

**Maturity Level:** The institution has planning for psychological counseling and career services in appropriate quality and quantity (accessible, diversified, announced).

## 6. Monitoring and Updating Programs

In line with its Education Policy and within the scope of internal quality assurance, KTU attaches importance to obtaining the opinions of internal and external stakeholders in monitoring and updating program outputs and program designs. In the KTU 2019-2023 Strategic Plan, the goal of "The quality of the Education Program will be increased", which was determined for "increasing the quality in education and training", is monitored with the performance indicators "Student course evaluation satisfaction rate" and "Number of meetings with external stakeholders on the curriculum".

[The Process Map](#) prepared for the monitoring and updating of the education programs was shared on the web page. Student course evaluation satisfaction rate was evaluated between 1-10 and feedback was received as 6.01 for 2020. External stakeholder meetings on curriculum were held only twice for 2020 due to the Covid-19 pandemic (Maçka Vocational School and Faculty of Dentistry) ([KTU 2019-2023 Strategic Plan](#), current version). [The KTU/Unit Advisory Boards](#), which were established to include employers and other external stakeholders in the education quality processes, were expanded to cover all units in 2020. The priority of receiving opinions and suggestions about the education curricula in these boards continued. However, due to the pandemic, the targeted level for 2020 could not be reached.

Evaluation of the number of students, graduates, foreign students by years with statistical indicators is reported in the annual activity reports and [web page](#) of the Registrar's Office. In education activities, programs are opened in line with the requirements and needs of the age. In this context, a total of 336 courses were opened in 2020 together with the newly opened and existing programs (Annex-37). In 2019, 14,200 graduates were registered to [the alumni information system](#), which was created to ensure effective communication with graduates, one of the most important external stakeholder groups, and systematically receive their opinions. More graduates were reached as of 2020, and it was determined that a total of 20,068 graduates registered ([KTU 2020 Administrative Activity Report](#)). In addition, the graduates were contacted via the "[write to us](#)" tab, and their feedback was provided. "KTU Alumni Meetings" are held at different times at KTU. Within the scope of strengthening communication and cooperation with alumni, fairs, symposiums, courses, seminars, and similar activities could only be held by 3 units (Sürmene Faculty of Marine Sciences, Faculty of Engineering, and Faculty of Architecture) with a total of 6 activities due to the 2020 pandemic.

Receiving the opinions, suggestions, and feedbacks of all students studying at the university on education and training issues constitutes another part of institutional quality assurance. Student satisfaction surveys are regularly and continuously received and evaluated through faculty and course evaluation surveys, unit-specific surveys, feedback boxes/boards, write to us tabs, face-to-face meetings with student representatives, and student representatives in committees and commissions.

Faculty members' opinions are taken through [KTU satisfaction surveys](#), unit-specific surveys, Academic Board Meetings, education-related boards and commissions, and face-to-face interviews. In addition, every year, all departments/programs evaluate the process by including statistical data on education (courses/programs offered, number of students, etc.) in their annual activity reports. The University Quality Commission evaluates these Activity Reports prepared by the units every year. It makes suggestions by stating the positive aspects of education which are open to improvement in the feedback reports prepared at the end of the unit visits, but this process has been delayed to 2021 due to the 2020 pandemic.

Program accreditations are particularly important to increase the quality of education. "The ratio of accredited undergraduate programs to total undergraduate programs" is among the most important performance indicators. In this context, the Accreditation Working Group was established to increase the number of accreditation programs and manage and continue the studies for accreditation institutionally.

In 2020, [two new interdisciplinary programs](#) were opened, namely 'Marine Sciences and Marine Biotechnology' within the Institute of Science and 'Bioinformatics' within the Institute of Health Sciences. The number of targeted interdisciplinary programs will be increased with the Institute Working Group, which was formed to increase cooperation between units.

Another external quality assurance system at the university is peer assessment, which is planned to be implemented following the protocol. In this context, although mutual evaluation visits with Adana Alparslan Türkeş Science and Technology University were planned for 2020, the activity could not be realized due to the pandemic.

Evidence

#### 1. Number of Newly Opened and Existing Courses (Annex-37)

The KTU [Alumni Information System](#) web page was created to assess and evaluate the level of satisfaction of KTU graduates regarding the qualifications and achievement of the program's goals and objectives. In this way, it contributes to the evaluation of the program outputs by maintaining the communication process with KTU graduates through the online registration method. In addition, in line with the interests and skills of KTU graduates, the [KTU Career Center](#) also provides support for communication with graduates to contribute to their career planning, increase the employment opportunities and demands of our graduates in business life, and raise the prestige of our university and the level of preference by prospective students.

#### **Monitoring and updating program outputs**

**Maturity Level:** Periods, principles, rules, and indicators for monitoring and updating program outputs have been established.

Evidence

- [Annex-37.xlsx](#)

#### **Alumni monitoring system**

**Maturity Level:** There are alumni monitoring system applications throughout the programs in the institution.

### **C. RESEARCH AND DEVELOPMENT**

#### **1. Research Strategy**

KTU's research policy, goals, strategy, and priority research areas have been determined and announced on the website within the scope of the 2019-2023 strategic plan. KTU is a university that has determined its strategic plan state preference as Research University Status. Research policies are explained in meetings with internal and external stakeholders, in the researcher orientation programs applied to newly appointed faculty members, and in all working group meetings. Faculties, colleges, institutes, and UYGARs, which are included in the research management scheme and carry out research activities themselves, take decisions by the research policy of KTU and encourage researchers in this direction. The keywords in KTU's research policy are innovative production, international cooperation, ethical principles, public-university industry cooperation, interdisciplinary research groups, quality, external funds, UYGARs, research

infrastructure, and joint use with external stakeholders. In all rectorate-faculty meetings, the research policy is primarily explained by the executive management.

Evidence

1. [Research Policy](#)
2. [Research Performance Indicators](#)
3. [Research Supreme Board Meetings](#)
4. [Researcher Orientation Program](#)
5. [Strategic Plan Summary](#)
6. [Rectorate-Faculty Meetings](#)

KTU has determined the research management organization chart and announced it on its website. Support units, regulatory units, and units providing opportunities for social contribution were determined to assist the academic units where the research was carried out. Each of these units, which are part of the research ecosystem, has regulations, directives, working procedures, and principles. Their job descriptions have been determined. Research and development processes are monitored with the performance indicators determined in the KTU strategic plan. In addition, YÖKAK performance criteria and YÖK monitoring, and evaluation criteria are also followed. Research-development performance management is carried out under the coordination of the Rectorate Management Information System Unit. The monthly and annual changes in the indicators of the process are reported based on faculties and presented to the KTU Research Supreme Board. The measures to be taken by the Board are evaluated by the Executive Board or the Senate and necessary decisions are taken. The most important example of this PDCA cycle is the change of the BAP directive. In institutional performance monitoring, comparisons are made with the performance indicators of other universities that KTU competes with, and result charts are regularly presented to the executive management by the Management Information System unit.

Evidence

1. [Research Management Model \(PowerPoint Presentation \(ktu.edu.tr\)\)](#)
2. Graph of the Competitor universities (Annex- 38)
3. [Research Supreme Board Meeting](#)
4. [New BAP Supports](#)

One of the goals in the research policy of KTU is to search for the compatibility of the research to the development priorities of the province, region, and country. Particularly, cooperation protocols with the public and private sectors are associated with local, regional, and national development goals and the solution of a problem.

Evidence

1. [ILAFAR-SUMAE protocol](#)
2. [KTU-TİSAŞ Protocol](#)

3. [Forest-wood Industry Protocol](#)
4. Faculty Based Project, Publication, Patent Graphics (Annex-39)
5. Entrepreneurship Index Charts (Annex-40)

### **Institution's research policy, goals, and strategy**

**Level of Maturity:** Practices related to research policy, strategy, and goals are followed in the institution. Precautions are taken according to the results of the follow-up.

### **Management and organizational structure of research and development processes**

**Maturity Level:** Results related to the management of research and development processes in the institution and the functionality of the organizational structure are monitored. Precautions are taken.

### **Evidence**

- [Annex-38.pdf](#)

### **Relationship of research with local/regional/national development goals**

**Maturity Level:** Research outputs are monitored in the institution. The results of the follow-up are improved to local, regional, and national development goals.

### **Evidence**

- [Annex-39.pdf](#)
- [Annex-40.pdf](#)

## **2. Research Resources**

Physical, technical, and financial research resources have an important place in KTU's research university plan. The priorities of the research policy are considered in the management of these resources. The BAP resources constituting the internal financial resources were revised in line with the research policy. For example, projects to be carried out in international cooperation are supported by BAP resources. Laboratory Management System has been established for laboratory management at KTU. Thanks to this system, internal and external stakeholders can see the existing laboratories, the tests and analyzes performed here, and the existing devices. All researchers can enter the system and see in which unit the device they need is located. In addition to its internal resources, KTU also benefits from external funds. The amounts of external funds have been monitored over the years. To increase these funds, information and project preparation pieces of training are provided by KTU TTM in bureaucracy support in the application processes.

### **Evidence**

1. Graphic Showing Internal and External Budget Distribution (Annex-41)
2. Samples of R&D Protocols with Public and Private Sector (Annex-42)



3. [Laboratory Management System](#)
4. [Link for Project Preparation Training](#)

There is BAP-03 support, one of the BAP resources, for those who are new to research at KTU. This support includes projects aimed at supporting the development of R&D culture and the creation of infrastructure for more comprehensive research. It is for the faculty member or the lecturers who have just completed their doctorate, specialty in medicine/dentistry, or proficiency in the art. Supports, such as project conference participation, travel, etc., are provided from BAP resources to develop research potential. Within the scope of the KTU award directive, researchers who are successful in the fields of project-patent-industry cooperation are rewarded. All researchers are announced and promoted to the public by KTU publications (web page, KTU Radio-TV, KTU news newspaper, etc.). On the other hand, researchers who have externally funded projects can document their success and receive additional project budget support from BAP resources. Researchers who have externally funded projects and whose patent applications are registered are introduced to the public with a ceremony held in the rectorate.

Evidence

1. [BAP Directive](#)
2. BAP Project Distribution by Years (Annex-43)
3. Distribution of BAP Support by Types in 2020 (Annex-44)
4. [List of BAP Project Names in 2020](#)

All researchers are informed about external project applications (announcements made on the website, via SMS, e-mail, unit visits, information meetings). Bureaucracy support is given to them in project applications. The researchers who won the project, on the other hand, will be provided with some support for accounting, buying & selling, etc., during the project. There is an external projects office established within the BAP unit that supports financial transactions. Units that support researchers provide an environment and monitor their research performance in all internal and external projects are specified in the KTU research management organization chart.

Evidence

1. [Research Management Chart](#)
2. Externally Funded Project Table (Annex-45)
3. TÜBİTAK 2016-2020 Chart (Annex-46)
4. Graphic of Externally Funded Project by Years (Annex-47)

The application process for doctoral programs, the number of registered students and graduates are monitored by our institutes. To jointly carry out these monitoring within the institution and to discuss the necessary measures, an institute working group was established within the rectorate. The total number of postgraduate students and the number of doctoral graduates has been monitored over the years and compared with other universities.



Researchers who have completed their doctorate within the scope of KTU BAP are supported by the support called BAP-12 Post-Doctoral Research Projects. These projects are scientific research projects where KTU researchers have the potential to obtain high value-added outputs and need to employ highly qualified researchers. Another aim of the project is to support the career development of postdoctoral researchers under the supervision of full-time faculty members at KTU and to create qualified human resources.

KTU, which advances towards its goal of being a research university, continues its policy of increasing the number of postgraduate students within the total number of students. KTU has determined that it is behind other research universities at this point. In this context, some changes were made in the postgraduate entry application conditions, and the Graduate Education Regulations were amended.

Evidence

1. [Institute Working Group Meeting](#)
2. New Regulation Governing Graduate Education (Annex-48)
3. BAP-12 (Annex-49)
4. New BAP Supports (Annex-50)

### **Research resources**

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

Evidence

- [Annex-41.pdf](#)
- [Annex-42.pdf](#)

### **Internal university resources (BAP)**

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

Evidence

- [Annex-43.pdf](#)
- [Annex-44.pdf](#)

### **Orientation to external resources (Support units, methods)**

**Maturity Level:** The institution monitors and improves the use of external resources in research and development activities.

Evidence

- [Annex-45.pdf](#)

- [Annex-46.pdf](#)
- [Annex-47.pdf](#)

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

**Maturity Level:** There are plans for the doctoral program and postdoctoral opportunities in line with the research policy, goals, and strategies of the institution.

#### **Evidence**

- [Annex-48.pdf](#)
- [Annex-49.pdf](#)
- [Annex-50.pdf](#)

### **3. Research Competence**

12% of the faculty members at KTU have completed one of their undergraduate, graduate, or doctoral studies abroad. Priority areas have been determined based on researcher competencies and existing faculty infrastructures. For example, two new UYGARs continue their activities in the field of medicine and medical devices, supported by the faculty of medicine, pharmacy, science, and engineering.

Trainers' training programs are encouraged to improve the research competence of teaching staff. Due to the 2020 pandemic process, overseas assignments have been suspended. Technology Transfer Application Research Center (TTM) organizes regular pieces of training to develop the project writing culture of the instructors. Thesis studies of the instructors with undergraduate or graduate students are supported by internal resources (BAP). A researcher orientation program is regularly held for newly appointed researchers. Within the scope of this program, new researchers are informed by the rector himself about the research policies of the institution, priority research areas, research management model, units supporting research, and supports given by BAP resources.

#### **Evidence**

1. [Researcher Orientation Program](#)
2. [Project Writing Training](#)
3. [Central Research Laboratory](#)
4. Strategic Plan Academician Search Button (Annex-51)
5. [Link for Training of Trainers](#)
6. [Introduction of New BAP Supports](#)
7. [Link for ILAFAR UYGAR](#)
8. [Link for METAM UYGAR](#)

Internally funded BAP resources are allocated to encourage researchers' inter-institutional collaborations and interdisciplinary initiatives. Information is provided by TTM for participation in international networks.

### **Developing academic members' research competence.**

**Level of Maturity:** In the institution, practices aimed at improving the academic staff's research competence are monitored. Precautions are taken by evaluating the results of the follow-up together with the academic staff.

### **Evidence**

- [Annex-51.pdf](#)

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

**Level of Maturity:** Internal and external joint programs and joint research activities at the national and international levels are monitored and improved after being evaluated with relevant stakeholders.

## **4. Research Performance**

Each faculty member's (researcher) research performance is monitored (KTU AVESIS and KTU strategic plan information system). With the Strategic Plan Information System, which is KTU's own software, corporate and individual performance monitoring 24/7 can be performed. With the academician performance button in the Strategic Plan Information System, the researcher's performance in 2020 and their contribution to the institution's goals are easily listed on the screen. Research performances are monitored every three months, and at the end of the year, the necessary measures are taken by evaluating the 2020 evaluation report hierarchically, first in the working groups, then in the research supreme board, and finally in the KTU Strategy Development Board. Under the institutional policies, the measures to be implemented in the new year for the activities with low performance are determined and shared with all researchers through the information provided within the institution. The general performance of the faculty, the performances of its departments, and academics are evaluated in the rectorate-faculty meetings held regularly.

### **Evidence**

1. [Strategic plan 2020 Evaluation Report](#)
2. [Directive for Quality Assurance System](#)
3. [CoHE Monitoring and Evaluation Scorecard](#)
4. Unit Institutional Self-Evaluation Report Guidelines (Annex-52)
5. [KTU Award Directive](#)
6. Faculty Performance Sample (Annex-53)
7. [Academician Satisfaction Survey Results](#)
8. Improved Thesis Proposal Form of Institute of Science and Technology (Annex-54)
9. Strategic Plan Information System, Result of Academician Search Button (Annex-55)

KTU Strategy Development Board meetings are held regularly at the end of each year, and research activities are monitored and evaluated on an annual basis, compared with goals, and the reasons for deviations are examined. Priority research areas and research and projects in these areas are evaluated. Comparison with other competing research universities is made with the help of the drawn graphics for each parameter (publication, citation, project, project fund amount, patent, number of incoming and outgoing students, number of doctoral graduates, industrial cooperation projects, the number of technopolis firms, etc.) by considering the key indicators of the research performance of the institution, TÜBİTAK entrepreneur and innovative university index.

#### Evidence

1. Strategic Plan Information System Image (Annex-56)
2. [Strategy Development Board Meeting](#)
3. Research Supreme Board Meeting Presentation (Annex-57)

KTU's research budget is monitored as internal and external project budgets. They are drawn in graphs and discussed in the relevant committees. According to the 2016-2020 project support numbers published by TÜBİTAK, KTU was ranked 10th in terms of the number of projects that received support. As a result of the performance monitoring, the project acceptance rate of KTU has decreased from 19.7% to 14.4% in the last 5 years, but it is still above the average in Turkey (14.3). It is seen that the supported projects rank 18th in terms of budget size. This shows that the supported projects have low budgets.

#### Evidence

1. Graph of Internal and External Budget (Annex-58)
2. Graph of BAP Support by Years (Annex-59)
3. Graph of 2016-2020 TÜBİTAK Support Rates (Annex-60)

### **Academic staff's performance evaluation**

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

#### Evidence

- [Annex-52.pdf](#)
- [Annex-53.pdf](#)
- [Annex-54.pdf](#)
- [Annex-55.pdf](#)

### **Monitoring and improving research performance**

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

#### Evidence

- [Annex-56.pdf](#)
- [Annex-57.pdf](#)

### **Evaluation of research budget performance**

**Maturity Level:** Research budget performance is monitored and improved in the institution.

### **Evidence**

- [Annex-58.pdf](#)
- [Annex-59.pdf](#)
- [Annex-60.pdf](#)

## **D. SOCIAL CONTRIBUTION**

### **1. Social Contribution Strategy**

The task of universities is to produce science, knowledge and provide vocational training. They also aim to educate and shape the individual as a social being and contribute to the region in line with local, regional, national and international expectations. With this awareness of duty, KTU has laid out its social contribution policy by declaring its mission in [the 2019-2023 Strategic Plan](#) as "to continue to lead the way in educating productive individuals who are open to development with their practices in education, research and social service, in the emergence of high-level scientific and technological products, in the development and welfare of the society." In addition, KTU aims to contribute to the solution of the human, social, economic and environmental problems of the region in which it is located, based on the point of "leadership in the information society, sensitivity to social problems." KTU determines it among its core values in the same plan, and the well-being and welfare of the society with works that can be carried out within the framework of social responsibility. KTU follows a policy that is compatible with its academic priorities, attaches importance to transforming research and development activities into social contributions, attaches importance to cooperation with the university's stakeholders in the city and region, and prioritizes service. KTU has determined the fields of activity and services that will contribute to urban, regional and national development in detail in the 2019-2023 Strategic Plan.

With the awareness of being a solution-oriented university that is sensitive to social problems, KTU plans and continues its social contribution practices with its physical facilities, health services, research, education-training, social, scientific, sports and cultural activities in the city and region it is located in line with local, regional and national expectations. For this purpose, it has determined one of the five main goals in the Strategic Plan for the years 2019-2023 as "to be a solution-oriented university that is sensitive to social problems". Three main targets determined for this purpose are determined to be increasing the activities for social problems, increasing the dissemination of information to the society and increasing the service quality in the diagnosis, treatment and care

processes in the field of health. Also, sub-performance indicators of these goals were determined in this direction.

Within the scope of health services, KTU Farabi Hospital provides uninterrupted and effective health services with its competent staff, device and equipment to both the city and the provinces of the region with all its units fully equipped. Within the framework of psychological counselling service by the Faculty of Medicine, it provides our university students with the opportunity to self-evaluate their depression, anxiety and stress levels during the Covid-19 pandemic with [the Depression, Anxiety and Stress Scale \(DASO-2\)](#). Also, an informative document covering necessary information about the centres that can be applied in case of need has been prepared. In addition, a video on [the Possible Effects of the Covid-19 Pandemic Process on Our Mental Health](#) has also been broadcasted. [The 5th International Symposium on Intensive Care Infections](#), [the Anatomy Days](#) meeting and the “[7. KTU-Bat International Medical Student Congress](#)” were held in 2020 by the Faculty of Medicine. On the other hand, the Faculty of Dentistry provides preventive and curative health services to the people of the region by using the most advanced methods and techniques with its well-equipped staff. However, KTU Farabi Hospital serviced 48 thousand outpatients at clinics and 75 thousand emergency cases and had 65 thousand operations in 2020. KTU Faculty of Dentistry Hospital provided dental treatment services to approximately 24 thousand patients. In 2020, the hospital's online appointment system was put into service to easily make an appointment for diagnosis and treatment. This improvement was achieved by evaluating the results of patient feedback.

KTU provides services through its Faculties, Institutes, Colleges, Vocational Schools, Application and Research Centers (UYGAR) and carries out various projects to solve social problems with its stakeholders. KTU Scientific Research Projects Unit (BAP) supports projects that will contribute to the socio-economic and cultural development of the region and our country, especially to the ones in Trabzon. In addition to being a stakeholder in many research and development activities at local, regional, national and international levels, KTU also cooperates with various institutions in the province in terms of strategic goals in the 2015-2023 [Trabzon Provincial Plan](#). Thus, it provides important social contributions to the city and the region with its industrial cooperation projects and scientific organizations. In addition, consultancy services are provided to private enterprises and public institutions operating in our province in the field they need. Apart from the academic units within KTU, [Technocity](#), which is one of the most basic components of university-industry cooperation, seeks solutions to local and regional problems by putting the project results into practice. The number of companies whose founders or partners are academicians is 22.

The "[First Social and Human Sciences Research Symposium](#)" was held on 1 July 2020 by the Faculty of Letters. Some of the activities carried out at KTU are “[Social Responsibility Summit](#)” by the Faculty of Economics and Administrative Sciences, a conversation on [the importance of physical activity at home](#) on TRT Trabzon Radio by the Faculty of Health Sciences, [Rational Use of Medicines](#) in the Atatürk Culture Center Reşit Tarakçıoğlu Hall at our University, in accordance with the KTU “Officer Academy” training program calendar by the Faculty of Pharmacy. In

addition, the Faculty of Health Sciences organized "[awareness training for child abuse and a walking event.](#)" International Women's Day Events [IHLAMURDAN YAZMAYA II Ahşap Kalıp İle Yazma Baskı sergisi](#) were held. It was initiated with the aim of increasing the number of women who produce within the framework of the joint training program of Trabzon Vocational School and the Trabzon Branch of the Turkish Women's Council Association.

A project protocol called "[Creating Technology and Innovation Workshops](#)" was signed between the Ministry of Industry and Technology and Of Faculty of Technology within the scope of the Social Development Support Program. There are a few examples of social responsibility and social contribution studies. One example is a project called "[Raising Social Awareness and Reducing Marine Litter for the Protection of the Black Sea Ecosystem](#)" by the Sürmene Faculty of Marine Sciences to increase social awareness on the reduction of marine litter in the Black Sea riparian Turkey, Bulgaria, Romania and Georgia. Another one is [the Production of Natural Trout and Restocking of In-Forest Waters Project](#) carried out with the cooperation protocol signed between Karadeniz Technical University and the General Directorate of Nature Conservation and National Parks.

Drug and Pharmaceutical Technology UYGAR ([ILAFAR](#)) carries out research on the pharmaceutical industry at the national level. In this context, the protocol of the project named [Pharmaceutical Industry Targeted Attraction Center: ILAFAR](#) within the scope of the Attraction Centers Supporting Program was signed with the Ministry of Industry and Technology in 2020. Technology Transfer UYGAR continues to work on information about project funds, consultancy for projects, R&D management, project preparation, preparation of business plans, the transformation of business ideas into projects and products, making patent applications and other similar issues. Within the scope of University-Industry cooperation activities under the coordination of Technology Transfer UYGAR, 13 publicly supported projects were carried out in order to support regional development and develop the culture of R&D cooperation. The researchers of our university achieved a total of 8 patents, 3 of which are international, and 1 utility model registration certificate in 2020. 9 patent and 1 utility model applications were made, 3 of which were international, and 9 trademark applications were made within the scope of Intellectual Industrial Property Rights in 2020.

Within the scope of the protocol signed between [Continuing Education UYGAR](#) and Trabzon Family Physicians Association, "[Basic Life Support and Airway Management Training](#)" for family physicians who are members of the association was organized. Also, "[Continuous Training for Independent Auditors](#)" programs were carried out with the Public Oversight Agency. Lifelong learning has emerged as the basic component of all educational activities that include both school education and out-of-school education, independent of time and place, in today's world where knowledge is rapidly developing and changing. In this respect, [Distance Education UYGAR](#) provides equal and open access to high-quality learning opportunities and various learning experiences for KTU students and individuals of all age groups through distance education opportunities based on communication and information technologies. In addition to non-thesis



master's programs, conducting common must course contents, different certificates ([Self Consultant Engineer \(SMM\) Certificate Program](#), [Occupational Health and Safety \(OHS\) Basic Education Certificate Program](#)) and course programs, Distance education has played a major role in associate, undergraduate and graduate education and successfully manages this process during the Covid-19 pandemic process in 2020. Within the scope of lifelong learning, [Continuing Education UYGAR](#) organized 5 trainings, and [Distance Education UYGAR](#) organized 4 trainings. 424 people participated in these certificate programs.

Women's Studies UYGAR carried out various [activities](#) with the aim of creating social awareness and sensitivity against violence against women. [Child Protection](#) UYGAR undertakes an important [mission](#) to prevent the secondary traumatization and trauma of children in coordination with the relevant stakeholders in the process of carrying out judicial and medical procedures within the justice system for children who are suspected of sexual abuse or who have been sexually abused. The "Zero Waste" project carried out by KTU within the scope of social responsibility is implemented in all academic and administrative units. Environmental Issues UYGAR organized workshops on "[Zero Waste](#)" in cooperation with Ortahisar Municipality, the Ministry of Environment and Urbanization, and "[The Future of Cities After Covid-19](#)" with Ortahisar Municipality. [The Dereli \(Giresun\) Flood Detection and Evaluation Report](#), which was prepared as a result of the examinations and evaluations made in the Dereli district after the flood disaster that caused loss of life and property in Dereli and Doğankent districts of Giresun province on 22.08.2020 the disaster, was submitted to the relevant Ministries. Following the protocol signed between Landslide UYGAR and the Ministry of Environment and Urbanization, the project "[Detection and Analysis of Construction Risks in the Regions Affecting the Flood Areas in Samsun, Ordu, Giresun, Trabzon, Rize and Artvin Provinces and Districts within the Scope of Adaptation to Climate Change](#)" was initiated.

Within the framework of KTU's physical facilities, Atatürk Cultural Center and Prof. Dr. Osman TURAN Culture and Congress Center on the central campus, the hall, backstage, dormitory, cafeteria and restaurants of the accommodation facilities host all kinds of national and international congresses, conferences and various events with the modern furnishing, equipment, acoustic and lighting arrangement. Thus, it contributes to social service by providing all kinds of scientific, social and cultural activities in its region. However, with the pandemic process experienced since the first quarter of 2020, the availability of these opportunities has decreased relatively.

In addition to the physical opportunities it provides within the scope of social and cultural services, KTU carries out various social responsibility projects quite effectively in cooperation with its stakeholders in the social contribution process. The "[Trabzon is Reading](#)" project, which was implemented in 2019 with the motto of "Let's Read Together", carried out in the historical and touristic places of Trabzon with the partnership of KTU, Trabzon Metropolitan Municipality and Provincial Directorate of National Education, continued online in 2020 and contributed to the university-city integration.

Student clubs, operating under the Department of Health, Culture and Sports in order to improve the students' ability to act together and do business at KTU, operate for academic, social-cultural and sportive purposes. [Student clubs](#) undertook a role as a part of social service with many activities such as education, research, workshops, industry and environmental trips, sports competitions, seminars, competitions, bazaars, opening a stand, student meetings, theatre and concerts until 2020. They were able to carry out a limited number of activities in 2020 because of distance education. [The Career Center](#), on the other hand, supports the career planning of our university students through various activities.

KTU continues the management of social contribution processes with social service activities carried out through its academic and administrative units. The management model adopted in order to ensure the sustainability of the management and quality assurance systems on all campuses and units at KTU in accordance with the strategic goals in terms of quality and quantity of social services offers dynamic and strong management opportunities. [Administration Activity Report](#), [Performance Report](#), [Corporate Financial Status and Expectations Report](#) and [Investment Evaluation Report](#) are shared on the website of the Strategy Development Department every year via the website. These reports contain all activities carried out within the framework of sensitivity to social problems and prepared in line with the Strategic Plan.

In the management of the organizational structure of KTU social contribution processes, KTU adopts a transparent and accountable understanding and a hierarchical order with borders, which is modern and open to innovations, merit-based, incentive and reward-based, sensitive to the environment and social life, adopting the effective use of public resources. In accordance with the basic values it has adopted in management, it shares all its activities, including education and research-development activities, with the public on the basis of social contribution. In this context, information is provided mainly through [the KTU Newspaper](#) and the [KTU website](#). It is planned to establish a Coordination Office of Corporate Communication by combining information tools such as KTU Radio, Informatics and KTU Newspaper under a single roof in 2021.

Evidence

1. KTU Social Contribution Policy (Annex-61)

### **Social contribution policy, goals and strategy**

**Maturity Level:** Social contribution policies, goals and strategies are followed in the institution and improved on the basis of evaluation by relevant stakeholders.

**Evidence**

- [Annex-61.jpg](#)

### **Management and organizational structure of social contribution processes**

**Maturity Level:** The management and organizational structure of social contribution processes throughout the institution are implemented in the direction of corporate preferences.

## 2. Social Contribution Resources

As of 2020, there are [12 faculties, 6 institutes, 1 school, 8 vocational schools and 18 application and research centres \(UYGAR\)](#) at KTU. They carry out social contribution activities in addition to education and R&D studies in line with their establishment purposes. Taking into account the 11th Development Plan priorities of our country, the strategic goals of our university, new academic unit structures and their performance in the last three years, 10 UYGARs closed in 2020. The experience, results and infrastructure improvements obtained as a result of research activities in various academic units at KTU, especially in faculties and UYGARs, on the one hand increase the quality of education. On the other hand, they are used as inputs in the development of social services.

There are [18 UYGARs](#) at KTU aiming at social, cultural and economic contribution, especially in health. Some of these centres also carry out various research activities related to their fields. The fact that [KTU Farabi Hospital](#) and [Dentistry Hospital](#) provide effective health services to both the city and the region is an important social service in the field of health. In addition, [KTU Drug and Pharmaceuticals Technology UYGAR](#), [Technology Transfer UYGAR](#), [Continuing Education UYGAR](#) and [Distance Education UYGAR](#) come to the fore with their activities. The goals of these centers, the monitoring and evaluation of their outputs are made through [the KTU Strategic Plan Data Entry System](#).

In addition, KTU supports inter-institutional cooperation activities in all aspects. As a result, it takes part as a stakeholder in many research and development activities at local, regional, national and international levels, thus contributing to social, cultural and economic development, especially health. KTU has taken its place as a collaborating institution in the strategic goals of the institutions included in [the Trabzon Provincial Plan](#) (2015-2023).

KTU prepares its budget based on top policies and priorities that will contribute to financial transparency and accountability. Budget revenues and expenditures for the January-December 2020 period were also shared with the public in [the 2020 Corporate Financial Situation and Expectations Report](#). The majority of the financial resources of KTU to cover the above-mentioned costs are mostly from the budget from the central government, consisting of revolving funds, national and international project funds. In addition, there are also own incomes consisting of fee income, distance education income, real estate income and project shares.

### Resources

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

## 3. Social Contribution Performance

KTU has determined its goals for the objective of "being a solution-oriented university sensitive to social problems ", units to cooperate with, and performance indicators with [the 2019-2023 Strategic Plan](#). KTU monitors them with [the KTU Strategic Plan Data Entry System](#). KTU has adopted the strategic management model to achieve its goals in its strategic plan and continued developing the strategic management model it had previously chosen in the establishment of the quality assurance system in 2020.

In line with the KTU 2019-2023 Strategic Plan, the results of the activities aimed at being a solution-oriented and sensitive university to social problems are [monitored](#) every 6 months with the Strategic Plan Data Entry System, reported annually. Also, the level of realization of the social contribution policy according to the years are presented. In addition, the activities included in [the annual activity reports](#) and web pages of the units are also taken into account in monitoring. KTU's [web visitor numbers in 2020](#) are also an indicator of its performance in the social contribution process. The total number of web visitors reached 4.112.609, including 4.058.103 in Turkish, 50.070 in English, and 4,436 in Russian. The number of visitors to the social services website was 984.445, while the number of UYGARs' web visitors was 287.637. In addition, the results of the implementation of the activities are checked with tools such as satisfaction surveys, external stakeholder meetings and feedback received via the web. Remedial measures are taken in necessary areas if needed.

Evidence

1. Link for Percentage of KTU Social Contribution Performances in 2020
2. Examples of Social Contribution Activities in 2020

### **Monitoring and improving social contribution performance**

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

## **E. MANAGEMENT SYSTEM**

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

[The management and administrative structure](#) of KTU consist of the units specified in the Higher Education Law No. 2547, other Laws and Decrees established by the KTU Senate for the goals included in the strategic plan and the goals in our country's top policy and strategy documents. The strategic management model applied in KTU necessitated management and administrative structuring in accordance with this model.

[The Strategic Plan Information System](#) monitored the activities and performance indicators for which all units are responsible as of 2020. In addition, the Strategic Plan Evaluation Report evaluates whether the goals were achieved in 2020, and the reason why the goals could not be reached is requested from the unit managers via the Strategic Plan Information System. In 2020,

[Strategic Plan Evaluation Meetings](#) were held by the Strategy Development Board, and improvement studies were planned by evaluating the indicators. As a result of the 2019 evaluation report and 2020 monitoring of the Strategic Plan, the performance indicators were updated without changing the mission, vision and objectives for the remaining years of our plan period (2021-2022-2023). This approach can be shown as evidence that the Strategic Plan System, developed in line with the needs of the institution, is constantly monitored and the PDCA cycles have been continuously applied over the years.

In order to disseminate the Quality Policy in all units, the written text of the "Quality Policy" signed by the Rector is available in Turkish and English in the hall and administrative units. In addition, the Quality Commission continued its mission to identify deficiencies in management policy and strategic plan implementations online in 2020 by meeting with groups consisting of administrative staff, academicians and students in all faculties due to the pandemic. During the YÖKAK 2020 Monitoring process, Quality Assurance System Reports were requested from the faculties. The areas open to improvement identified by the Quality Commission were shared online by our rector with the university administrative board and senate. [Evaluations](#) were made on taking the necessary measures. Thus, the continuous completion of the PDCA cycle and the monitoring of the improvement process were ensured.

Within the scope of our university's Quality Assurance Directive, our units have been informed about the selection of students for the Unit Quality Commission and KTU Student Quality Commission. In 2020, the Unit Quality Commission and the KTU Student Quality Commission were established and planned.

The executives meticulously review the feedback reports of independent accredited institutions. The processes in which units and unit managers are involved are monitored in line with policies that will ensure their participation in accreditation and quality processes. On the other hand, the indicators entered by the units in the Strategic Plan Information System are reviewed by the University Executive Board and feedback is received from the unit managers. In 2020, [the Accreditation Working Group](#) was established and started its activities in order to disseminate accreditation studies in all our units.

In addition, as a result of monitoring the strategic plan in 2020, [the Research Supreme Board](#), [Accreditation Working Group](#), [Internationalization Working Group](#), [Industry Cooperation Working Group](#), [Institute Working Group](#), [Application and Research Centers Working Group](#) were established in order to achieve the strategic goals of the university more effectively. This approach is evidence for the fact that PDCA cycles are actively managed at the point of achieving strategic goals.

Evidence

1. 2020 Faculty Quality Assurance System (Annex-62)

2. Quality Assurance Directive Letter Sent to the Units (Annex-63)
3. Links [1-2-3](#) for Working Group Meetings

As a process management model, sample process-procedure-workflows-control forms have been prepared with the participation of internal stakeholders for the improvement of errors detected in the fulfilment of administrative processes within the scope of internal control standards. The processes and sub-processes of all activities (including distance education) are defined. Responsible persons in the processes, workflow, management, ownership have been written down and internalized by the institution. The internal control system process has been prepared by an expert team formed by the General Secretary and placed on the home page. It was completed by taking into account the needs to be done regarding internal control and public internal control standards that all academic and administrative units can benefit from and sample applications regarding the process, workflow, procedure and control forms and the requests from the units. In addition to the continuous updating of the workflow and procedures, their number is constantly increasing. To date, 1 process, 1 risk assessment, 1 control forms and 25 procedures have been prepared <https://www.ktu.edu.tr/ktu-prosedur>. Consultancy support was received from the Internal Audit Unit and Legal Consultancy for these studies. Primarily, procedures have been prepared regarding the activities that were questioned during the audits and which had difficulties in implementation. In addition, working groups composed of experts in their fields from all units were provided to support the studies. Working groups were included in the documents that made it into print. The procedures and workflows with the most problems with the internal control training given to the personnel were primarily prepared and distributed to all units in two separate books. In this context, a handbook has been prepared and published as a guide for employees in order to ensure compliance with primary and secondary legislation in administrative business practices regarding process management studies and to carry out operations in accordance with strategic plan goals. The content of this book is presented to users as [processes-procedures-workflow control forms](#) on the university web page on the basis of wider and business types. This approach shows the existence of an institutional system for administrative process management.

Under the coordination of the General Secretary, the procedure, workflow, process and control forms are updated and improved by working groups formed from all units, and are recorded in the monitoring forms. Monitoring is carried out by constantly receiving stakeholder opinions on process management. The satisfaction of the audience is measured after each training with the questionnaire available on the Officer Academy website. After the results of the satisfaction surveys are examined, different training requests (official correspondence, preparation of activity reports, etc.) are included in the training program. For example, the participants of the training stated that they could not ask enough questions, and the general secretary planned a training format of “[one question-answer per month](#)” to meet this need. As a result, a handbook on process management, establishing a process management model, ensuring stakeholder involvement, monitoring and improving the process shows that the PDCA cycle is completed continuously and there is an institutional system. On the other hand, there are original training and approaches developed in line with the needs of the institution with the Officer Academy. Some examples are



giving a proficiency exam (Digital Proficiency Questionnaire) to the personnel who state that they have computer knowledge. Then planning, implementing and monitoring re-trainings on the deficiencies observed afterwards to eliminate these deficiencies. Regarding process management, the 180-Day Action Plan of the General Secretary was prepared and implemented in November 2020 (1 November-31 March period), and the results were [shared with the stakeholders](#) by monitoring the activities of this period. With the stakeholders' suggestions, 25 actions were determined for the second 180-day action plan. The PDCA cycle was completed and the process was re-planned with improvement suggestions.

In addition, the supervision and control of major construction investments made in line with the strategic plan are evaluated by the meetings held with the relevant unit and contractor administrative and technical personnel, after the inspections made at the construction site every week, under the chairmanship of the Vice-Rector. The work of the administrative units is monitored and evaluated by the executives with the activity reports they submit every week. On the other hand, it is monitored by the Construction Investment and Maintenance and Repair monitoring program implemented by the Department of Construction Affairs.

#### Evidence

1. Process Improvement (Annex-64)
2. Workflows and Procedure Books (Annex-65)
3. Procedure Monitoring Table (Annex-66)
4. Officer Academy Questionnaire (Annex-67)
5. Digital Competence Survey Results Sample (Annex-68)
6. Monitoring Program for Construction Investment and Maintenance Repair (Annex-69)

#### **Management model and administrative structure**

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

#### Evidence

- [Annex-62.pdf](#)
- [Annex-63.pdf](#)

#### **Process management**

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

#### Evidence

- [Annex-64.pdf](#)
- [Annex-65.pdf](#)
- [Annex-66.pdf](#)
- [Annex-67.pdf](#)



- [Annex-68.PNG](#)
- [Annex-69.jpeg](#)

## 2. Management of Resources

The human resources policy is planned and implemented to enable the university to achieve its strategic plan and goals. In this context, rules and processes related to academic and administrative staff have been defined. As an example, the Appointment and Promotion Criteria applied to academic staff are created to achieve the university's strategic goals. Similarly, the units operating in line with the strategies of the institution are given priority in in-house personnel mobility. In addition, the assignment of administrative staff is based on delicate tasks and risk inventory tables determined in the internal control system. Job descriptions have been issued and communicated to the relevant personnel to ensure the personnel's compliance with the task they have undertaken, and they are revised when necessary.

Norm staffing work for administrative staff was started in 2020 by the General Secretary of our University. Norm staffing work for administrative staff was started in line with the needs of the institution in order to recruit suitable and sufficient personnel for the job, increase work efficiency, ensure planned work, reduce budget expenditures, clarify the titles within the institution, prevent title inflation, make the economical use of personnel, provide rotation, meet the expectations of the personnel, increase the morale and motivation of the personnel, and ensure the staff to do the jobs they love and can do. During the determination of these needs and monitoring the process, online meetings were held with the Rector, Dean, Director, Heads of Departments, and Faculty Secretaries. In this direction, the Norm staff guide (draft) has been prepared. The General Secretary personnel were selected as pilots, and job analysis forms were filled in. Evaluation of job analysis forms and preparation of the final report continues.

The Officer Academy carries out its activities following the " Directive for Karadeniz Technical University Officer Academy " accepted at the Senate meeting dated 31.01.2020 and numbered 305. The training is planned according to a schedule, determined by the General Secretary according to the demands of the units, the issues found incomplete in the internal and external audits and the results of the questionnaire applied. As an example of stakeholder involvement, it was suggested by the Internal Audit Unit to provide training on purchasing and movable transactions and by the Legal Counselor to provide training on investigations. A training program has been planned on movables purchased from the projects, administrative fines and internal control issues, which were obtained from the Turkish Court of Account Audit Reports. On the other hand, "[I learn Word](#)", "[I learn Excel](#)", "[I learn PowerPoint](#)" training was planned and implemented according to the results of the survey on digital proficiency and competence.

Training is organized in 6-month periods (<https://www.ktu.edu.tr/akademi-takvim>), and training is given every week. The subjects are prepared as a draft. After the approval of the General Secretary,

they are included in the training calendar after consultation with the relevant unit and the person who will provide the training. Subjects that are found to have problems in practice and subjects for which the units request training are evaluated in the next training period. In 2020, 8 online pieces of training were provided, 2 of which were face-to-face, and 17 online pieces of training were provided in 2021. The number of personnel who attend the training live and who follow the recorded training afterwards is obtained from the Distance Education Application and Research Center and monitored.

In order to ensure that the recruited/assigned personnel have the necessary competence, assessment and evaluation of the personnel are carried out through [in-service training](#), [Promotion and Title Change exams](#). The Examination for Promotion and Change of Title, which was planned in 2020, was held. All processes related to the exam have been shared on the website in order to ensure transparency in the exam and ensure that the relevant personnel access accurate and timely information. In 2021, the interview processes will continue in a transparent and merit-based manner. In addition, the personnel working in the units providing administrative and support services are assigned according to the areas needed as a result of the analyzes made by taking into account their education and merits.

In line with [the KTU Award Directive](#), “administrative staff service awards” and “administrative staff achievement awards” are given to administrative personnel. Satisfaction surveys for working academic and administrative staff are conducted every year. The management evaluates these surveys, and the results are shared with the relevant units. As an example, as a result of administrative staff satisfaction surveys, [Promotion and Change of Title exams](#) were held, and the winning candidates were appointed to their positions. Administrative staff surveys are used as a feedback tool on "other opinions to be expressed" and "in-service training desired". These practices are shown as evidence of stakeholder involvement in terms of human resources management.

#### Evidence

1. Norm Staff Planning for Administrative Staff (Annex-70)
2. Norm Staff Handbook (Annex-71)
3. Officer Academy Training and Number of Participants (Annex-72)

KTU is a private budget institution according to the Public Finance Management and Control Law No. 5018, and its revenues consist of public funds and its own revenues. The annual budget of KTU is prepared within the framework of the principles, priorities and determined the highest grant in the top policy documents. The budget is realized according to the priorities, demand and need in the strategic plan. Expenditures are finalized after being subject to preliminary financial control. Expenditure authorities issue a “statement of assurance” to ensure the security of the system with the activity reports they prepare. In addition, audit reports prepared as a result of internal and external audits are presented to the Rector. The executive management takes the necessary measures for the effective execution of the system within the framework of audit reports and oversight tasks.

In addition to the special budget, KTU has the revolving fund budget and externally funded project revenues that are followed in special accounts (EU funds, TÜBİTAK, TAGEM, DOKA, DOKAP, TÜSEB, BOREN, etc.). The Revolving Fund budget consists of units that generate revolving funds under the management of the Revolving Fund Management Directorate. Accounting services are carried out by the Accounting Office of the Ministry of Treasury and Finance. The accrual processes of externally funded projects are carried out by the "European Union Projects and TÜBİTAK and Other National Projects Office" established within the Scientific Research Coordination Unit. Accounting services are carried out under the special accounts opened by the Strategy Development Department. Special accounts opened at the end of the project period are closed, and the relevant institution is informed along with the prepared financial statements.

The management of movable and immovable resources at KTU is carried out within the framework of the provisions of the "Regulation on Movable Property" and "Regulation on the Registration of Immovables Owned by Public Administrations" issued in accordance with the Public Financial Management and Control Law No. 5018. The "Public Expending and Accounting Information System-Movable Registration and Management System" developed by the Ministry of Finance General Directorate of Accounts is used in the management of the movable property. The personnel of the expenditure unit, which carries out the movable and immovable transactions, register to the system using the passwords given by the Strategy Development Department (SGDB). The transactions carried out are audited by the KTU Internal Audit Unit. In addition, the movable management account prepared by the spending authorities is submitted to the Presidency of the Turkish Court of Accounts every year.

In 2019, the "[Tenant Tracking System](#)" software was completed with the contribution of the IT Department and the Strategy Development and Administrative and Financial Affairs Departments to effectively monitor the public resources regarding the leased immovables under the ownership and disposal of KTU. Then implementation of the system started. This system, which was established in this context, can be shown as evidence for the original approaches and practices developed in line with the needs of the institution in terms of effective use of financial resources. This system was re-planned in 2020 by eliminating the deficiencies with the reports of the Turkish Court of Accounts and the feedback received from the internal audit.

The payment order document developed to monitor the results of the procedures related to the purchases made with the 22/d Direct Procurement Procedure can be shown as evidence of the original approach and practices developed in line with the needs of the institution. In the financial transactions sent to the Department of Strategy Development with the payment order document, the erroneous transactions decreased thanks to the training provided and the published procedures, and this situation was observed by the financial control staff. Due to the increasing number of errors in payment order documents, especially in purchasing transactions, regular records were started to be kept in 2019 regarding the number of documents sent back to the units by the document review service of the Strategy Development Department. Although there are no complete data in 2018, the error rate of 18-20% stated by the personnel carrying out the control process was reduced to 1.7%

in total and 2.9% in non-purchases thanks to the training given and the procedures prepared and the measures taken in 2019. In 2020, this rate reached 4.5% in total and 10% in purchasing transactions due to the alternate work implemented during the pandemic process. The process is constantly monitored.

Purchasing the stationery materials such as photocopy paper, photocopy toner, printing machine master and dye, laser printer toner made by the units with 22/d Direct Procurement Procedure was made with consolidation in 2020, and a 38% savings was achieved with this method compared to the previous year. Likewise, maintenance contracts for photocopiers, printing machines, elevators, natural gas and generators were consolidated and made by the Administrative and Financial Affairs Department and the Construction and Technical Department. In this way, some contracts remained at the same level as the previous year, while high increases were prevented in others.

Evidence

1. Change of Financial Resources by Years (Annex-73)
2. Change of Internal and External Project Budgets (Annex-74)
3. Financial Process Monitoring (Annex-75)
4. Effective Use of Financial Resources (Annex-76)

## **Human Resources Management**

**Maturity Level:** There are defined processes related to human resources management in line with the strategic goals of the institution.

Evidence

- [Annex-70.pdf](#)
- [Annex-71.PNG](#)
- [Annex-72.pdf](#)

## **Management of financial resources**

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

Evidence

- [Annex-73.jpg](#)
- [Annex-74.jpg](#)
- [Annex-75.pdf](#)
- [Annex-76.pdf](#)

### **3. Information Management System**

The Management Information System Unit, established in 2014 under the Rectorate, continues its activities in order to collect, analyze, report and transmit data on all kinds of activities and processes within the university. [The Strategic Plan Information System](#), which has been used for the last 5 years in data collection, the feedback received from the units, and the indicators/data needed in other external reports (Institutional self-evaluation report indicators, university monitoring criteria, performance program, etc.) were updated in 2020, and the PDCA cycle was completed.

On the other hand, the systems which continue to be used are as the following: Project Process Management System (BAPSİS) for tracking data of scientific research projects, [Space Management System](#) for recording data of buildings, lecture halls, classrooms and similar spaces, Decision Support System for Higher Education Space Investment (Mek-Sis), [Student Information System](#) where student data are kept, [Personnel Information System](#), which includes personnel's data about the project, permit, report, assignment, personnel and similar information, [Alumni Information System](#), which contains the necessary data for communication with graduates, [the Academic Data Management System](#), through which academic staff can record and share all personal data of their own, and [the Electronic Document Management System](#) for all correspondence and follow-up of the university. In addition, [the Academic Member-Student Appointment System](#) has been put into use.

KTU Strategic Plan Information System (SPBS) is an interactive system that is open 24/7. Although the data entry is continuous, the missing data are requested to be completed with a reminder letter sent to all units at the end of the quarter. In the related system, on the basis of performance indicators, all units can see the indicator of the other unit. In the reporting section, performance charts of all units can be created at the same time on the basis of indicators. This reporting system contributes to the closing of the PDCA cycle by ensuring that measures are taken for each performance indicator in the strategic plan.

For the return of the faulty or incomplete data entered in the Strategic Plan Information System to the relevant unit with justification, the software has been improved, and the updated new version has started to be used as of 2021.

Efforts are underway to ensure that the data produced in the General Secretary, Departments and other units are used by authorized managers and other personnel. The updated data can be accessed at <http://sbys.ktu.edu.tr/Main.aspx>. Currently, 8 important data can be accessed from the Department of Student Affairs. This number will increase to 32 when the study is completed. Technical studies on opening the data of the Department of Personnel Management, Department of Strategy Development, Department of Construction Works and other units are planned to be completed in 2021.

Evidence

1. Integrated Information Management System and Authorization (Annex-77)
2. Strategic Plan Information System Refusal-Approval Menu (Annex-78)

The preservation and sustainability of corporate memory are ensured within the framework of the existing internal control system (archive, filing and measures taken against identified risks). On the other hand, all data in the KTU Strategic Plan Information System are archived by year.

The collected data are kept in databases under the control of KTU Department of Information Technologies. For data security, firewall PFSENSE, ESET, KoruMailantivirus and anti-spam programs are used. On the other hand, instant and periodic backup systems have been installed in a separate building for unexpected situations

At our university, the steps taken to raise awareness regarding information security continue without slowing down, especially with the entry into force of the Personal Data Protection Law No. 6698. In this context, in addition to the activities like in-service training, panels, meetings, etc., [the USEC-Personal Data Protection](#) course has been added to the university elective courses.

### **Integrated information management system**

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

#### **Evidence**

- [Annex-78.docx](#)
- [Annex-77.pdf](#)

### **Information security and reliability**

**Maturity Level:** Practices aimed at ensuring information security and reliability in the institution are monitored and improved.

## **4. Support Services**

Services are provided from outside the institution for meals, personnel service rental, vehicle rental and maintenance repair. Transactions in the procurement process of the said services are carried out within the framework of the “Public Procurement Legislation” and are monitored and controlled by the responsible units.

The suitability, quality and continuity of these services received from outside the institution are ensured by satisfaction surveys, opinions received on the "[write us](#)" interface, which provides services over the internet, and the relevant audit commissions.

### **Suitability, quality and continuity of services and goods**

**Maturity Level:** Mechanisms are operated throughout the institution that ensure the suitability, quality and continuity of outsourced support services and goods.

## 5. Public Disclosure and Accountability

In accordance with transparency and accountability, which is one of the core values of KTU, all up-to-date data, including education and research-development activities, are shared with the public. Information about the activities is provided by the programs organized by [KTU Newspaper](#), [Website](#), [Radio KTU](#) and [KTU TV](#). The number of web page visitors was 3.609.134 in 2019 and 4.112.609 as of 2020. In line with the opinions received from internal and external users, the preparation of the new KTU web page continues. [Satisfaction surveys of our university](#) are published on the website. According to the results of the satisfaction surveys of the administrative staff, [an Examination for Promotion and Change of Title was held in 2020. Exam results are published transparently on the website, and candidates were appointed to their positions.](#)

In addition, the relevant units answer people who want to obtain information by using the "[Write Us](#)" interface prepared on the KTU website. As of 2020, 4432 messages have been received, and it has been determined that the messages are mostly related to Student Affairs, General Secretary and Farabi Hospital. The "Write to Us" interface was added to the web pages of all units at KTU in 2020. The necessary infrastructure was provided to track the messages from the stakeholders to see whether the relevant unit responded to the messages on the system and record the response in the database. In 2020, 3975 of these messages were answered and recorded by the relevant units.

Error Support Requests created for IT Services are received on the website of the Department of Information Technologies. The error is corrected in a short time in line with the request, or the necessary [information and guidance](#) are provided about the problem.

The information, which is finalized in consultation with the relevant commissions, is shared with the public. In this context, authorized persons and jurisdictions that can broadcast with all corporate communication tools have been determined. The up-to-dateness, accuracy and reliability of the information provided by specifying the source are ensured. In 2020, in order to secure this system and make the process of informing the public and accountability more effective, all relevant units were gathered under one roof, and the Coordination Office of Corporate Communications was established.

The policy followed by the institution in terms of accountability is the strategic plan that it has announced to the public and [the activity report](#) prepared for this plan. The report, which shows the results of the administration's activities and is obliged to be disclosed to the public, is signed by the spending authorities, who give a statement of assurance as "I declare that the information contained in this report is reliable, complete and correct".

In addition, the "[Corporate Financial Status Report](#)", which includes the budget applications for the first 6 months and the expectations and goals for the second 6 months, prepared by the institution regarding its financial processes and the "[Investment Program Monitoring and](#)



[Evaluation Report](#)” regarding the projects included in the institution's investment program are published on the institution's website for all stakeholders.

The effectiveness and accountability of the management are monitored with the realization results of the activities prioritized in the strategic plan. “[Performance Program Realization Results](#)” are attached to the activity report and is shared with the public on the institution's website.

There are many commissions established by the Rectorate. Academic and administrative staff perform a kind of supervisory role in these commissions. In order to increase the participation of internal and external stakeholders in accountability, [advisory boards](#) have been established in all academic units, except for [the University External Advisory Board](#). Advisory boards of some units were convened in 2020 due to the pandemic, and the meeting of the boards that could not meet was rescheduled to be held within the first 6 months of 2021.

In addition, the management efficiency of the institution can be observed within the framework of the data announced by other institutions and ranking all higher education institutions in different categories. All kinds of transactions and activities carried out on behalf of the institution are recorded. In addition, correspondence is made over the "[Electronic Document Management System](#)" so that all transactions made in the system are recorded. The photograph and partly video records of the activities related to the activities carried out in our university are kept by the informatics unit.

Within the scope of informing the public in 2020, all of the regulations, directives and other legislation accepted by the University Senate since its establishment have been reviewed and updated. All changes made in the guidelines, procedures and principles, and policy decisions were included in the framework draft and placed on the web page. Regulations that have been repealed or that only concern the unit have been removed from the page. It was ensured that all units organized their own pages based on the legislation placed on the home page. All the regulations accepted by the Senate were rewritten in word format according to the official correspondence rules and archived as separate files in the Editorial Office with their code numbers. The regulations made can be viewed via <https://kms.kaysis.gov.tr/Home/Kurum/24129208>.

Evidence

1. Directive for Coordination Office of Corporate Communication (Annex-79)
2. [Link for Rectorate Press Conference](#)

### **Public disclosure and accountability**

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

**Evidence**

- [Annex-79.pdf](#)

## CONCLUSION AND EVALUATION

Our University:

- Has determined its policy regarding quality assurance,
- Has formed its strategies in order to implement this policy,
- Monitors its goals and performance indicators,
- Operates the continuous improvement (PDCA) cycle for each process,
- Carries out the steps of reviewing and taking precautions with annual University and Unit Self-Evaluation Reports,
- Has established its own integrated management system that will facilitate quality studies. It supports this system with its own software. KTU continued its quality studies in 2020 with its 65 years of knowledge and experience.

Numerous improvement activities were carried out in the process for the areas open to improvement included in the Feedback Report submitted as a result of the Institutional External Evaluation carried out by YÖKAK in 2016. These improvements are summarized in the annexe with the following headings: Quality Assurance System, Education and Training, Research and Development, Social Contribution and Management System (Annex: [Improvements](#)).

Strategic Plan Information System, which is KTU's software, is among the strongest aspects of the institution within the scope of monitoring all sub-processes in The Quality Assurance System, the Education and Training, Research and Development, Social Contribution, Management System, and the performance indicators in the strategic plan. PDCA cycles of each process can be followed with this software. Since the institution has its own software, it can be easily updated within the scope of the feedback received at the end of each year. The fact that the Executive Management embraces quality studies affects the whole process positively and facilitates the sustainability of the quality culture within the Institution. In addition to the KTU Quality Commission, the establishment of the KTU Student Quality Commission also increases the student contribution to the processes.

As a result of the studies on program accreditation in education, KTU has taken its place among the universities with the highest program accreditation among state universities. With the newly established Accreditation Working Group, the accreditation process of other programs started to be followed in an institutional structure. The desired level has not yet been reached in the efforts to increase the number of permanent foreign academic staff. Similarly, due to the fact that the number of incoming/outgoing students and academics from abroad within the scope of exchange programs remained below the target, the Foreign Relations Office was restructured. Some coordination offices were gathered under a single roof under the name of the General Coordination Office of Foreign Relations. The results of the new structure will be monitored in the upcoming

period. KTU, which has determined that the number of postgraduate students should be increased to be a research university, established an Institute Working Group in 2020, determined the improvements to be made in this area, and started to implement them. The first results will be followed in 2021.

In research and development processes, 2020 was an important year for KTU. A restructuring was performed to obtain Research University Status, and the Research Supreme Board (AÜK) was established to formulate, enforce, monitor and take precautions. In line with the decisions taken by AÜK, the BAP Directive has been revised again in the management of internal resources. All newly appointed researchers are informed about the research policies of the Institution, its units within the research management organization, research supports and research priorities of the Institution by applying for the Researcher Orientation Program personally by the Rector. Two separate UYGARs (ILAFAR and METAM) have been established for the pharmaceutical and medical device industry, which is one of the five priority sectors for the development of our country. Significant external project supports have been received by ILAFAR UYGAR, which was established in the pharmaceutical field. According to the data announced by TÜBİTAK, KTU has succeeded in ranking tenth among all universities in terms of the number of projects supported in the last five years. On the other hand, according to TÜBİTAK data, although the project acceptance rates of KTU are above the average in Turkey, it has been observed that it decreased in recent years. While the acceptance rate for the 2014-2018 period was 19.7, this rate was 14.4 for the 2016-2020 period.

In the management system, the efforts to transfer many activities to the digital environment have gained momentum. These integrated systems make it easy to monitor the organizational chart and the activities carried out. With the establishment of the KTU Officer Academy, in-service training has gained an institutional structure. The procedures, workflows and job descriptions of many processes, especially related to administrative services, were completed and made into booklets and announced on the Institution's website.

Although the field visits made by the Quality Commission to the Faculty and Vocational Schools in the previous period were planned for the administrative units in 2020, they were postponed to 2021 due to the pandemic. When the field visits of the Departments are completed, the internal evaluations of all academic and administrative units will be completed. Annual institutional self-evaluation reports prepared by these visits and units contribute to the development of quality awareness and quality culture within the institution. They support the healthy execution of the relevant PDCA cycles at the point of achieving strategic goals.

Although software specific to the Institution has been developed to strengthen communication with the graduates, the desired level has not been reached in terms of operation and strengthening of communication. In this context, in addition to the Career Center, the newly established Coordination Office of Corporate Communication has been assigned to support these efforts.

KTU continues its education and training activities in the pandemic process without any problems due to the Distance Education UYGAR, which has been operating for many years with its strong infrastructure and human resources.

KTU continued its social contribution activities in 2020 as well, which is divided into categories. KTU has realized the dissemination of information to the society and its presentation for the benefit of the society with the following components: its graduates, the projects it carries out for science and humanity, its national and international patents, lifelong learning activities, social responsibility projects, the health services it provides with KTU Farabi Hospital and KTU Faculty of Dentistry Hospital, the consultancy, testing, analysis, R&D services it offers within the scope of the revolving fund, its laboratories registered to the Ministry of Industry and Technology Portal. It has brought different segments of the society together with the cooperation protocols it has signed with many institutions, organizations and private sector representatives and the meetings it has organized. In 2020, KTU supported the studies that play an important role, especially in the development of the Region under the DOKAP Region Universities Association (UNIDOKAP), of which it played an important role in the establishment by carrying out the founding term presidency in 2017.

Being among the first universities to voluntarily enter the Institutional External Evaluation process in 2016 by adopting the quality assurance system in higher education, KTU aims to obtain the "full accreditation" status within the scope of the Institutional Accreditation Program in the coming period.