# INTERNAL EVALUATION REPORT OF THE INSTITUTION

## CANAKKALE ONSEKIZ MART UNIVERSITY

**2021**

# SUMMARY

## 1. Summary

The 2021 Internal Evaluation Report of the Rectorate of Canakkale Onsekiz Mart University covering all academic and administrative units of our university has been prepared by the relevant members of the Rectorate Quality Assurance Commission given in the annex. The quality assurance operation schedule is taken into account in the preparation of this report. However, the report prepared this year could not be prepared with sufficiently high participation due to the change of the commission members and the continuation of the orientation works of the relevant commission members. In the preparation process for the KIDR, firstly the self-evaluation reports of our associate degree, undergraduate and graduate programs are prepared and then the unit quality commissions examine the same with PER Evaluation Reports. The reviewed reports are first shared with the Quality Assurance Office, and then the summary information required to take important decisions within the scope of improving the needs of the programs and the reports is shared with the members of the Rectorate Quality Assurance Commission. After this process, the quality assurance commissions of all our academic units that provide education prepare a Unit Internal Evaluation Report (KIDR) and the relevant deans/directorates check the reports prepared with the KIDR Evaluation Report regarding qualification and share these reports with the Quality Assurance Office. The Quality Assurance Office also shares the information and findings obtained from these reports with the Quality Assurance Commission in terms of benefiting from both within the scope of improvement and being used in the KIDR inscription of our university. In our university, our KIDR writing process is generally tried to be continued with this method within the planned processes. Thus, both our academic staff in the program and unit quality commissions of our university and our students, who are our most valuable stakeholders in these commissions, contribute to our corporate reports. Among the evidences of this report, COMU Quality Assurance Policies, PDCA Cycles, 2021-2025 Strategic Plan, Quality Assurance Report in Distance Education, ISO 9001: 2015 Procedures and Instructions, Quality Manual, Public service standards table of all academic and administrative units, job descriptions, work flow diagrams, internal control standards compliance action plans and quality assurance statements and YOKAK 2020 Monitoring Report, YOKAK 2021 draft PROFIT, COMU 2020-2021 Improvement Report, COMU 2021 Internal Audit Report, COMU 2021 data with numbers and COMU 2020-2021 Annual Analysis with numbers Report, 2020-2021 YOK Scorecard Performance Indicators, 2020-2021 YOKAK Performance Indicators, 2020-2021 TUBITAK Entrepreneur and Entrepreneur university Index data, 2020 TUBITAK Competence Map, COMU Strategic Plan Performance Indicators, COMU Strategic Plan Monitoring and Evaluation Reports, Institution Performance Programs and Administrative Activity Reports, findings regarding the institutional performance within the scope of UN Sustainable Development Goals, nearly 300 program's 2021 self-Evaluation report, PER Control Reports and unit strategic plan performance indicators of each academic unit providing training, Unit Internal Evaluation Reports and Unit Internal Evaluation Report Control Reports. As can be understood from these evidences, quality assurance processes in higher education continue to be internalized in our institution and the Rectorate of our university manages the internal control processes and quality assurance processes in an integrated and coordinated manner. In this context, the relevant evidence and improvement examples can be easily accessed from the corporate quality assurance web page and the "quality assurance and internal control" tabs on the web pages of all our units. In addition to other ISO certifications, our university Rectorate tries to integrate KVKK, MYK and Occupational Health and Safety processes into this system in order to carry out them in coordination.

## INFORMATION REGARDING THE ORGANIZATION
## INTRODUCTION

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CERTIFIED INTERPRETER
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In this section, the principal information regarding the preparation of Canakkale Onsekiz Mart University 2021 Internal Evaluation Report is given. The information presented in this document covers the academic and administrative units of Canakkale Onsekiz Mart university. This document has been prepared by the relevant members of the Rectorate Quality Assurance Commission, taking into account the suggestions of the eager stakeholders.

In this context, the Corporate Internal Evaluation Report of our university is an important report in which we follow our performance monitoring and evaluation studies that show our self-Evaluation works with their maturity level. The Quality Assurance Commission of our university has created this report with the aim of obtaining a sustainable competitive advantage in accordance with today's conditions by taking into account the increasing number of international competition, public and foundation universities, trying to increase the quality in terms of quantity and quality in education and training, taking the lead of entrepreneurial and innovative universities in research and development processes, increasing the number of program accreditation, having institutional accreditation and becoming one of the research universities.

Internal Evaluation Report of COMU is a valuable report prepared regularly every year by the Quality Assurance Commission of our university to monitor and evaluate the annual processes of the institution and to be taken as a basis in the Corporate External Evaluation Program/Corporate Accreditation Program/Monitoring Program processes and published on the Quality Assurance web page of our university in accordance with our transparent management approach. The purpose of preparing this report is to contribute to the recognition of the strengths and developmental aspects of our university and to the improvement processes. With this report, in accordance with the mission, vision and objectives of our university, we aim to explain how the leadership, management and quality assurance system, internationalization, education and training, research and development and the management of the resources and competencies of the institution in the social contribution processes, as well as providing reports and evidence for the same. In this respect, this report of our university is also shared with the stakeholders for the purpose of communication, self-evaluation studies and circularization of quality assurance culture.

There is at least one student representative member responsible for quality in all unit quality sub-commission, especially the Rectorate Quality Assurance Commission. Four of our students from our university are YOKAK Corporate Evaluators and also have YOKAK Quality Ambassador certificate. These students are among the 244 successful students selected by YOKAK in 2022. In addition, there is a student structure called quality embassy in some of our units, and these structures contribute to the management of the relevant unit and try to spread throughout the institution. The Quality and Accreditation Community, which operates throughout our university and is guided by the Office of Quality Assurance, actively promotes and supports the participation of students in quality assurance processes in higher education and organizes various trainings and activities in this context. Some of these activities were shared by the YOKAK Student Commission as an example of good practice. Apart from these, there are nearly 200 student communities in our university and the student council is actively operating and a student senate has also been established. Our general secretariat tries to hold regular meetings with our administrative staff, one of our most valuable internal stakeholders. Our university Quality Assurance Office regularly organizes online and face-to-face training and information meetings within the scope of field studies. In this way, quality assurance processes are tried to be internalized in higher education in our university and an active communication is established with a transparent, participatory and agile management style with all internal stakeholders. However, the necessary improvements are unfortunately limited to the budget due to the fact that we are a public institution, and with the work of our quality assurance commission members, we try to create additional resources and motivation by making special discounts for the private sector, protocols and the institution.

Transparency, process management, training and information meetings were also taken into

consideration in the works of the quality assurance commission of our university. Thus, how the monitoring and improvements are carried out on the basis of the processes related to KİDR 2.1 and KİDR 3.0 criteria throughout our university, and what are the strong and open to improvement areas in the internal quality assurance system were attempted to be conveyed. This KIDR (Self-Evaluation Report) has been prepared in order to evaluate Canakkale Onsekiz Mart university's leadership, management and quality assurance system, internationalization, education and training, research and development and social contribution processes in line with the feedback obtained from internal and external stakeholders and to increase our quality assurance practices in higher education and to evaluate the strategic requirements to be implemented in order to keep up with the rapid changes. The strengths and weaknesses revealed by this report are examined by senior management and relevant institution personnel and necessary updates are carried out in the process by taking actions in line with budget opportunities in this regard. In this context, it is planned to organize Institutional Culture Training Meetings at the beginning of 2022.

In summary, this report or the improvements made are not expected to detect all our chronic problems immediately and solve them completely or to achieve our corporate goals in a very short time, but it is intended to be one of the important guidelines for continuous improvement and to be a meaningful guide within the framework of corporate accreditation, especially in terms of emphasizing our corporate strengths and developmental aspects. In this context, another aim of this report is to increase our regional preferability as an evaluation within the scope of harmonizing our university with today's and future competitive conditions and to contribute to the sustainable competitive advantage of our university.

In accordance with the corporate transparency policy, all our reports within the scope of quality assurance and internal control are shared publicly on the web pages of all our academic and administrative units. In addition, all performance data and reports throughout the organization are available to the public on the corporate quality assurance web page.

## CONTACT INFORMATION

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**Corporate Quality Assurance Web Page**
https://kalite.comu.edu.tr

**Quality Assurance Commission, Advisory Commissions and Quality Assurance Office Information**
https://kalite.comu.edu.tr/kalite-komisyonu/ust-komisyon-uyeleri-r1. html
https://kalite.comu.edu.tr/kalite-komisyonu/danisma-kurulu-r7. html
https://kalite.comu.edu.tr/kalite-komisyonu/dis-paydas-danisma-kurulu-r12. html
https://kalite.comu.edu.tr/kalite-guvence-ofisi/kalite-guvence-ofisi-r13. html

## HISTORICAL DEVELOPMENT OF THE INSTITUTION

On July 3, 1992, Canakkale Onsekiz Mart university, which was established by Law No. 3837, started its education life with Canakkale Faculty of Education, Canakkale Vocational School and Biga Vocational School, which was transferred from Trakya university in the 1992¬1993 Academic Year. 1993-1994 Faculty of Arts and Sciences, School of Tourism Management and Hotel Management and Vocational School of Health Services, 1994-1995 Faculty of Economics and Administrative Sciences, Ayvacık, BayramiC, Can, Ezine, Gelibolu and Yenice Vocational Schools and Institute of Science and Social Sciences, 1995-1996 Faculties of Agriculture, Aquaculture, Theology and Engineering-Architecture, 1996-1997 Faculty of Health and Fine Arts, 1998-1999 Faculty of Education and Gokceada Vocational School and Physical Education and Sports School, 2000-2001 Faculty of Education. In the 2008-2009 academic year, GOkCeada School of Applied Sciences, in the 2009-2010 academic year, the School of Foreign Languages, in the 2010-2011 academic year, the Institute of Educational Sciences, the Institute of Health Sciences, the Faculty of Communication and the School of Applied Sciences have started education. Canakkale School of Applied Sciences, Marine Technologies Vocational School founded in 2013 with Faculty of Architecture and Design, Faculty of Economics and Administrative Sciences (transformed into Faculty of Political Sciences in 2016) and Canakkale Vocational School of Social Sciences and Dentistry Faculty founded with the Decision of the Council of Ministers in 2015, Biga Faculty of Applied Sciences Faculty of Sport Sciences, Faculty of Health Sciences and finally, with the establishment of a stronger institutional structure in 2020, many academic units and research centers have been opened in our university over time. With the proposal of the Quality Assurance Commission, the senior management of our university established the Application and Research Centers Monitoring and Evaluation Coordinator in order to provide functionality to the research centers and grouped the centers and distributed them to three Vice Rectors. In addition, Corporate Communication Coordination and Social Responsibility Unit has been established in our university.

Our main campus is Hüseyin Akif Terzioğlu Campus located in the 1st km of Canakkale-Izmir highway. Many faculties, colleges and units of our university are located in Terzioğlu Campus. The campus is located in a very privileged natural beauty, buried in the forests, just a few hundred meters from the sea, with its back to Radar Hill. Our Anafartalar Campus, which is located in the city center of Canakkale, is mainly home to the Faculty of Education and the State Conservatory. The campus exhibits one of the best examples of urban university hugging. In our Dardanos Campus, which is another important settlement, we do not have any schools, and the area draws attention mostly with its application areas. In addition, the main social facilities of COMU are located in this campus. The campus, where the forest and the sea are intertwined, also contains the remains of the historical ancient city of Dardanos. Our fourth settlement in the city center is Sarıcaeli on the Canakkale-Bursa Highway. Our Technopark activities and the applications of the Faculty of Agriculture continue in this field. Canakkale Martyrs, which is our fifth settlement on the Canakkale-Bursa Highway, includes the Faculty of Theology and the Faculty of Theology İCDAŞ Congress Center. We also have some units in the downtown Kepez, the Faculty of Dentistry and the Nedime Hanım campus. In addition, there are Astrophysical Research Center and Ulupınar Observatory on the top of the radar, which is located at the top of the ridge where the Terzioğlu Campus is located. The Observatory has a powerful telescope, which has an important place in the world literature. Apart from these, there is AğakOy Campus in Biga where Biga Faculty of Economics and Administrative Sciences, Biga School of Applied Sciences and Biga Vocational School are located. In addition, we have campuses established in Ayvacık, BayramiC, Can, Ezine (Yahya Cavuş Campus), Yenice, Lâpseki, Gallipoli and GOkCeada under the name of our College and Vocational Schools in general.

Canakkale has a special and privileged place where we make history in Turkey nationally. It is a foreword in a sense of our national struggle and our Republic. Since 1992, when our university was founded, our students have also experienced a peaceful and trustful student period in this precious city with this spirit. In addition to such a potential Canakkale Onsekiz Mart University is an institution that has adopted the task of carrying out many activities sensitive to historical, cultural and touristic values such as Canakkale Wars, Assos, Troy, Canakkale Strait, Mount Ida, etc. COMU, which successfully represents our country in the international arena with its research and application activities in addition to education, makes new and continuous contributions to our province in social, cultural and scientific terms. Our university, which aims to integrate with its city and society, to reflect the product of its scientific activities as a quality service, and to lead our country to more contemporary levels, continues to work at full speed for the development of a new and dynamic generation. Our university is growing rapidly in these lands, whose importance is increasing day by day and changing the flow of world history, with the aim of incorporating students from all over the world, primarily our own students and then Balkan students, in a university responsibility and effort worthy of the economy. As COMU, our goal is to be a quality-oriented, constantly developing, researching and open to innovation in terms of both personnel and students. For this purpose, we strive to ensure the development of our university in the most efficient way with the resources provided every year and the self revenues obtained. As COMU, which is developing and contributing to the development of local dynamics, our goal is to become a world university by increasing our corporate performance to higher levels every year in accordance with the missions and responsibilities we undertake with the efforts of academic and administrative personnel. As of 31.12.2021, our university provides services in an indoor area of approximately 471.000 m2 and an outdoor area of 5.000.000 m2 with 142.779 graduates, 47.360 students, 2082 international students, 1981 academic staff, 2.307 (4d included) administrative staff. There are 23 campuses connected to our university. Of these, 9 are located in the city center and 14 in the districts. As of 31.12.2021, 1 Graduate Education Institute, 18 Faculties, 4 Schools, 13 Vocational Schools, 50 Application and Research Centers continue their academic activities in our university. In the administrative structure of the Rectorate, there are 8 Department Directorates, 3 Department Offices and 14 Coordination Offices within the General
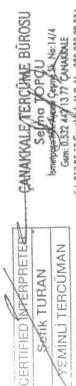
Secretariat of our university. As can be understood from the data here, the number of academic and administrative personnel of the institution has been steadily increasing compared to the last three years and the necessary personnel needs are tried to be met in a planned manner in line with the priority areas and needs of the institution.

After the External Evaluation we entered in 2016, all academic units were asked to make their own strategic plans in accordance with the Strategic Plan of our university, to plan these plans for five years, to evaluate the Unit Internal Evaluation Reports that they will prepare every year by making their annual evaluations in the PDCA cycle, especially with their aspects that are open to improvement; they were asked to address them as targeted, achievements and aspects that are open to improvement. After the external evaluation process of YOKAK, our university's Strategic Plan passed through two important updates as Prof. Dr. Yucel ACER during the rectorship of our teacher (2018-2022) and after Prof. Dr. Sedat MURAT was appointed as the Rector of Canakkale Onsekiz Mart University in April 2019 (2021-2025). Our Rector has set two new and important goals in front of our university. The first of these is to become a «Research university Candidate». The second is to accelerate program accreditation studies in all areas on the one hand and to take «Corporate Accreditation» on the other. In line with these two important goals, we have started to revise our Strategic Plan covering the years 2018-2022 to cover the years 2021-2025. In this context, the last two Strategic Plans of our university have been updated with transparent and multi-participating meetings where the participation of all willing internal and external stakeholders is ensured within the framework of corporate governance standards. This situation has been reflected in YOKAK external evaluation, monitoring and institutional accreditation reports together with evidence. In particular, the last strategic plan of our university, the new vision, mission, strategic goals and objectives and priority areas of our university; UN Sustainable Development Goals, Presidency, 11. The Development Plan has been professionally redesigned over a period of approximately 9 months between 10.10.2019 and 15.07.2020 in line with the objectives and performance indicators of YOK, TUBİTAK and YOKAK and the research university goal of our esteemed Rector. Our rectorate monitors the performance of our university under the titles of "quality assurance, education, research-development, management system", by adding measurable performance criteria and analysis report called "COMU with numbers" in addition to YOK Carnet (University Monitoring and Evaluation Criteria) Performance Indicators, YOKAK Performance Indicators, TUBİTAK Entrepreneurial and Innovative Performance Indicators, Strategic Plan Performance Indicators and Research university Candidacy Performance Indicators, and tries to take the necessary actions in the fields that need to be improved instantly with an agile management approach within the framework of budget opportunities.

In addition to the Quality Assurance Policy determined in 2016, our university has been implementing the PDCA cycle in all our academic and administrative units since 2018, and has operated the PDCA cycle more actively in 2019, 2020 and 2021. In this process, the strategic plans, performance indicators and aspects that are open to improvement prepared by all units in accordance with the strategic plan of our university are monitored annually. At the end of the year, all our units send their reports to the quality unit of our university and also publish them on their own websites. Our Quality Assurance Commission plans and implements the necessary measures and improvements to be taken in line with these reports and carries out the necessary improvements. In this way, a cycle is tried to be applied within the scope of our university's purgatory cycles and this cycle is regularly closed every year. In 2019, the UMIS-UYBS Self-Evaluation Program System was established on the website of our university and program evaluations were requested from all units that were students until May 2020. In our university, self-Evaluation reports are prepared for the previous year. In this context, 292 of 378 associate degree, undergraduate and graduate programs prepared the 2019 Program Self-Evaluation Report in 2020. If this statistics is taken into consideration in 2021, it will be seen that 335of our 378 programs prepared a program self-Evaluation report for 2020.

We have programs that are still preparing self-Evaluation reports for 2021 in 2022, and on average 300 programs are expected to prepare self-Evaluation reports. This important information and data are the most valuable indicator that the corporate governance and quality assurance policies implemented in our university are spread throughout the institution and tried to be internalized in some way, and it is the most basic evidence that encouraging studies are carried out about program accreditation throughout our institution. In the light of this information, the institution was accepted to the Corporate Accreditation Evaluation in 2021 by taking into account the 2020 KIDR and is still in the evaluation stage.

## THE MISSION, VISION, QUALITY AND SECURITY POLICY OF THE INSTITUTION, ITS GOALS WITH VALUE

The Mission, Vision and Basic Values of our university are as follows:

**Our mission:** Raising pioneering and entrepreneurial individuals in the field; producing R&D-oriented, practical, multidisciplinary and project-based researches; developing sustainable relationships with stakeholders; **"Being a quality-oriented and innovative university"**

**Our Vision:** With its libertarian, innovative and entrepreneurial aspect, Aiming at quality-oriented development and research-based **"being a strong university in the international arena"**

Our Essential Values: Canakkale Onsekiz Mart University is on the way to becoming a university with high values with all the gains it has gained since its foundation in the valuable geography it is located in.
**These Values:**
Justice and Merit
Belonging
Environmental Sensitivity
Democratic Participation
Freedom of Thought and Expression
Ethical Behavior
Respect for Universal Values
Respect for Differences
Entrepreneurship, Innovation and Creativity
Accountability
Collaboration, Solidarity and Sharing
Quality Culture
Urban Integration
Transparency
Ownership of History and Geography
Efficiency
Lifelong Learning

Our university has set its main goal to continue its development based on quality awareness. In this context, our aim is to make Canakkale Onsekiz Mart University the "best university of the region in terms of entrepreneurship and innovation".

## COMU 2021-2025 Strategic Objectives

**A 1.** Developing R & D and Innovation Activities
**A 2.** Improving the Quality of Education and Training Activities
**A 3.** Developing Services for the Benefit of Society and the Environment
**A 4.** Improving Institutional Recognition and Strengthening Institutionalism

## COMU 2021-2025 Strategic Goals

**H1. 1.** Increasing the capacity to conduct academic skills, qualifications and effective research
**H1. 2.** Developing the infrastructure and facilities related to research and innovation
**H1. 3.** Increasing scientific and innovative outputs that create added value
**H2. 1.** Improving the quality of education and training activities
**H2. 2.** Improving the quality of education and training activities
**H2. 3.** Continuously improving the quality of Distance Education activities
**H2. 3.** Developing the educational and instructive qualifications of the instructors
**H2. 4.** Improving students' desire, capacity and satisfaction in learning
**H3. 1.** Improving the quantity and quality of community-oriented services
**H3. 2.** Developing sustainable projects and practices for the benefit of the environment
**H4. 1.** Increasing corporate visibility
**H4. 2.** Increasing accessibility to scientific outputs
**H4. 3.** Protecting and developing the corporate culture and ensuring its continuity
**H4. 4.** Improving internal satisfaction, communication and cooperation

Our university has determined its priority areas in multi-participation meetings and quality commission meetings during the stage of strategic plan preparation by benefiting from TUBITAK Competency map. In this context, the institution considers the areas that are in the field of high volume and high quality (Aquaculture, Food Sciences, Chemistry, Environmental Sciences, Space Sciences-Astro Physics, Agriculture, Education, Health, Genetics and Earth Sciences) and the important values of the region such as History, Tourism, Archaeology, Agriculture and Digital Technologies (Computer, Electronics, etc.) as strong areas and tries to encourage these areas more. These areas are also specified in the 2020 report. In addition, our priority areas are shared with the public at the address of quality.comu.edu.tr ( https://kalite.comu.edu.tr/comu-yetkinlik-haritasi-ve-oncelikli-alanlarda-faa-r74. html ).

Canakkale Onsekiz Mart University strategic plan, quality assurance policy and strategic plans are shared with the public on our website. The annual results of our quality studies are also shared with the public. The maturity level of the mission, vision, strategic goals and objectives of Canakkale Onsekiz Mart university, applications covering all units and areas in line with strategic goals and objectives within the scope of the strategic plan are systematically monitored in accordance with the internal quality assurance system of the institution and taken measures by evaluating together with the relevant stakeholders. Our esteemed Rector appointed in April 2019, Prof. Dr. Sedat MURAT, has set two new and important goals for our university. The first of these is to become a «Research university Candidate». The second is to accelerate program accreditation studies in all areas on the one hand and to take «Corporate Accreditation». In line with these two important goals, our Strategic Plan has been revised to cover the years 2021-2025. In this context, the 2021-2025 Strategic Plan of our university has been updated with transparent and multi-participating meetings where all internal and external stakeholders of the bidder are ensured to participate.

## COMU Quality Assurance Policy

Our university aims to become the best university in the region with a quality-oriented, entrepreneurial and innovative university approach and to become a strong scientific institution in its country and in the world.

In line with this goal, it has adopted the principle of increasing the capacity of human resources to conduct academic skills, qualifications and effective research, increasing the level of satisfaction in education levels, developing internationalization studies by increasing bilateral cooperation agreements between international students who prefer our university and our university and foreign universities, supporting studies for R&D studies in research activities in priority and interdisciplinary research areas, increasing our university in national and international academic evaluations, supporting activities for institutional accreditation studies, developing institutional culture, strengthening relations with our stakeholders and increasing the quality of the services offered by our university to the society.

## A. LEADERSHIP, MANAGEMENT AND QUALITY

### 1. Leadership and Quality

Quality Assurance processes of our university are managed by aiming full participation on a voluntary basis within the scope of budget possibilities in accordance with the Higher Education Quality Assurance and Quality Board Regulation and COMU Quality Assurance Directive. All units in our university are affiliated with the Quality Assurance Commission and the Quality Assurance Office within the scope of the preparation of ISO standards and quality assurance documents. Our Quality Assurance Office makes use of integrated information systems and uses Quality Unit Survey Management, Corporate Performance Management and Quality Modules and AVESIS. In addition, our Rectorate's Quality Assurance Commission monitors and evaluates our performance data through the YOK, YOKAK, TUBITAK, UN Sustainable Development Goals performance indicators once a year and the COMU, Strategic Plan Performance Indicators and the UBYS Performance Evaluation System every 6 months. All our performance data of our university are shared publicly with a transparent management approach. In the light of the data monitored and evaluated, the necessary improvements are made within the framework of the PDCA Cycle. Due to the Covid-19 Pandemic, complete closure and the fact that COMU Hospital is the only pandemic hospital in the city center, our Rectorate started to take faster measures and make improvements in 2021 with the introduction of face-to-face training for the improvements that we could not reflect in some areas in the 2020 Internal Evaluation Report of our university. In simple terms, the Quality Assurance System General PDCA Cycle of our university is operated as follows.

**Planning:** (COMU 2021-2025 Strategic Plan, Unit and Program Strategic Plans, Performance Indicators, Quality Assurance Practices Calendar)

**Practice:** (Quality Assurance, Education, Research and Development, Social Contribution, Conducting Management System Activities) Control (within the scope of Higher Education Quality Assurance and Higher Education Quality Board Regulation and COMU Quality Assurance Directive,

**Checking:**
**Internal Evaluation Reports:** Program Self-Evaluation Reports, Unit Internal Evaluation Report, Strategic Plan Performance Indicators Monitoring Report (every 6 months), Strategic Plan Survey, Implementation of Internal Stakeholder and External Stakeholder Surveys, COMU (every 6 months), COMU Corporate Internal Evaluation Report, UBYS Performance Evaluation Module, UN Sustainable Development Goals Outputs, Quality Internal Auditor Report as of 2022.
**External Evaluation:** It is planned to collect performance indicators such as Prime Ministry Strategy

and Budget Department, Court of Accounts, Council of Higher Education, YOKAK, TUBITAK, ISO Standards, Accredited Accreditation Agencies to YOKAK, and THE (Higher Education) since 2022.

**Measures-Improvement:** PER Evaluation Reports, KIDR Evaluation Reports, Guidelines, Rectorate UBYS Measures and Improvement Instructions, RİMER, *Improvement Report, Quality Assurance Commission Management Review Meeting, Corrective-Preventive Activities as of 2022, New Directive Requirement Ensuring that Sustainable Improvement Practices are carried out by budget allocation with the decision of the Senate.*

Our Quality Assurance Policy, Quality Assurance, Management System, Education, Training, Research and Development and Social Contribution PDCA Cycles, Values, Mission, Vision, Strategic Purpose, Strategic Objective and Strategic Performance Indicators and Strategic Plan mentioned above have been prepared with the participation of all our willing internal and external stakeholders and are publicly shared on all relevant websites (kalite.comu.edu.tr). The annual results of our quality studies are also shared with the public through this site. All kinds of guidelines required for our units have been prepared by the Quality Assurance Commission and Quality Assurance Office and shared for 2021-2022 together with the quality assurance practices calendar. The Senate of our university has updated the Quality Assurance Directive in accordance with its decision numbered 6 taken at its meeting dated 03.11.2021 and numbered 21. Our new Quality Assurance Directive issued by our Senate by passing through the Legislative Commission of our university is also in accordance with the Regulation of the Higher Education Quality Assurance and Higher Education Quality Board published in the Official Gazette dated 11 November 2021 and numbered 31656 and has been shown as an example of good practice in Corporate Accreditation Assessment.

An internal quality assurance system has been established in COMU and with this system, processes are constantly improved by reviewing. The authority, duties and responsibilities of the Quality Commission are clearly defined and continuous improvement studies, training, seminar, conference, information meetings, surveys, graduate and internal-external stakeholder meetings are carried out actively with a high motivation to disseminate the quality culture in the institution. There are also various sample applications such as posters, brochures, etc. The quality assurance office has been established to carry out all kinds of field work of the quality commission. In addition, there are unit and program quality commissions created to support the quality assurance commission. In addition, various quality-oriented commissions and coordinatorships have been established. Organizational structures carry out studies systematically within the scope of holistic quality management in the institution in line with their powers, duties and responsibilities; the findings obtained from the applications are monitored and the follow-up results are evaluated and minor and major improvements are made in the short, medium and long term within the possibilities and budget.

As can be understood, there are many boards, commissions and coordinatorships to contribute to the management of the institution. The implementation principles of the quality assurance commission are available and the organizational structure, work distribution, member distribution, representation of the units separately, Advisory Board, Quality Representatives at Unit and Department level, Internal and External Stakeholder Boards of other sub-commissions have been determined. The institution has an institutional culture and leadership understanding that supports the quality assurance culture and covers all units and processes; improvements are made according to the results obtained from academic, administrative personnel and student satisfaction surveys from the activities carried out within this scope. In this context, control and precautionary mechanisms have been regulated in the PDCA cycle of our university.

With RİMER (Rectorate Communication Center), an open door policy has been followed for all our internal and external stakeholders and a transparent and solution-oriented management policy that can be accessed online 24/7 even during the pandemic. All these applications are not carried out

within the scope of holistic quality management in the institution and the results of these applications are monitored by satisfaction surveys. In summary, the working style and operation of the Quality Assurance Commission and Quality Assurance Office of our university are monitored by surveys and related improvements are made. All processes of the Quality Assurance Commission of our defined university are known by the personnel of the institution. Our Commission takes an active role in the continuous improvement of the internal quality assurance system and actively supports the program accreditation processes. In this context, the relevant academic and administrative units are shared among the commission members. The Commission measures and evaluates the results of the activities carried out with a questionnaire and this affects the decision-making mechanisms. As of the PDCA cycles, the processes, processes and mechanisms that will be activated on the basis of the calendar year are planned and flow charts are determined. Responsibilities and authorities are defined in the job descriptions and workflow diagrams and in the internal control standards action plan. On the basis of the calendar year, it is stated how the given process and mechanisms cover the layers such as senior management, faculties, faculty members, administrative staff, students. All guidelines related to the management of Quality Assurance processes of our university are shared with all our personnel.

Our university has mission, vision, core values, strategic goals, objectives, quality assurance policies, PDCA cycles, Procedures and Instructions prepared within the scope of ISO, UN Sustainable Development Goals monitoring data, strategic plan monitoring reports, performance programs and activity reports. Institution performance is also monitored and analyzed and reported with performance indicators called COMU with Numbers specially developed for the institution other than YOK, YOKAK, TUBİTAK performance indicators, activity reports, PER and KIDR reports. In addition, "quality assurance and internal control" tab has been created on the web pages of all academic and administrative units of our university. All our academic and administrative units share their up-to-date information, documents and reports within the scope of quality publicly on this tab in accordance with the understanding of transparent management.

All units in our university are affiliated with the Quality Assurance Commission and the Quality Assurance Office within the scope of the preparation of ISO standards and quality assurance documents. Our Quality Assurance Office makes use of integrated information systems and uses Quality Unit Survey Management, Corporate Performance Management and Quality Modules and AVESIS. All our academic units have created their strategic plans and performance indicators in accordance with the 2021-2025 Strategic Plan of our university and updated them over the years. All our academic units have prepared a 2020 Unit Internal Evaluation Report (KIDR). In addition, all our unit administrations have prepared a KIDR Evaluation Report as a unit improvement measure. There are 378 programs (associate degree, undergraduate, postgraduate) in our university that give graduates enrolled in YOKAK UMİS-UYBS Program Evaluation Module. The number of Self-Evaluation Reports prepared throughout our university is 335. (89%). For 2021 reports, this number is also close to 300. Since updates are made in the upper and lower commissions, the process is started a little late in this year, so the net figure is not yet given. In addition, it prepares an PER Evaluation Report as a program improvement measure for each Program Self-Evaluation Report prepared by all our academic unit quality commissions and shares them with the quality assurance commission together with the unit manager summaries and annexes. Our programs, which seem passive, newly established and not graduating, generally do not prepare an PER report because they do not have sufficient data.

Student Satisfaction, Academic Personnel Satisfaction, Administrative Personnel Satisfaction, Course Evaluation, Strategic Plan Evaluation, Quality Culture and Quality Leadership surveys are applied in our university and the necessary improvements are carried out in the light of the information obtained from these reports by analyzing and reporting the results of the survey and both our reports and our improvements are shared publicly. Internal quality assurance system mechanisms are monitored and improved together with the willing internal stakeholders.

The surveys conducted for our internal and external stakeholders are reported and interpreted through the Quality Assurance Office and the measurement and evaluation advisory board. Improvement suggestions are taken into consideration by the senior management in the meetings of the Quality Assurance Commission within the scope of the PDCA cycle within the budget and existing opportunities. In this regard, our surveys and reports carried out over the years are also presented to your information in the attached evidence link. In this context, it can be said that the senior management style is in harmony with the targeted corporate identity. Organizational chart and attachment/reporting relationships; job descriptions, workflow processes exist and reflect the reality; they are also published on the web pages of the relevant units and the operation is made known by the stakeholders.

The Quality Assurance Commission held many meetings, trainings and events on a regular basis every year in units and programs, and distributed posters and brochures on PSMS and in printed form in order to draw attention to quality processes. Quality Assurance Commission and Quality Assurance Office organized online trainings, conferences and workshops on Microsoft Teams, Zoom and Youtube, shared online guidelines and held many face-to-face training and information meetings despite the pandemic.

Workshops were organized by our university on quality assurance and good practice examples together with the Trakya Universities Association and the Step Universities Association, where Prof. Dr. Muzaffer ELMAS, the President of the YOKAK of the period, attended for two consecutive days. As a result of the workshop we organized within the scope of the Trakya university Association, the booklet we prepared was published and our studies were an example to different Universities. Our university's Quality Assurance Office regularly provides training and consultancy to universities that are members of Ankara Yıldırım Beyazıt university, Yalova university and Thrace Universities Association. The images, minutes and news of the online meeting are available as evidence on our quality web page.

For many years, comprehensive and high participation orientation programs have been applied to all our students who have just started our university. There are more than 20 thousand members throughout the graduate information system affiliated to the Student Life, Career and Graduate Relations Coordinator, and this system will be updated with a better system. For this reason, although there is an increase in the process, there may be a loss in the number of members due to software changes. For these, taking precautions from our IT Department was requested by our Student Life Career and Graduate Relations Coordinator at the relevant commission meetings. The number of followers of our university's social media accounts has exceeded 30 thousand. Department of Information Processing ISO 27001: 2013 Information Security Management System and ISO 9001: It has 2015 Quality Management System certification. Our university in Turkey SO 27001: 2013 Information Security Management System is one of the first higher education institutions to receive the quality certificate and has been the subject of the main news in the national press as the second university that implements distance education best (See: Quality Assurance Report in Distance Education). Necessary works have been initiated for ISO 9001: 2015 Quality Management System Certification for our entire administrative organization. The necessary works are being carried out for ISO 50001: 2018 Energy Management System Certification throughout our university by the Department of Construction Works. Within the scope of increasing the quality of health services offered to the community, necessary studies have been initiated within the scope of ISO 9001: 2015 Quality Management System, ISO 13485: 2016 Medical Quality Management System, ISO 17025: 2017 Laboratory Management System certification for COMU Hospital, which is a pandemic hospital with 90 and 14 quality scores out of 100 in Health Quality Standards of the Ministry of Health, and our hospital aims to accredit the Ministry of Health. ISO 9001 for Oral and Dental Health Application and Research Center Hospital, which became active in our university in 2021: Necessary works are carried out within the scope of 2015 Quality Management System Certification. For all of these investments, the process agreed with the contractor company has been initiated and ISO transition documents have been prepared by the Quality Assurance Office. All ISO studies are coordinated through the Quality Assurance Office.

There is no management model and organizational structure that is compatible with the mission of the

institution and that will ensure the realization of its strategic goals. In this context, PDCA cycles, ISO Procedures and Instructions, Quality Handbook, job descriptions of all our academic and administrative personnel, work flow charts, rectorate communication and complaint notification procedures and (UBYS-RİMERrektorluk @ comu. edu. tr) channels have been created. In addition, all administrative and academic units in our university have created public service standards tables and internal control action plans. The findings obtained from the applications related to the management model and administrative structure covering all units and areas in the institution are systematically monitored, the opinions of the stakeholders are taken and the follow-up results are evaluated together with the stakeholders and measures are taken and updates are made in line with the needs/demands. The institution's policy and strategic objectives related to management and administrative areas are included in its strategic plan (http://kalite.comu.edu.tr/). Applications of these policies are available in all areas and the status of all administrative units can be observed from the performance program reports, administrative activity reports, strategic plan monitoring reports and strategic plan surveys of the last 10 years on our website.

COMU Science and Technology Application and Research Center, Faculty of Engineering, Department of Map Engineering I. and II. Faculty of Education, Faculty of Engineering Department of Environmental Engineering (English), Faculty of Medicine are our accredited units and programs. In these previously accredited programs, English Language Teaching in the Faculty of Education and Coaching Education in the Faculty of Sports Sciences were added to our undergraduate programs. In addition, undergraduate programs of Japanese Language Teaching, Faculty of Education Geography Teaching, Faculty of Education Department of Primary Education Preschool Teaching, Faculty of Education Department of Primary Education Classroom Education Teaching, Mathematics Teaching, Chemistry Teaching, Science Teaching and our Theology Faculty also applied for program accreditation. Our departments such as Biga Faculty of Economics and Administrative Sciences Department of Business Administration, Faculty of Tourism Department of Tourism Management, Faculty of Engineering Department of Food Engineering, Faculty of Engineering Department of Computer Engineering, Faculty of Agriculture Department of Agricultural Machinery and Technologies, Faculty of Science and Literature Department of Molecular Biology and Genetics (English) will also apply for program accreditation in the near future. More than 100 academic and administrative staff in our academic units, which perform in quality assurance processes and are successful in program accreditation, have been rewarded with certificates of appreciation.

The management of our university is aware of the need for institutional development and transformation. For this reason, our 2018-2022 Strategic Plan has been completely revised as the 2021-2025 Strategic Plan. Subsequently, all our academic units and programs revised their strategic plans and performance indicators. This is one of the main indicators that the process of managing change is reflected throughout the organization. In addition, corporate culture trainings will start to be organized from 2022 in order to realize the institutional transformation. Academic education development programs including trainer's education, statistics, scientific research and project writing trainings will be tried to be sustained by COBİLTUM as in 2021 and more than 4 thousand academics, administrators and students benefit from this free program. The Rector and process leaders' awareness of quality assurance, ownership and leadership in the establishment of the internal quality assurance system are also highly developed. Feedback, monitoring, internalization opportunities and the contribution of senior management to them are constantly evaluated. It has been observed by our quality assurance commission that the practices carried out in line with the strategic goals and objectives are monitored and measures are taken by evaluating them together with the stakeholders, and in this sense, the PDCA cycle is closed many times and there are internalized, systematic and sustainable practices. These processes were also confirmed during the follow-up visit in December 2020. There are effective leadership practices that are spread throughout the organization and support the development of the quality assurance system and culture, and the contribution of these practices to the development of the quality assurance system and culture is monitored and improvements are tried to be made in the process. The most basic evidence is also

available in our 2021 improvement report. Because our university has been an institution with a Strategic Plan culture for years. The strategic plan of our university has been prepared with the opinion of the stakeholders. Performance indicators of our 2021-2025 Strategic Plan are regularly monitored with strategic plan monitoring and evaluation reports and strategic plan surveys and the necessary improvements are tried to be realized within the budget. The most important improvement example within the scope of the monitored reports and improvement recommendations will be the revision of the new strategic plan at the end of the second year, which cannot give what is expected in terms of performance indicators, and the improvement of the strategic plan monitoring and evaluation reports by the Strategy Development Department.

According to the results and report of the Quality Culture and Leadership Survey in Higher Education, the satisfaction rate of our university's academic and administrative staff for the operation of quality assurance processes is 89%, and the satisfaction rate of the employees from the leadership shown by the Rectorate in the process is 87%. In addition, according to the information we received from our Legal Consultancy, the investigation rate opened throughout our university has decreased by approximately 30% compared to the previous year. This is the result of a transparent and participatory management approach and efforts to internalize the quality culture. Because only within the scope of increasing the quality awareness by spreading the quality culture, the quality assurance office organized 130 units and program quality information and training meetings; this number does not include the joint meetings held with the quality commission and the meetings organized in our units and programs. In addition, there is a quality assurance and internal control tab on the web page of all our administrative and academic units, including research centers, and each unit shares its quality documents and reports publicly and internal control and quality assurance processes are carried out in an integrated manner in our university.

The "Information and Communication Security Guide" prepared within the scope of the Presidential Circular dated 06.07.2019 and numbered 2019/12 was approved on 24.07.2020 and the Information and Communication Security measures to be followed by the public institutions were published. In the field of Communication and Information Security, within the scope of complying with these security measures published by the Rectorate of our university, Turkey has signed a cooperation protocol with Turkcell for YaaniMail infrastructure and YaaniMail Email service, which is developed by Turkcell Data Center engineers with the principle that Turkey's data should remain in Turkey, and provides quality and safe service. The Corporate Risk Management Directive and Internal Control Directive of our university are also being revised and the relevant commission has been established and the process has come to completion.

As explained above, the institution has established internal quality assurance mechanisms and has continued its efforts to internalize the quality assurance culture. In this context, the management model and administrative structure, control and balance elements in the institution; the polyphony of the relevant commissions and boards and the ability to act independently by taking the initiative, the quality commission of the stakeholders and quality sub-commissions, the quality assurance commission has verbal or written suggestions to the top management of the rectorate, the senate, the board of directors and the relevant commissions. Because the most important members of the quality assurance commission, which affects the decision-making mechanisms the most, are the Rector, the Vice Rector responsible for quality, the Secretary General, the Head of the Strategy Development Department and the Quality Assurance Office. In this context, it is of great importance that all our internal and external stakeholders are represented. For this reason, nearly 160 internal and external stakeholder meetings, including those held only with the rectorship organization in 2021, and more than 35 alumni meetings were held. The mechanisms of participation of internal and external stakeholders of our university in decision-making, governance and improvement processes have been planned and regularly implemented and some examples have been uploaded as evidence. Many units and departments of our university have held internal stakeholders, external stakeholders and alumni meetings. In addition, in order to increase student participation in quality processes in higher education, student representatives and quality ambassadors were added to the quality assurance commissions of our academic units, and the Quality and Accreditation Student Community was also established in 2021 and joint activities were held with YOKAK.

In 2020 and 2021, meetings were held with Governorship, District Governors, Mayors, Student Community Presidents, Research Center Managers, Business World, Department Heads, Magazine Editors, Quality Management and one-year evaluation of our university. The links of these meetings can be accessed from the website of our university as well as from our quality assurance website. The Senate and Board of Directors Decisions of our university are published on our website. In addition, there is an advertisement information system, quality module, performance and legislation information system through UBYS and the information needed can be accessed through these channels. The improvement studies in the quality reports received annually are examined and reported to the senior management.

Public information and accountability mechanisms of the institution are monitored and improved in line with stakeholder opinions. There are ISO procedures and instructions for these. Our university has a transparent, accountable and agile management approach. Our Rectorate shares all kinds of corporate performance indicators and reports publicly at the address of kalite.comu. edu.tr. At the same time, all our academic and administrative units publicly share unit performance indicators and reports from the unit web page quality assurance tabs. Findings related to public information activities in our university are monitored, stakeholder opinions are taken and measures are taken by evaluating the follow-up results with the stakeholders. The main page of our university, Press Public Relations Unit, COMU Newspaper, COMU News, COMU TV and COMU Radio (Campus FM), COMU announcement information system are informed to the public via the social media accounts of the university and recycling is taken with these sources. Throughout our university, informing the public through our relevant unit management and/or Rectorate has been adopted as a principle, which channels are designed to be used, declared accessible and all information steps are taken systematically. The corporate web page provides accurate, up-to-date, relevant and easily accessible information; the necessary mechanism is in place to ensure this. Survey findings can be seen that the concepts of corporate autonomy and accountability complement each other. Inward and outward accountability methods are designed in accordance with the principle of transparency with an open and participatory management approach. Strategic plan, self-Evaluation and KIDR reports, activity reports and performance indicators are shared publicly in all our units and necessary improvements are made.

Evidence that the performance indicators of the institution such as YOK, YOKAK, TUBİTAK etc. have been monitored, stakeholder opinions have been taken, KIDR and improvement report have been prepared have been shared publicly on our website Quality.com.edu.tr. In summary, public information has been adopted in principle, which channels are designed to be used, and the relevant procedures have been declared accessible. The corporate web page provides accurate, up-to-date, relevant and easily accessible information; the necessary mechanism is in place to ensure this. External stakeholders in the region of the institution, local governments, other universities, public institutions, non-governmental organizations, industry and local people are evaluated at stakeholder meetings. The institution operates public information and accountability mechanisms in line with its defined processes. Public information and accountability mechanisms of the institution are monitored and improved in line with stakeholder opinions. The most basic evidence of this is that the Corporate Communication Coordinator will be established within the scope of improvement in 2022.

In addition to all these, our rectorship tries to strengthen its institutionality by integrating quality assurance and internal control processes, corporate risk management processes, occupational health and safety processes, KVKK and MYK processes into quality processes and make a good example in our country in this regard. In summary, the management model and organizational structure of the institution operate to encompass the whole of the units and areas.

Our practices regarding the management and organizational structure of the institution are monitored within the scope of our PukO cycle and are tried to be improved in the process when necessary. This situation can also be reinforced by the evidence presented in the report and that can be seen during the site visit.

Senior management and related process leaders in the organization are highly motivated to create a culture of quality assurance system. The need for change in the institution has been identified and it is tried to be actively managed. All processes are monitored with various performance indicators and improvements through analysis reports, improvement reports, internal audit reports and the necessity of unrealized improvements are also mentioned. All processes are tried to be managed in coordination and within the budget with a transparent, participatory and agile leadership approach. In addition to their strategies in line with the values and objectives of the institution, leaders ensure that the lower-level employees take initiative with the transfer and sharing of authority, and strive to manage relationships, time, corporate motivation and stress effectively, and in this context, they establish a strong communication with unions. An effective communication network has been established between academic and administrative units and management. The internalization of leadership processes and quality assurance culture is constantly evaluated. In this context, surveys are carried out regularly. Realized applications are evaluated every 6 months with reports and performance indicators and improvement reports are prepared annually with internal audit. As a result, the entire internal quality assurance mechanism is spread throughout the institution, monitored and constantly tried to be improved within the scope of the purgatory cycle.

## Management model and administrative structure

**Maturity Level:** Applications related to the management and organizational structure of the institution are monitored and improved.

### Evidence
* Yönetim Modeli Ve İdari Yapı Kanıtları.doc

### Leadership

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

### Evidence
* Liderlik Ve Kalite GUvencesi Kültürü Kanıtları.doc
* Liderlikle İlgili Kanıtlar.doc

### Capacity for turnaround

**Maturity Level:** Change management practices carried out in line with the goals, missions and goals are monitored and measures are taken.

### Evidence
* kurum kültürü.pdf
* değişim kanıtları.doc

### Internal quality assurance mechanisms

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

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CERTIFIED INTERPRETER
Şefik TURAN
YEMİNLİ TERCÜMAN

17/86

**Evidence**

- İC Kalite Güvencesi Kanıtları.doc

**Public information and accountability**

**Maturity Level:** Public information and accountability mechanisms of the institution are monitored and improved in line with stakeholder opinions.

*Evidence*
- Kamuoyunu Bilgilendirme Ve Hesap Verebilirlik Kanıtları.doc

## 2. Mission and Strategic Objectives

Our university's strategic plan, performance indicators, priority areas, mission, vision, strategic goals and objectives, Quality Assurance, Management System, Internationalization, Education-Training, Distance Education, Research-Development and Social Contribution quality assurance policies, annual and five-year cycles and process calendars of the PSEQ under the same headings, organizational chart of the whole institution, job descriptions, work flow charts, ISO 9001:2015 procedures and instructions of the entire administrative organization have been determined and they are updated and improved annually and shared publicly on our website. In addition, strategic plan monitoring reports and surveys with a transparent, participatory and agile management approach, data and analysis reports of our internal control and quality studies, internal and external stakeholder surveys analysis reports, internal audit reports and the results of improvement reports and evidences are also shared on our website in an annual public manner.

In addition, all of our academic units and programs have created their own strategic plans and strategic plan performance indicators and analyze them annually with self-Evaluation reports, PER Evaluation Reports, Unit Internal Evaluation Reports (KIDR) and Unit Internal Evaluation (KIDR) Control Reports and recommend the necessary improvements to the quality assurance office in these reports. The quality assurance office also analyzes these reports and presents general and special needs in quality assurance commission meetings and internal audit report. Our quality assurance commission reports the necessary changes to the senior management of the institution in both verbal and written form, taking into account the results of the survey analysis reports and stakeholder opinions, taking into account the priority areas, urgency and importance order within the budget and facilities. Thus, the maturity level of the mission, vision, strategic goals and objectives of Canakkale Onsekiz Mart university, and the practices covering all units and areas in line with strategic goals and objectives within the scope of the strategic plan are systematically monitored in accordance with the internal quality assurance system of the institution and evaluated together with the relevant stakeholders and measures are taken. Since 2018, the PDCA cycle has been applied in all our units. In this process, all units monitor their strategic plans, performance indicators and aspects that are open to improvement in accordance with the strategic plan of our university annually and make the necessary improvements. Our Quality Assurance Commission plans and implements the measures to be taken and the improvements to be made in line with the reports from the units. In this way, the PDCA cycle or cycle is regularly closed every year.

Our university prepared 292 program self-Evaluation reports (associate degree, undergraduate and postgraduate program) in 2020 for 2019 in total. In this context, 86 out of 101 associate degree programs defined for UMISUYBS completed the self-Evaluation reports with 85% occupancy success rate, 75 out of 97 undergraduate programs with 77% occupancy success rate, 97 out of 133 graduate programs with 73%

occupancy success rate, and 34 out of 47 doctoral programs with 72% occupancy success rate in a statistically significant manner. For 2020, this figure will be 335 in 2021 and 300 on average in 2021. All of these reports were uploaded to UMISUYBS and shared on unit websites. We have policies for education and training (including distance education), research and development, social contribution and management system and it has the features listed for quality assurance policy. The effects of these policy statements reflected in the practices can also be seen.

How the performance indicators are associated is defined above, and also the performance indicators are measured under the name of UBYS Performance Appraisal System, Strategic Plan Monitoring Performance Indicators and Numbers COMU. According to the results obtained from here, improvements are made over the years. In the general evaluation made in 2017, it was determined that both the senior management of the university and the boards related to the quality management process were determined to place a quality assurance system in the university in line with the mission, vision and strategic objectives determined, and it was observed that this determination continued with an increasing motivation in the YOKAK monitoring carried out in December 2020. In parallel with this determination, it is understood that we continue our work by ensuring stakeholder participation at all levels in line with the goal of becoming a research university candidate. In addition, during the follow-up visit, it was understood that our quality assurance system was fully established, the quality policy of the Institution was announced and the mission, vision, strategic goals and objectives of COMU were defined in two Strategic Plans covering the years 2018-2022 and 2021-2025, in addition, all units adopted strategic plan targets and followed their own performances in this direction. In the accreditation evaluation carried out in 2021, according to the draft accreditation report, our institution score is approximately 600.

It has also been observed that quality assurance practices throughout the institution are tried to be internalized and turned into more systematic practices in stages in the process, in accordance with the internal quality assurance system of the institution, and in this context, the stakeholder participation needed for these processes is ensured, and in this context, the ties between the business world and our university are tried to be strengthened with various consultancy, training, project, publication and protocols.

It was understood that the PDCA cycle in the Faculty of Medicine was closed annually, thus, accreditation was obtained, and significant improvements were made in relation to distance education, and the aspects of the Faculty of Medicine, which was pointed out in the corporate external evaluation made in 2017, as being a stage 3 health institution, were improved. It has been determined in the follow-up visit that the implementation and implementation performance of the unit strategic plans prepared in accordance with the strategic plan of our university are regularly monitored using the necessary performance indicators. In this context, it has been observed that significant distances have been taken in terms of the widespread internalization of quality consciousness by all units, and various reward and honoring mechanisms have been operated in the direction of the internalization of quality consciousness by all units. New directive studies are also in progress in this regard, and certificates of appreciation are presented by our rectorate or the relevant unit management to the academic and administrative personnel in the units that perform especially in quality assurance processes.

In summary, our university's Quality Assurance Policy, related processes, mission, vision statements, strategic plan, strategic goal and strategic performance indicators are defined and known by academic and administrative personnel and shared visibly within the institution. In the process, more than 130 online and face-to-face training, conferences, panels and information meetings are held, and quality assurance policy, awareness-raising posters and brochures are posted in visible places throughout the institution, and informative video broadcasts are carried out in some canteens. In addition to these, there are student representatives and quality ambassadors in all our subcommissions, and the Quality and Accreditation

Student Community and Student Council also carry out studies. While determining these practices, the ideas and suggestions that emerged in face-to-face meetings held with the participation of supporter internal and external stakeholders were also utilized.

In order to create a special and sustainable future for our university, these implementation plans are regularly measured within the implementation processes and the necessary improvements are made by the senior management of the institution. In this sense, it is proven by the strategic plan studies carried out many times with the participation of stakeholders that our university has a Strategic Plan culture and tradition. In addition, short/medium/long term goals, goals, sub-goals, actions and their timing, prioritization, responsibilities, covering the current period are planned. While preparing the current strategic plan, the evaluation of the previous one was made with the participation of all willing internal and external stakeholders, and accordingly, new performance indicators were determined and annual realization was followed up, discussed in the relevant boards and necessary measures were taken. This situation can also be monitored from the 2020 and 2021 Performance Programs and Administration Activity Report.

As a result, in this context, our university's quality assurance policies in higher education are widely implemented and monitored throughout the institution through our Rectorate's Quality Assurance Commission and Quality Assurance Office, and it is tried to be continuously improved according to the annual and five-year PukO cycle and order of importance within the budget and opportunities. All applications carried out in line with the strategic goals and objectives of our university are monitored, evaluated and reported, and measures are tried to be taken by evaluating them together in internal and external stakeholder meetings other than senior management. In this sense, it has been seen by our quality assurance commission that the PDCA cycle has been closed many times since 2018 and that there are internalized, systematic and sustainable practices by the relevant units. However, in the 2021 CAP evaluation, it was emphasized that their presence should be more and important suggestions were made to the institution. The senior management of the institution is also considering to analyze and realize the necessary improvements after the final CONTAINER report is announced.

As can be seen from the above-mentioned and evidence, the procedures and instructions related to the institution's mission, vision, strategic goals and objectives, quality assurance policies and pukO cycles are defined. These have been determined with the participation of stakeholders and are known by the employees of the institution and shared publicly. The relevant objectives and policies are specific to the institution, are updated annually to provide more guidance in order to create a long-term sustainable future by internalizing the quality assurance processes of the institution in a more qualified way, and the updates for 2021-2022 will be realized after the final CONTAINER report reaches the institution. Apart from these, the legal period is expected to be completed within the scope of the necessary revision since the revision cannot be made legally before the expiry of 2 years in the 2021-2025 strategic plan. Strategic plan and institution quality assurance policy are known and shared by the employees of the institution. The policy document is simple and realistic. It outlines the sustainable quality assurance system. The way in which quality assurance is managed, its structure, its basic mechanisms, access to central fiction and units are clearly defined in the quality assurance directive and in the PDCA cycles. The concrete results of these policy statements and their effects on the practices are monitored by institution-specific performance indicators and tried to be improved by the senior management. The quality assurance commission and the quality assurance office operate as a suggestion mechanism in the context of the realization of institutional improvements, and it is expected that the quality assurance commission will have more impact on the management mechanisms in order to realize the improvements in a short time. Because there are practices that are compatible with mission, vision and policies throughout the institution. The practices carried out in line with the mission, vision and policies are monitored and tried to be improved in order of importance within the scope of the existing opportunities and budget. A strategic plan has been prepared in the institution for years and revised after the legal period has expired when necessary, and a strategic plan culture and tradition has been formed. The strategic plan is monitored every 6 months and annual

realization is followed and reported and discussed in the relevant boards and necessary measures are taken.

The institution has a holistic strategic plan known by its stakeholders and practices compatible with this plan, and many evidences have been uploaded that the strategic plan is followed and evaluated together with the relevant stakeholders. Unless the website links are updated, access to these links is always open. In addition, performance management systems in the organization are handled with a holistic approach and systems help the organization to continuously improve in line with its strategic goals. Performance management is ensured to be accurate and reliable by being supported by information systems. Links of many information management systems such as UBYS Corporate Performance Information System, Quality Module, Legislation Information System, BAPSİS, AVESİS etc. used for this purpose have also been added as evidence. Performance management, which reflects the strategic perspective of the institution, is maintained with process-oriented and stakeholder participation. This is also evident from 170 internal and external stakeholder meetings held in 2021. YOKAK Performance Indicators are collected every 6 months within the scope of COMU with Strategic Plan Performance Indicators and Numbers, which are performance indicators specific to the institution other than YOK Scorecard, and are analyzed and reported by the analysis quality assurance commission and measurement and evaluation advisory board and submitted to the quality assurance commission for necessary improvements. In addition, the results of all our internal and external stakeholder surveys are analyzed and reported in the same way and presented to the quality assurance commission and senior management for necessary improvements. As can be understood from these reports and our evidence, the key performance indicators covering the goals, objectives and competencies of the institution have been monitored every 6 months, especially since 2018, and the processes related to them have been defined and shared on our web page. In this context, the improvement evidence is also shared annually on our web page. Although this is an example of the reflection of the measures taken on the decisions in the basic sense, this process needs to be strengthened further and internalized to the lowest unit and our external stakeholders throughout the institution. Because the quality assurance office and the quality assurance commission have determined how the process has changed over the years with various reports (internal audit, improvement, KIDR, PER, PER Evaluation, KIDR Evaluation, Educational Information Package Improvement, etc.). ) and makes various suggestions within the scope of improvement. There is also evidence of improvement in the use of the results of this monitoring. In summary, the functioning and performance management mechanisms of the performance indicators are monitored in the institution and some revisions have been made. However, the final and major revision was planned by the senior management of the institution after YOKAK published our final KAP report.

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

### Evidence
• Misyon Vizyon Stratejik AmaC ve Hedeflere YOnelik Uygulama Kanıtları.doc

## Strategic goals and objectives

**Maturity Level:** The institution follows the strategic plan it implements and is evaluated together with the relevant stakeholders and reflected in future plans.

### Evidence
• Stratejik AmaC ve Hedeflere YOnelik Kanıtlar.doc

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

**Evidence**
- Kurumsal Performans YOnetimi Kanıtları.doc

## 3. Administration Systems

Our university's IT Department has ISO 27001 Information Security Management System and ISO 9001: 2015 Quality Management System certifications. The IT Department of our university is among the first higher education institutions to receive these quality certificates in our country and all our processes have been designed in accordance with the LPPD processes and are managed by the relevant commission. All necessary operations have been defined and there are job descriptions, work flow diagrams, public service standards tables, internal control standards action plans for all personnel and processes. The relevant evidence is presented to your information in the attachment and all the necessary defined processes and quality policies have been shared by our rectorate and the IT Department and are also known by our stakeholders.

In order to improve education processes, an information system called "Rectorate Communication Center" (RİMER) has been established and 24/7 requests, opinions, suggestions and complaints have been concluded in a short time on our website. COMU Support was established to improve IT processes and to quickly solve problems. On the other hand, all digital services of COMU such as UBYS, Eduroam, Email, Library, File Sharing can be used with a single username and password and they are also used in an integrated manner with the e-government password.

TS EN ISO 27001:2013 The main theme of the Information Security Management System is to show that information security management is provided within human, infrastructure, software, hardware, user information, organization information, information of third parties and financial resources, to secure risk management, to measure information security management process performance and to arrange relations with third parties on information security issues under the Department of Information Processing of Canakkale Onsekiz Mart university. In this respect, the purpose of our ISMS Policy is to protect the information assets of Canakkale Onsekiz Mart University Information Processing Department against all kinds of threats that may occur internally or externally, knowingly or unknowingly, to ensure accessibility of information with business processes as necessary, to meet legal legislation requirements, to carry out studies for continuous improvement, to ensure the continuity of three basic elements of the Information Security Management System in all activities carried out:

**Confidentiality:** Preventing unauthorized access to important information,

**Integrity:** Demonstrating the accuracy and integrity of the information,

**Accessibility:** Demonstrating the accessibility of the authorized persons when necessary,

Taking care not only of the data kept in electronic environment but also of the security of all data in written, printed, verbal and similar environment. Providing awareness raising by providing Information Security Management trainings to all personnel, reporting all gaps in Information Security that exist or are suspicious to the ISMS Team, ensuring that it is investigated by the ISMS Team, preparing, maintaining and testing business continuity plans, identifying existing risks by periodically evaluating Information Security; reviewing and following up action plans as a result of evaluations, preventing any disputes and conflicts of interest that may arise from the contracts, meeting business requirements for information accessibility and information systems.

The "Information and Communication Security Guide" prepared within the scope of the Presidential Circular dated 06.07.2019 and numbered 2019/12 was approved on 24.07.2020 and the Information and Communication Security measures to be followed by the public institutions were published. In the field of Communication and Information Security, within the scope of complying with these security measures published by the Rectorate of our university, Turkey has signed a cooperation protocol with Turkcell for YaaniMail infrastructure and YaaniMail Email service, which is developed by Turkcell Data Center engineers with the principle that Turkey's data should remain in Turkey, and provides quality and safe service.

As can be understood from all of these, our university has a strong integrated information management system. Our university ranks high among the universities that apply distance education best and has been the subject of this good practice example in the main news in the national press. The system, which has 35 modules in an information system integrated with the university Information Management System (UBYS) established by our university, works efficiently and through this system, the performance indicators of our university are monitored through the Corporate Performance Evaluation Monitoring System. In addition, performance follow-up criteria called "Strategic Plan Monitoring"and "Numbered PSP" are applied with additional indicators. In our university, the results related to the integrated information management system and its use that supports all processes are monitored, stakeholder opinions are taken, and the follow-up results are evaluated together with the stakeholders, measures are taken and updates are made in line with the needs/demands. Human resources applications are made according to norm staff planning through this system as well as academic and personnel announcements are given with COMU announcement. Systems such as UBYS Corporate Performance Management System, BAPSİS, AVESİS, UBYS quality module, training information system are also used in an integrated way. All information systems are accessed with a single password through the COMU Single Account System and the password can be updated safely and easily.

All personal data digitally recorded in the distance education process by COMUZEM and the IT Department, which has previously been accredited with a quality certificate on this subject, are stored, processed and maintained within the framework of international academic and ethical standards within the scope of the Personal Data Protection Law No. 6698. The senate of our university has taken decisions on student-centered learning, measurement and evaluation in distance and mixed education and on approaching this situation more delicately, especially in pandemic conditions. In this context, COMUZEM conducts its activities through Moodle LMS Open Access E-Learning Portal, Adobe Connect and UYBS, while our IT Department conducts distance education course and exam processes through UYBS and Microsoft Teams and Microsoft Forms during the pandemic process. The IT Department of our university also carries out works in coordination with COMUZEM and provides active technical support when necessary. In addition, our Academic Ethics Dictionary and Academic Ethics quality policies are shared. Within the scope of distance education, only authorized instructors and students have access to course and exam information and contents.

Before the exams, exam information forms are shared with the students, the student is given limited time in the exams and questions are asked in accordance with the system of measuring the success of the students in the distance education system. Because 200-300 Email applications a day are concluded positively by our stakeholders. Distance education trainings, informative presentations and videos are prepared for all our stakeholders (our faculty members and students) and shared on the relevant web pages and in the corporate Emails of our stakeholders. Academic honesty documents regarding the reliability of measurement and evaluation in distance education have been shared both on the website of our IT Department, on the CUMUZEM website and on our quality assurance web page, and have also been announced to our stakeholders at the relevant orientation meetings and shared in writing through the UBYS when necessary. COMU's success in internal quality assurance policy for the educational processes

implemented in distance education is 80%, and even more than 90% in the answers to many questions. As a result of a research conducted by UniAr with 18 thousand undergraduate students, our university has come to the forefront in the national press as the second most successful university among the state universities that best manage the distance education process.

In summary, Strategic Plan, COMU with numbers and other performance data for corporate processes (YOK, YOKAK, TUBİTAK) are collected, analyzed, reported and used. The Information Management System used by academic and administrative units is integrated and the quality module is operated by feeding the quality management processes, especially with the UBYS, UMIS-UBYS Information System and UBYS Corporate Performance Evaluation System. User requests and complaints received in this direction are also actively monitored and resolved 24/7 by the IT Department through the UBYS Personnel Support System. As can be understood from this information and the attached evidence, an integrated information management system is monitored and improved in the institution. The most important example of this is that the Graduate Information System, which is ineffective and inadequate in terms of use, will be updated in the context of the software with the improvement to be made in 2022.

The performance of academic personnel is monitored through AVESIS and UBYS, the number of publications, citations, projects, patents and inventions are dynamically monitored, and as another monitoring mechanism, updated assignment and upgrade criteria are used in 2020. It is carried out in line with the improvements proposed by our Quality Assurance Commission and the staffing opportunities allocated to our university. The number of academic staff, which was 1870 on 31.12.2020, reached 1981 on 31.12.2021. 102 research assistants were recruited in 2020 and more than 90 in 2021. 317 administrative staff were recruited in 2020 and more than 153 in 2021.

In accordance with the improvement suggestions of our Quality Assurance Commission, a total of 57 academic and administrative personnel orientation trainings were organized, 32 for our academic staff who started to work for the first time in 2021 and 25 for our administrative staff. In addition, a total of 80 in-service trainings were organized for administrative staff and support services (cafeteria, canteen, security, cleaning), including 40 academic staff, 77 registered in 2021 + unregistered 3. In addition, the Personnel Department In-Service Training Unit actively continues its annual activities and the relevant performance indicator can be followed from the management activity reports on our Personnel Department and quality assurance website.

In 2021, our quality assurance office held nearly 130 training and information meetings. In 2021, 60 academic staff participated in the "Training of Trainers" training. In addition to the project cycle, mentor and jury trainings carried out by our Project Coordination Center in 2020, training of the trainer, quality processes, project writing, publishing within the scope of SCI, statistical and econometric analysis, research methods, etc. for the development of our academic staff in 2021. A comprehensive training program called "Zero to Peak Academic Life" consisting of 4 modules on 28 different topics was also organized by our Science and Technology Application and Research Center, and more than 4000 academic and administrative staff and graduate students benefited from these trainings. The continuity of these trainings, which are aimed at increasing the quality of academic staff in our university, will also be ensured. Training on refereeing EU projects was organized in 2021 for the development of our academic staff. Apart from these, many information meetings were held about academic publication, project and patent.
In addition, online trainings of the Presidential Human Resources Office have started to be used in order to increase the competencies of our academic and administrative staff in our university.

It has recently been planned that the relevant personnel will receive MYK qualification trainings within the budget.

Member of the Quality Assurance Commission of our university, then Secretary General Assoc. Prof. Dr. CUneyt ERENOĞLU Quality Assurance Office Supervisor Lecturer See ErgUl SOYLEMEZOĞLU and one of them visited the unit and listened to the requests, needs, complaints and suggestions of the administrative personnel. Similar practice will continue in 2022.

COMU Kindergarten and Kindergarten and Multi-Purpose Early Childhood Education Center (CABACAM) provides active service to the staff of our university and the people of Canakkale in our main campus, and also offers service for the staff of our university. Within the scope of improving the defined processes, the course started to be implemented by making the defined processes related to the instructors providing paid education visible.

The satisfaction rate of our university staff from the institution is 78% on average. According to the results of the administrative staff satisfaction survey, 73% of the administrative staff are satisfied with having COMU, and approximately 70% of our corporate staff consider the works carried out within the scope of quality assurance to be beneficial. According to the academic staff satisfaction survey, 82% of the academic staff are satisfied with having COMU, 76% think that the quality of our university has increased. According to the results and report of the Quality Culture and Leadership Survey in Higher Education, the satisfaction rate of our university's academic and administrative staff for the operation of quality assurance processes is 89%, and the satisfaction rate of the employees from the leadership shown by the Rectorate in the process is 87%. In addition, according to the information we received from our Legal Consultancy, the investigation rate opened throughout our university has decreased by approximately 30% compared to the previous year. Our university, which is among the institutions most affected by the July 15 events, is among the leading institutions in terms of satisfaction among the higher education institutions in our country according to the UniAr research included in the evidence attached to this report. This is the most important contribution of the quality assurance studies carried out since 2016, a transparent, participatory and agile management approach and efforts to internalize the quality culture.

In summary, the defined rules and processes related to human resources management in our university are found and used within the framework of the legislation and the necessary needs are met in line with the staffing opportunities offered to our institution within the framework of norm staff. These processes, which are carried out transparently, are known by everyone in the institution. Education and merit are the primary criteria and increasing competencies is the main goal. Methods and mechanisms developed to determine and monitor employee (academic-administrative) satisfaction, complaints and suggestions are applied. In line with human resources management in the institution, applications are carried out in accordance with defined processes. Human resources management practices are monitored in the institution and evaluated and improved with relevant internal stakeholders.

Services such as cleaning, dining, private security, personnel service rental, vehicle rental and maintenance-repair etc. are received from outside the institution according to defined procedures. The effectiveness and accountability of the management is ensured by carrying out the activities in the strategic plan and monitoring the performance indicators reached as a result of this realization. In addition to the fact that there are many commissions established by the Rectorate and there is this commission, academic and administrative personnel working in these commissions carry out compliance/approval/audit activities in addition to internal audit and quality assurance measures. For this reason, orientation, in-service training, defined process, procedure or document improvements can be made in order to avoid disruption in the process. In addition, there is a feedback mechanism of the institution and it is presented to your information in the evidence.

For example, the quality of the cafeteria service procurement is monitored by the SKS Department with a commission and necessary improvements are made in the process. The relevant minutes are presented as evidence on the improvements tab of our quality assurance web page. Our Administrative Financial Affairs Department also keeps compliance and warehouse record minutes regarding the quality control and suitability of the supplied products and services, and examples of these are available in the attached evidence on the relevant tab.

In our university, close cooperation is carried out with suppliers to ensure the quality of all services and goods procured from outside, the performance and satisfaction of suppliers are systematically monitored and evaluated together with stakeholders and necessary measures are taken. Administrative Financial Affairs, Health Culture and Construction works are carried out by our Departments. The institution should publish information about all its activities in a clear, accurate, up-to-date and easily accessible manner, including education programs and research and development activities, and inform the public. In this sense, the procurement process, suitability and quality criteria of the services procured from outside our university are defined and implemented by the relevant commissions and units. Performance and satisfaction checks are carried out in the process and related improvements are carried out. Mechanisms are operated throughout our university to ensure the suitability, quality and continuity of outsourced support services and goods. In our university, mechanisms that ensure the suitability, quality and continuity of services and goods are monitored and improved by receiving feedback from relevant stakeholders, and as a result, these processes are carried out in an internalized and systematic manner.

In addition, the Corporate Risk Management Directive of our university is revised in cooperation with the Quality Assurance Office, the Strategy Development Department and the Occupational Health and Safety Coordinator and the relevant commission has been established and the process has come to completion.

Maintenance of Classrooms and Central Units, Main Faculties and Tailored Campus Laboratory Classrooms Construction; Faculty of Arts and Sciences Office Construction, District Vocational School renovation works, Oral and Dental Health Application and Research Center Additional Manufacturing; Modernization of COMU Hospital Elevators; Windbreaking and Facade Repair at Ballet-Theater-Show and Multipurpose Hall Building, COMU Hospital Office Partitions and Main Entrance and Infection Entrances; Various roof repairs of our buildings, Faculty of Engineering mantle; Construction of Terzioğlu Campus Main Line Fore Pile and Statue Wall; Natural Gas Transformation of MYO Heater Boiler in Lapsek; Faculty of Medicine Additional Building, Faculty of Arts and Sciences Additional Bina, Toto Sports Supported by COMU Dossier BO Sports Hall are carried out in 2021 by our Department of Construction Affairs.

Our zero waste activities continued and a training and information meeting for our dove, which was fully integrated into zero waste application procedures, was organized in November 2021. Within the scope of Green Campus Project, Construction of 60 KWe Solar Power Plant on Wind Power Generation Plant (WPP 1MWp) and COMU Kindergarten and Kindergarten Roof is among our ongoing projects.

The management strategies of human resources are planned according to the number of norm staff created by the units within the Personnel Department and Strategy Development Department of our institution and their follow-up is carried out by our rectorate and general secretary. The salaries and additional course fees of the program instructors are covered from the budget of the units and the revolving capital revenues are covered from the Rectorate Revolving Capital budget. The salaries of the faculty members are calculated by looking at the procedures for calculating the academic personnel salaries of the Law No. 657 and the Law No. 2547. Additional course fees of the instructors are regulated in accordance with the Additional Course Procedures and Principles of Law No. 2547. In order for the

instructors to continue their professional development, the participation of the instructors in national and international scientific meetings is supported every year. National and international event participation support is provided once a year, provided that our academic staff participating in Scientific Events on behalf of our university participates with a paper. Maximum one academician per paper can benefit from support. However, the fact that a positive improvement was made in the salaries of the Faculty Members and Assistants together with the Law on Amendment of the Higher Education Personnel Law, which entered into force on November 14, 2014, provided an important incentive to attract and maintain qualified teaching staff in our country. Our faculty members also have the opportunity to earn additional income and equipment through their TUBITAK and BAP projects. In addition, some of the program instructors contribute to scientific studies with our university's Scientific Research Projects (BAP) and some of them contribute to projects with industrial partnerships. In addition, our faculty members receive academic incentive allowances for academic activities such as projects, research, publications, designs, exhibitions, patents, citations, communiqués and academic awards based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015. Regularly, book purchases are made to the library in line with the requests of the Faculty Members and Assistants, and access to scientific publications is expanded by increasing the number of scientific databases that are members.

Appointment and upgrading of faculty members at Canakkale Onsekiz Mart University is made according to the "Assignment and Application Principles for Faculty Membership Staff". These principles have been published under the title of "Application to Canakkale Onsekiz Mart University Faculty Staff, Extension of Duty Period and Performance Evaluation Criteria" on the university's http://www.comu.edu.tr/atama-kritereri website and new criteria have entered into force as of 2020. In this context, in general, the criteria such as the faculty members conducting research at the universal level in the field they work in, transferring these researches to information sharing environments at the national and international level and thus contributing to the scientific world, organizing local, national and international scientific meetings, both exhibiting their own works and enabling researchers in other disciplines to exhibit their works and contributing to the formation of a scientific discussion environment are examined.

Our academic appointment and upgrade criteria are applied by considering the merit and fairness declared as above (http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama- criteria. html). Defined criteria are defined for faculty members who come to the institution to teach outside (http://personel.comu.edu.tr/). The performance of the training staff can be monitored with annual activity reports and appointment-uplifting criteria (http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-appointment-criteria. html). Our faculty members participate in internal stakeholder meetings and contribute to these processes. The practices of encouraging and rewarding the teaching staff of the institution are carried out in a fair and transparent manner, taking into account the competencies of the instructors, and our BAP unit provides more support to our faculty members who commit themselves in this field in order to encourage SCIindexed publications, and these cover all areas. In COMU, awards specific to those who publish the most once a year, receive citations, complete projects, patent, project and inventions are given in order to appreciate the performance of the educational staff and to honor our teachers. All data are monitored and evaluated through COMU-AVESIS and YOKSIS. Practices are carried out on the teaching of our instructors and especially on the training of trainers. The findings obtained from the applications carried out to improve the teaching competence of the instructors of the institution are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. Seminar on the training OF trainers, Faculty of Education, Faculty of Medicine, many applications have been made (http://egitim.comu.edu.tr/, http://proje.comu.edu.tr/, http://sem.comu.edu.tr/). The institution should be fair and open in all processes related to the recruitment, appointment, upgrading and assignment of lecturers. It should offer opportunities to continuously improve the educational competencies of instructors. Orientation training is provided to the newly appointed personnel of the institution and this method is tried to be disseminated throughout the institution.

Technopark, COBİLTUM, COMUZEM, BAP and Foreign Relations Coordinatorship and Library Documentation Department and Information Technology Department units provide in-service trainings for the individual development of our faculty members. The scope of these trainings can be literature review from databases, publishing in SCI indexed journals, statistical analysis, project writing, content development in distance education, training of trainers, information and communication technologies, etc. In addition, orientation training has started to be given to new instructors. The process and criteria for appointing, upgrading and assigning instructors have been determined and are open to the public. Relevant processes and criteria are qualified to ensure equal opportunities by observing academic merit. The balance of course load and distribution of the instructor is shared transparently. The expectation of the institution from the faculty member was observed in the processes secured with the public service standards table and internal control standards table. There are systematic trainers' training activities (courses, workshops, courses, seminars, etc.) for all instructors to learn and use interactive-active teaching methods and distance education processes and a teaching-learning center structure to undertake/ realize this. Pedagogical and technological competencies of the instructors are increased. The findings obtained from the practices of improving teaching competence are monitored and the follow-up results are examined together with the teaching staff in the internal stakeholder meetings and measures are taken. The criteria for appointment, upgrading and assignment defined for all areas of the institution and known by the stakeholders are applied and used in decision-making (recruitment, appointment, upgrading of the teaching staff and course assignments, etc. ). The results of the appointment, upgrade and assignment applications are monitored by our performance indicators (Corporate Evaluation Analysis, COMU with Numbers, Strategic Plan Surveys, Activity Reports, Unit Internal Evaluation Reports and Self-Evaluation Reports).

Although the number of faculty members has increased compared to the previous year, it has been determined that there is a need for a further increase in the number of administrative staff, faculty members and research assistants. For this, it is essential to fulfill additional staff demands especially in the areas needed in order to achieve our goals. Apart from these, it has been determined that there is a need for the employment of qualified medical secretaries and administrative personnel graduated from medical documentation and secretariat, especially in the medical faculty hospital and oral and dental health application center of our university.

Because it has been observed that a more appropriate instructor distribution should be carried out in the programs and that it is necessary to create department secretaries at the associate degree level. In the process of eliminating the deficit of qualified administrative personnel, especially accounting related transactions are tried to be centralized and with many workflows and process digitalization, they are eliminated through UBYS.

Within the framework of the norm staff of our university, there are practices in line with human resources processes in accordance with human resources policy and strategic objectives, and some results have been obtained from these practices. In addition, relations with trade unions are maintained and collective bargaining conditions are applied. The necessary mechanisms for human resources management are secured by regulations. All applications such as recruitment, assignment, promotion, in-service training of public officials are carried out in accordance with the provisions of the legislation (http://imid.comu.edu.tr/ and http://personel.comu.edu.tr/). Trade unions also take active roles in all kinds of rights and needs of our personnel. However, it is followed up by conducting surveys.

There are rules and processes related to academic and administrative personnel. These have been published on our relevant and evidenced websites and are known to all our staff. Our practices are as fair, skilled, participatory, agile, and transparent as possible within our relevant legislation, facilities, and budget in accordance with our quality and corporate governance standards in higher education. Education,

performance and merit are the primary criteria and the main goal for increasing competencies. Methods and mechanisms have been developed to determine and monitor employee (academic-administrative) satisfaction/complaint/suggestions, and practices are carried out and their results are evaluated.

In our university, human resources management practices are monitored and evaluated and improved with relevant internal stakeholders. We have internalized, systematic, sustainable practices. It has been determined that more budget and resources are needed for research resources and quality assurance applications within the framework of generalization of quality processes in our university, corporate accreditation, program accreditation and our research university candidacy goals and achieving our corporate vision. Although the organization has embraced all processes in terms of quality, the only and most important resource needed to overcome this bar is to increase the financial resources for quality assurance and research development processes in order to realize quality assurance processes and to increase the quality perception of all stakeholders. In our university, financial resources are distributed based on the research performance of all resources, especially financial resources. It has been observed that the physical, technical and financial resources of our university are managed in a sustainable manner in line with corporate goals (social contribution goals and strategy); and the relevant practices of the institution are appropriate and valid practices. Studies have been carried out to improve the physical facilities and sports facilities provided to our students, and some of them are still ongoing. Biga Vocational School's new building was completed in 2021.

In accordance with the strategic objectives of our university, there are applications related to the management of financial resources according to defined processes and some results have been obtained from these applications. Strategy and administrative financial affairs departments for the management of financial resources manage the effective use of resources by considering the strategic objectives of the institution. A financial portrait is created by taking into account the development and growth of the university, the shares allocated from the budget each year, and other incomes and expenses.

It has an integrated information management system that our university collects, stores, analyzes and uses the necessary information and data periodically to ensure the effective management of its administrative and operational activities. The processes are also systematically monitored by our Quality Assurance Commission and Quality Assurance Office using indicators such as Self-Evaluation Report, UBYS Corporate Evaluation System, COMU and YOKAK Performance Indicators with Numbers and YOKAK university Scorecard, and suggestions are presented to the Rector and Vice Rectors for improvement studies. In this process, the opinions of internal stakeholders related to the processes are taken when necessary, and the practices carried out by partners such as the Step Universities Association or the Thrace Universities Association are examined when necessary, and if necessary, opinions are taken from the YOK.

The practices related to the management of financial resources throughout the institution are carried out in accordance with the processes defined in accordance with the provisions of the relevant legislation. The management processes of financial resources are monitored and improved in the institution. The budget is tried to be increased in the process by avoiding wasting public resources, reducing costs, increasing productivity and performance, and requesting additional budget. All processes are tried to be improved by our Rectorate and the whole process related to the budget is managed with a better study and research plan every financial year.

Current data of our university within the scope of the management of the Resources of our Strategy Development Department: Central Budget TRY 539.922.000,00 - Student Revenues TRY 11.052.942,54 - Research Revenues TRY 7.787.802,36 - Donations TRY 66.869,87 - Personnel Expenses TRY 401.909.354 –

Education Expenses TRY 400.615.570 - Research Expenses TRY 7.571.000 - Community Service Expenses TRY 44.960.996,04 - Management Expenses TRY 85.214.816 - Investment Expenses TRY 50.837.933. In addition, approximately 150,000 TL was spent by the Departments of Strategy Development and Administrative Financial Affairs to strengthen the quality assurance processes of our university. In the light of all these data, 2021-2025 Strategic Plan Performance Indicators and 2021-2025 Strategic Plan Evaluation Survey were conducted. The achievement rate of strategic plan targets is around 70%. With the new COMU Quality Assurance Directive, which was improved in 2021, to the extent that the central budget allows, performance-based budget allocation within the scope of the Quality Assurance processes of our university has been made sustainable and secured.

The mission, vision, strategic goals and objectives, core values, strategic plan performance indicators, quality assurance policies, organizational charts, job descriptions of all personnel, work flow diagrams, public service standards tables of units, internal control compliance action plans, PSEQ Cycles and Cycles and PSEQ Operation Calendars, quality assurance annual operation processes, quality manual, ISO procedure, instructions and processes are clear and publicly shared and known by all relevant personnel. All processes are analyzed within the scope of institution-specific performance indicators such as performance programs, activity reports, Strategic Plan Monitoring Reports and Numbers and are reported every 6 months and annually. All the improvements made within the scope of the relevant processes are also included on our web page. As a result, in the light of the information given in the title above, all processes throughout our institution are written in terms of organizational charts, job descriptions, work flow charts, quality assurance acceptance declarations and internalized by the institution. Relevant evidence is available on the quality assurance and internal control tab of the entire academic and administrative unit throughout the institution and it can be seen that the internal control and quality assurance processes are managed in an integrated manner throughout the institution. Process calendars, PDCA Cycles, Cycles and annual operation calendars are available on our quality assurance web page and are known to all staff members. In this context, all relevant processes are managed in line with the defined processes and the up-to-dateness of the process flows is monitored annually and tried to be improved together with the relevant stakeholders.

### Information management system

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

### Evidence
• Bilgi YOnetim Sistemi Kanıtları.doc

### Human resources management

**Maturity Level:** Human resources management practices are monitored in the institution and evaluated and improved with relevant internal stakeholders.

### Evidence
• İnsan Kaynakları Yönetimi Kanıtları.doc

### Financial management

**Maturity Level:** Applications related to the management of financial resources throughout the institution are carried out in accordance with the defined processes.

### Evidence

- 2022-03-30 at 17.46.59.jpeg
- 2022-03-30 at 17.52.09.jpeg
- Finansal Kaynakların Yönetimine Yönelik Kanıtlar.doc

**Process management**

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

**Evidence**
- Süreç Yönetimi Kanıtları.doc

## 4. Stakeholder Engagement

An internal quality assurance system has been established in COMU and with this system, processes are constantly improved by reviewing. The authority, duties and responsibilities of the Quality Commission are clearly defined and continuous improvement studies, training, seminar, conference, information meetings, surveys, graduate and internal-external stakeholder meetings are carried out actively with a high motivation to disseminate the quality culture in the institution. There are also various sample applications such as posters, brochures, etc. The quality assurance office has been established to carry out all kinds of field work of the quality commission. In addition, there are unit and program quality commissions created to support the quality assurance commission.

Nearly 170 internal and external stakeholder meetings, including those held with the rectorship organization in 2021, and nearly 40 graduate meetings were held. The mechanisms of participation of internal and external stakeholders of our university in decision-making, governance and improvement processes have been planned and regularly implemented and some examples have been uploaded as evidence. Many units and departments of our university have held internal stakeholders, external stakeholders and alumni meetings. In addition, in order to increase student participation in quality processes in higher education, student representatives and quality ambassadors were added to the quality assurance commissions of our academic units, and the Quality and Accreditation Student Community was also established in 2021 and joint activities were held with YOKAK.

There is at least one student representative member responsible for quality in all unit quality sub-commission, especially the Rectorate Quality Assurance Commission. Four of our students from our university are YOKAK Corporate Evaluators and also have YOKAK Quality Ambassador certificate. These students are among the 244 successful students selected by YOKAK in 2022. In addition, there is a student structure called quality embassy in some of our units, and these structures contribute to the management of the relevant unit and try to spread throughout the institution. The Quality and Accreditation Community, which operates throughout our university and is guided by the mentorship of the office of quality trust, actively promotes and supports the participation of students in quality assurance processes in higher education and organizes various trainings and activities in this context. Some of these activities were shared by the YOKAK Student Commission as an example of good practice. Apart from these, there are nearly 200 student communities in our university and the student council is actively operating and a student senate has also been established. Our general secretariat tries to hold regular meetings with our administrative staff, one of our most valuable internal stakeholders. Our university Quality Assurance Office regularly organizes online and face-to-face training and information meetings within the scope of field studies. Our rectorate and all academic units conduct regular internal and external stakeholder meetings and surveys. In this way, quality assurance processes are tried to be internalized in higher education in our university and an active communication is established with a transparent, participatory and agile management style with all internal stakeholders.

The mechanisms of participation of internal and external stakeholders in decision-making, governance and improvement processes have been defined. The effectiveness, institutionality and continuity of the participation are examined. Examples of implementation include student and external stakeholder participation and effectiveness in the internal quality assurance system. The functioning of stakeholder participation mechanisms is monitored and improvements are tried to be implemented to increase the effectiveness and impact on decision-making mechanisms with participation.

For many years, comprehensive and high participation orientation programs have been applied to all our students who have just started our university. The graduate information system affiliated to the Student Life, Career and Graduate Relations Coordinator will be updated with a better system. For this reason, although the number of our registration in the graduate system seems to be high, there may be a loss in the number of members due to software changes. For these, taking precautions from our IT Department was requested by our Student Life Career and Graduate Relations Coordinator at the relevant commission meetings. The Student Life, Career and Graduate Relations Coordinator organizes regular activities for our students who continue their education every year and are willing to invest in their careers, and also organizes graduate activities. Student participation in quality processes is guaranteed by our quality assurance directive.

Our students and graduates are followed through our Student Life, Career and Graduate Relations Coordinator. In addition, elective courses such as career management specific to students' own fields have started to be included in all our programs under the coordination of this unit and our Rectorate. Our Student Life and Graduate Relations Coordinator Department also has a coordinator instructor representing each unit, thus ensuring that the relevant unit operates more effectively. Relevant evidence is enclosed for your information. In this context, our graduate relations coordinators work in each unit. Our graduate monitoring system has been active since 2017 (http://omik.comu.edu.tr/). Many activities have been carried out during the year. Since the "Student Life Career and Graduate Coordination" and "Graduate Information System" were established, it is seen that approximately 10,000 graduates have been registered with this system after 4,000 graduates and more than 35,000 students have been contacted through social media. However, due to the problems related to the software and the failure to obtain the desired efficiency, it was decided to renew the graduate tracking system software in 2022 within the scope of improvement. As a qualified trained workforce potential, current developments are followed for the graduates to serve as high communication skills, self-confident, entrepreneurial and innovative experts who follow the current developments in the national and international platforms related to the sectors they will work in and aim to train qualified graduates in this direction. Stakeholder opinions are taken about the extent to which graduates have these qualifications, and graduate meetings and surveys are carried out. Approximately 40 alumni meetings were held only in 2021 and the relevant evidence is presented in the annex and is accessible from the institution's website. Student workplace surveys are also conducted in our units to ensure that all programs achieve their educational goals and respond to the needs of students and society. According to all these data, within the scope of achieving the goals of our programs, its mission and educational goals are seen to be compatible with the career goals and professional expectations that graduates want to achieve. The satisfaction of graduates is evaluated and used in institution development strategies. Mechanisms for monitoring and updating program outputs are operated throughout the programs. There are graduate monitoring system applications throughout the programs in the institution. Graduate monitoring system applications are monitored and updates are made in the programs in line with the needs.

In order to improve education processes, an information system called "Rectorate Communication Center"

(RİMER) has been established and requests, opinions, suggestions and complaints from both this system and rektorluk@comu.edu.tr have been concluded in a short time on our website. In addition, all managers implement an open door policy. COMU Support was established to improve IT processes and to quickly solve problems.

### Internal and external stakeholder engagement

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

**Evidence**
• Paydaş Katılımına Yönelik Kanıtlar.doc

### Student feedback

**Maturity Level:** In all programs, practices for obtaining student feedback are monitored and improved based on student participation. Feedback results are reflected in decision-making processes.

**Evidence**
• 49-16330337252.jpeg
• 49-16330365291.jpg
• 49-16366326591.jpeg
• 913 -birim-kalite-guvence-komisyonu-temsilcileri.pdf
• Oğrenci katılımı 1.pdf
• Oğrenci katılımı 2.pdf
• Oğrenci katılımı 3.pdf
• Oğrenci katılımlı komisyon yapılanması Omeği.pdf
• Oğrenci Geri Bildirimlerine YOnelik Kanıtlar.doc

### Graduate relations management

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

**Evidence**
• İlgili kanıtlar.doc
• mezunlara-iliskin-faaliyetler 2021 .xlsx
• Mezun İlişkilerine Yönelik Kanıtlar.doc

## 5. Internationalization

If the students in the programs of our university fulfill the desired conditions such as foreign language, interview, grade point average, etc., they can study in another higher education institution with Farabi, Mevlana, Erasmus student programs in a certain period of their undergraduate education. Our university has many contracted universities in this regard. These are actively accessed from our academic advisors in academic units and from our website of the Foreign Relations Coordinator. In particular, the Erasmus program is a European Union education program aimed at encouraging higher education institutions in Europe to cooperate with each other in a multifaceted way. Higher education institutions produce and implement joint projects with each other and provide grants for the education of students, administrative and academic staff.

Erasmus learning mobility is defined as the students of the Higher Education Institution carrying out one or two semesters of their education in a contracted higher education institution in a member country of the European Union within an academic year. Our undergraduate students studying in the first year of the academic year in which the change will take place can apply for Erasmus learning mobility, but our students should not be first year students when the change starts. Students studying in the first grade of associate and undergraduate programs and graduated students cannot benefit from the educational mobility activity. However, students who are in the first grade can apply when they are in the first grade and go in the second grade. In order to apply for the Erasmus exchange program, our students must be full-time students enrolled in a higher education program at any of the formal education levels (first, second or third level) within the higher education institution. The cumulative academic grade point average (GPA) of our program students should be at least 2.00/4 .00. During the application periods, our students make their applications through the link published on the website of our university (http://erasmus.comu.edu.tr/ogrenim-genel-bilgi.html). In order for our students to apply, there must be an Erasmus Bilateral Agreement between the relevant departments and an EU Higher Education Institution holding an Erasmus university Declaration that is valid in the relevant academic year (e.g. 2021-2022 Academic Year). In addition, our students can apply to postdoctoral foreign scholarship programs, Freemover, European Voluntary Service, scholarships given by Foreign Countries and Governments and Fulbrigth exchange program (http://iro.comu.edu.tr/).

The practices made in line with the internationalization policy of the institution are monitored in accordance with the internal quality assurance system of the institution and measures are taken by evaluating them together with the stakeholders. We continue our work on internationalization under the following title: Increasing the number and quality of our staff with the student benefiting from Erasmus programs, increasing the number and quality of bilateral cooperation agreements, the number of international students enrolled in our programs, increasing the number of international lecturers in our university, joint scientific projects (EU and protocol comprehensive projects), implementation of Bologna university criteria in each unit, continuity of ECTS label and joint graduate diploma programs. Apart from these, our activities and projects related to the Balkan Countries have continued to increase in 2020 and 2021. The results and stakeholder opinions related to the management of internationalization processes in the institution are systematically monitored and measures are taken by evaluating them together with the stakeholders. COMU has many academic and administrative units that carry out these activities. All units contribute to the internationalization policies of our university in harmony with each other. Our units such as Student Affairs, Personnel, Strategy Departments, TOMER, Foreign National Students Office, Foreign Relations Office etc. carry out this organizational process. Within the scope of improving the defined processes, our Foreign Relations Unit was strengthened in organizational terms in 2021. In addition, workshops and information meetings are held for all our units and foreign students in this context. Evidence of these meetings (http://iro.comu.edu.tr/ and http://kalite.comu.edu.tr/) can be accessed. Physical, technical and financial resources in the institution are managed to support internationalization activities and to cover all units. Findings obtained from all these applications are monitored and measures are taken by evaluating the results, and resources are diversified in line with needs. The relevant documents and protocols are located in the Strategy Department and the Foreign Relations Office. It is carried out with the shares allocated from the central budget. Apart from these, outsourcing is done with EU project budgets. There are plans, trainings, defined processes and improvements for the monitoring and evaluation of internationalization performance in the institution. Applications are spread throughout the university. In this context, the annual reports of the Foreign Relations Office are examined by the Senior Management and new strategies are determined. The opinions and suggestions of foreign students and faculty members are evaluated for Stakeholder Participation.

Despite all the difficulties during the pandemic period, we also see that the fruits of our various initiatives carried out within the scope of our goal of making COMU a university preferred by Balkan students have begun to be received more. With the cooperation of our university and the Presidency of Foreign Turks and Related Communities, Dr. Thanks to the Balkans Distance Education Course Support Project carried out by BUnyamin BACAK, the education of our relatives in the Balkans is contributed with distance education support. In addition, Turkish NGOs in the Balkans actually support the project process. In this study, which first started in Western Thrace Turkish Minority Education and was applied in Western Thrace for 5 years, all Balkan countries were included in the scope as of the sixth year. Within the scope of the project, approximately 1400 students from Balkan countries actively received education in the 2020-2021academic year. With the agreements made with the Balkan countries, it can be seen that distance education and courses are offered to our foreign students in the distance education process and that there is diploma equivalence. Because approximately 3000 foreign students from 10 Balkan countries studied at COMU. On the other hand, many international agreements can be seen on the institution's website. Our university has 254 active agreements with higher education institutions in 49 different countries. For Erasmus only, we have 143 agreements in 22 different countries including Austria, Belgium, Bulgaria, Croatia, Czechia, Finland, France, Germany, Greece, Hungary, Italy, Lithuania, Latvia, Macedonia, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain and Sweden. In 2020, 9 Erasmus agreements from 7 different countries including Bulgaria, Spain, Macedonia, Italy, Romania, Poland and Czechia were added to these agreements. In our university, 8 programs provide education in a foreign language. There are 16 foreign faculty members in our university and there are a total of 2082 foreign students enrolled in our university from 66 different countries. In our university, the number of students within the scope of YOK 100/2000 Scholarship Program is 60. In 2021, 15 Erasmus agreements were concluded with 7 different countries including Slovenia, Romania, Poland, Latvia, Lithuania, Greece and Portugal. In addition, we have 79 active international bilateral cooperation agreements with 30 different countries. 8 of these agreements were carried out in 2020 and 9 of them were carried out in 2021. We have 32 Mevlana agreements in 18 different countries. Four of these agreements were made in 2020 and one in 2021.

We also have bilateral cooperation and education policies for the Balkans, as well as health tourism policies. Our university has various international approaches within the framework of exchange programs, number of international students, foreign national academic staff, number of international researchers, postgraduate programs providing education with foreign language, Turkish education programs as a foreign language, trainings carried out over Uzem and programs in accordance with the requirements of Bologna ECTS Information Package. In this context, we are monitoring our internationalization activities with various performance indicators and we are trying to develop new policies to improve them, but the Covid-19 pandemic has had a negative impact on these processes as well as on our other processes. However, our Foreign Relations Coordinator has taken measures with various trainings and announcements. According to our 2021 Student Satisfaction Surveys, the satisfaction level of our students with the implementation of Erasmus+, Mevlana and Farabi programs varies between 70% and 80%.

The organizational structure regarding the management of the processes has been completed and is operated in a transparent and university-wide manner. Resources are managed by considering the balance between units, and the functioning of the organizational structure is monitored and improved. The follow-up results of our internationalization practices are tried to be improved by more efforts and the establishment of foreign language-weighted programs. All units contribute to the internationalization policies of our university in harmony with each other within the framework of our internationalization policy. Our academic units such as Student Affairs, Personnel, Strategy Development Departments, TOMER, Foreign Relations Coordinator, Erasmus Coordinator, International Cooperation Unit, International Projects

Support Unit, European Voluntary Service Support Unit, Horizon Europa (Horizon Europe) Support Unit, Free Mover Unit, International Student Office etc. carry out this organizational process. The practices made in line with the internationalization policy of the institution are monitored and measures are taken by evaluating them together with the stakeholders. Improvements and staffing have been made in the last year regarding the organizational structure. Some evidence of improvement in this regard is also enclosed for your information. In summary, the administrative and organizational structure of internationalization processes is monitored and tried to be improved.

## Management of internationalization processes

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

### Evidence
• Uluslararasılaşma Süreçlerine Yönelik Kanıtlar.doc

## Sources of internationalization

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

### Evidence
• Uluslararasılaşma Kaynaklarına YOnelik Kanıtlar.doc

## Internationalization performance

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

### Evidence
• Uluslararasılaşma Performansına YOnelik Kanıtlar.doc

## B. EDUCATION

### 1. Program Design, Evaluation and Update

Within the scope of the 2021-2025 new Strategic Plan prepared with the participation of the relevant stakeholders, our university has updated the Education PDCA Cycle by aiming to continuously improve the quality of education processes. All our units and programs have revised their own self-tasks, strategic plans, performance indicators and cycles in line with these new cycle, strategic plan and performance targets. Our university'sEducation Quality Assurance Policy, PDCA Cycle and Cycle and PDCA processes operation calendar and quality assurance 2021 and 2022 operation calendar have been announced. The Institution PDCA cycle is closed in one and five-year cycles. Our university's Education Quality Assurance Policy and PDCA Cycle are known and operated by the relevant stakeholders. Improvements are tried to be made by considering the institutional balance, especially in the priority areas of our university. The objectives and learning outcomes of all programs throughout the institution were created and announced to the public by providing Bologna criteria and TYYC compliance. Our university has been maintaining the ECTS diploma label since 2015. All information on ECTS applications within the scope of Bologna criteria and TYYC is monitored through the Student Information Management System and Performance Evaluation Module.

Within the scope of the PDCA cycle and defined processes, curriculum teaching plans are improved in line with the necessary needs by taking into account the Bologna criteria, TYYC, UCEP, accreditation criteria, self-Evaluation reports and stakeholder opinions. As of 31.12.2021, the institution's Bologna ECTS Information Package occupancy rate is above 95% throughout the university. Compared to the previous year, this rate has increased by 15% throughout the institution thanks to the improvements proposed by our commission. In the design of our university's programs and education programs, our university's institutional goals and priorities as well as current local, regional, national needs and goals have been taken into consideration. The information packages of all programs are carefully filled.

Every year, Bologna Coordinator organizes systematic training and information meetings on learning outcomes and program output relations with the education system. Only in 2021, within the scope of improvement, a wide participation (150+) x 5 online information and training meetings were held throughout the institution. In addition, our Quality Assurance Office shared the Bologna ECTS Information System Guide in 2021 in order to continuously improve the relationship between learning outcomes and program outputs with the Bologna Education Information System and then organized a joint training and information meeting with our Bologna Coordination Office. In 2021, our Quality Assurance Office announced the measurement evaluation guidelines prepared with the support of the Evaluation and Evaluation Advisory Board on its website and shared them with our units. Our Vice Chairman of the Quality Assurance Commission Prof. Dr. Pelin KANTEN regularly participates in our university's Education Commission meetings on behalf of our Quality Assurance Commission.

The design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved. Some evidence of these (correspondence and meeting minutes of the Student Affairs Department, the Education Commission, the Bologna Coordinator, the Vocational Schools Coordinator) are attached to your information and more detailed evidence can be shown during the site visit if requested. Because most of our evidence for correspondence and minutes is available in the UBYS system. While determining the program competencies, the mission-visionof the institution was taken into consideration. Because each unit and our program have updated their core tasks by preparing their strategic plans in accordance with the strategic plan of our university. The institution has designed the programs it conducts in accordance with the objectives of the curricula and learning outcomes. The qualifications of the programs are defined on the basis of the Higher Education Qualifications Framework of Turkey. Programs, which are national core programs, prepare the course information packages by considering UCEP, while programs that are accredited while preparing them are prepared by taking into account the accreditation criteria. In addition, many of our programs that consider being accredited have revised their teaching plans by taking into account TYYC compliance and accreditation criteria. Apart from these, all of our active programs that have been providing graduates have been regularly preparing self-Evaluation reports in accordance with the YOKAK criteria for 3 years and uploading them to the UMIS-UYBS Program Self-Evaluation Module. If improvement is necessary, they update their teaching plans with the decisions of the education commission within the department and rectorate. The way the achievements are expressed throughout our university clearly indicates the predicted cognitive, affective and dynamic level. The planning for how to monitor the realization of the program outputs was made by the training commission. In this context, the Higher Education Qualifications Framework has already defined all the necessary qualifications and the monitoring of compliance with the operation of accredited programs is also carried out by MYK within the scope of the relevant criteria.

The core tasks of our university and our programs are updated and continuously improved in line with the above-mentioned objectives in order to train professional staff with sufficient professional equipment, who have adopted continuous improvement and lifelong learning as a principle, and who have the

qualifications required by the age and future. These core tasks have been adopted by taking internal and external stakeholder opinions and have been consulted and updated with all stakeholders when necessary, taking into account regional, national and global developments. While determining the objectives, objectives and teaching plan of the program specifics, the program advisor calls the relevant department head, unit manager, program instructors and program students to the meeting and organizes a meeting in which the opinions of the internal stakeholders are first taken. Then, in line with the meetings held with external stakeholders and requests from the industry, the program specific tasks and objectives have been updated in accordance with the relevant unit and institution. In this context, all necessary studies have been carried out to enrich our education and training content, make it more up-to-date, more understandable, more balanced, more entertaining and more appropriate practical information with business life by taking the opinions of both our current students and graduates. In this context, necessary performance indicators and evaluation surveys have been created and are applied in these meetings and/or periodically as outputs to those concerned or through our unit website. In addition, while updating the teaching plans at the associate degree level, MEYOK (Vocational Schools Coordination and Legislative Commission, etc.) Commissions). If it is to be repeated, the general purpose of our programs is to train qualified graduates who will work in the efficient execution of production and service activities of public and private sector enterprises and organizations, and who will be able to operate with modern, present and future technology. In addition, we have graduate and interdisciplinary programs opened within the scope of university-industry cooperation, and these programs have been seen to make a significant contribution locally and regionally, and it is planned to increase their number within the scope of improvement. In this context, our programs aim to ensure that graduates serve as fully self-confident, entrepreneurial and innovative experts who follow the current developments in the national and international platforms related to the sector they will work in as a qualified trained workforce potential. In this direction, students are given theoretical information to increase their knowledge in order to plan the working order that will ensure the best use of information and technology, and students are prepared for business and professional life with practical courses. Because many of our units have bilateral cooperation and protocols within the framework of university-industry cooperation.

In addition, our Rectorate Quality Assurance Commission has internal and external stakeholder advisory boards. The ECTS distribution of these courses is constantly followed as much as possible within the framework of the legislative conditions. As can be understood, in the structuring of the training objectives, our units have taken into account the core duties of the institution, and these objectives have been updated within the framework of continuous development studies by discussing the evaluations reflected in various surveys and expressed in interviews or meetings held with all stakeholders at different times. Links to all these news are also included as evidence. Our university periodically reviews its programs to ensure that its programs meet the educational objectives and respond to the needs of students and society. In our university, the outputs of all programs are monitored systematically (annually and periodically at the end of the program) and in line with institutional purposes (education policy and objectives). The results of this monitoring are evaluated together with the stakeholders and updates are made. Defined processes have been announced for monitoring the programs (/http://ogrenciisleri.comu.edu.tr/). It is also monitored by annual activity reports and internal evaluation reports of the Institution (http://kalite.comu.edu.tr/).

We have a system that monitors course achievements (https://ubys.comu.edu.tr/). The results of these are also published. The social contribution of the program monitoring and updating activities (http://omik.comu.edu.tr/) is monitored by the Student Life Career and Graduate Relations Coordinator. For applying for accreditation, the Quality Commission holds meetings covering all academic units. Preparation in English is made through the School of Foreign Languages (http://ydyo.comu.edu.tr/). In all programs of our university, graduates are monitored systematically and in line with institutional purposes (education policy and objectives) and measures are taken to cover all units and programs according to the follow-up results.

It is also ensured that our university has a strong structure in the preparation and sharing of curriculum and course information packages and in associating program outputs with the Turkish Higher Education Qualifications Framework. Physical and technological possibilities are taken into account in the design of the programs and managed by considering the internal balance. With the participation of the stakeholders, the practices related to the design and approval of the programs are systematically monitored and measures are taken by evaluating with the stakeholders. The educational policy and strategic objectives of the institution are evaluated at the beginning and end of each academic period in each academic unit together with stakeholder participation. Our academic units receive internal and external stakeholder opinions and suggestions through meetings and surveys. The necessary arrangements are presented to the Senate of our university within the year. The objectives, outputs and applications covering all areas related to TYYC compliance of all programs are systematically monitored and our academic units take measures by evaluating them together with their stakeholders. Course outcomes and program outputs have been matched in a clear, understandable, realistic and sustainable way and internalized in all programs; in this context, there are institution-specific practices. In this context, it is available in an application we have prepared on our student information system (https://ubys.comu.edu.tr/). This application can also yield some evaluation results by making such a match. It is an application open to the evaluation of Internal Stakeholders. Applications related to the program structure and balance are systematically monitored in all programs and the follow-up results are evaluated together with the stakeholders and measures are taken and constantly updated. In the distribution of elective and compulsory courses, a maximum of 25% elective course principle is followed. The contributions of the stakeholders are included in the board meetings and records of the academic units. The student workload application applied in all programs is systematically monitored and measures are taken by evaluating the follow-up results with the stakeholders.

The weekly course hours, credit and workload distributions of the program at each level were calculated. In addition, the content and credits of internship, homework, presentation, implementation and exchange programs are also announced and implemented. ECTS diploma supplement label is given. Workloads are updated as needed (http://ogrenciisleri.comu.edu.tr/). Compliance of all processes with the corporate mission and education policy is monitored.

The most important example within the scope of improving the defined processes is the updating of the teaching plans of our university. In our university, Bologna Process, Turkey Higher Education Qualifications Framework, National Core Program and the criteria of Accreditation Agencies and the requirements of today and the future are combined, the decisions of the departmental board and academic board are taken by consulting the opinions of our internal and external stakeholders, the teaching plans change decisions are sent to our Student Affairs Department, the proposals prepared with the opinion of the Education Commission and the Department are decided in our Senate held in May. This process includes the Vocational Schools Coordination for our vocational colleges. The curricula are updated with the participation of stakeholders, and all our programs are ensured to make an effort to monitor the achievement of program outcomes and course learning outcomes and to realize improvements. In this context, the list of curricula updated by the Department of Student Affairs in 2020 and 2021, the Bologna Education Information Package Improvement Guide and the meeting evidence of our Bologna Coordination Office during the year are presented in the annex.

The objectives and objectives of the education program include the knowledge, skills, and attitudes that students are expected to acquire, and define the competencies and competencies expected from the graduate, which can be actively observed in our program outputs. These goals and objectives cover all competencies to meet professional and social expectations. In addition, the curriculum updates are made based on the suggestions of internal and external stakeholder meetings (See MEYOK, Education

Commission and unit meeting minutes). To the extent that these competencies are appropriate for the time allocated to pregraduate education, all aspects of the programs are used, for example, relevant competencies, knowledge and skills, as well as appropriate elective courses to gain appropriate attitudes and behaviors. In addition, this situation is reinforced with technical trips, seminars and conferences held in every program. While revealing the corporate goals and objectives of our programs, the defined national and international standards are compared with the educational goals, objectives or outputs, then some meetings or contacts and internal and/or external stakeholder opinions are taken and sample programs are discussed in departmental boards, education commissions or academic boards and then suggestions are presented to the rectorate. This process is decided every year in the May Senate and updates of the teaching plan are carried out.

In addition, the Associate Degree and Undergraduate Applied Trainings Directive was created in 2021 and was first presented to the opinions of the stakeholders and then put on the agenda of the legislative commission and then approved by the senate. As a result, the outputs are examined and the stakeholder opinion is taken and it is tried to decide to make changes and improvements. In this context, especially our Rectorate and related units are in constant contact with external stakeholders. In this way, as a qualified trained workforce potential, current developments are followed in order for the graduates to serve as qualified, entrepreneurial and innovative experts with high communication skills, who follow the current developments in the national and international platforms related to the sectors they will work in and aim to train qualified graduates in this direction. Stakeholder opinions are taken about the extent to which graduates have these qualifications, and graduate meetings and surveys are carried out. Approximately 40 alumni meetings were held only in 2021 and the relevant evidence is presented in the annex and is accessible from the institution's website. Student workplace surveys are also conducted in our units to ensure that all programs achieve their educational goals and respond to the needs of students and society. According to all these data, within the scope of achieving the goals of our programs, its mission and educational goals are seen to be compatible with the career goals and professional expectations that graduates want to achieve.

Performance indicators for the common outputs of the institution are periodically monitored and reported annually through the institution-specific strategic plan performance indicators report and COMU with numbers other than YOK and YOKAK. In the structuring of learning outcomes and necessary teaching processes, our Student Affairs Department has determined and shared the principles and rules on the basis of unit and department. The actions by which competencies can be acquired at the program level (competency-course-teaching method matrices) have been determined and shared publicly. According to the field differences, it is defined in which types of education (formal, mixed, remote) the competencies can be acquired. The suitability and functionality of the course information packages are monitored and improvements are made depending on the purpose. The learning outcomes of the courses (including mixed and distance education) were defined and the curriculum (outputs and course outcomes) were created. The way the gains are expressed clearly indicates the predicted cognitive, affective and dynamic level. The ECTS value is shared on the web page and verified by student workload tracking. There are applied learning opportunities for internship and profession and they are adequately evaluated within the framework of student workload and credit. In the design based on workload, the diversity of distance education is also taken into consideration.

Principles, rules and methods regarding the course distribution of the programs are defined. Curriculum structure focuses on compulsory-elective course, field-out-of-field course, and provides the opportunity to get to know cultural depth and different disciplines. The number of courses and weekly course hours are arranged in such a way that the student can also devote time to non-academic activities. In this context, the purposefulness and functionality of the course wrist packages developed are monitored and the related improvements are realized within the scope of the one-year and five-year PDCA cycles as described above. Within the scope of the programs, the curriculum packages have been prepared in line with the defined

processes and announced to the public and are improved in the process by taking into account the needs such as the necessary trainings, commission-board meetings, stakeholder meetings, quality requirements, national and regional requirements, external stakeholder demands, etc. In 2021 alone, 130 quality assurance information meetings, 5 training information system improvement meetings, 170 internal and external stakeholder meetings and nearly 40 alumni meetings were held, and the opinions of the stakeholders were also taken with comprehensive satisfaction surveys. Thus, there is evidence that the opinions of the stakeholders have been taken both in writing and verbally and that the stakeholders are working to involve them in the process.

Our university regularly receives and evaluates and monitors student surveys at every level and in every unit in line with its strategic goals and in a sustainable manner. The course learning outcomes and learning outcomes of our students are evaluated for each course at the end of each semester. Thus, our students have the chance to evaluate both the course and the instructor and to test to what extent they turn these outputs into gains. Explanations are allowed to express their views on the course. This information is only seen and monitored by the instructor of the course through UBYS and necessary improvements are made. Some evidence that there are defined processes within the scope of what has been conveyed, that commission-commission meetings have been held, that the opinions of the stakeholders have been taken by trying to be included in the process, and that revisions and teaching plan updates have been made within the needs are presented to your information in the attachment.

COMU Science and Technology Application and Research Center, Faculty of Engineering, Department of Map Engineering, First and Second Education, Faculty of Engineering, Department of Environmental Engineering (English), Faculty of Medicine are our accredited units and programs. In these previously accredited programs, English Language Teaching in the Faculty of Education and Coaching Education in the Faculty of Sports Sciences were added to our undergraduate programs. In addition, undergraduate programs of Japanese Teaching, Faculty of Education Geography Teaching, Faculty of Education Department of Primary Education Preschool Teaching, Faculty of Education Department of Primary Education Classroom Education Teaching, Mathematics Teaching, Science Teaching, Chemistry Teaching and our Theology Faculty also applied for program accreditation. Our departments such as Biga Faculty of Economics and Administrative Sciences Department of Business Administration, Faculty of Tourism Department of Tourism Management, Faculty of Engineering Department of Food Engineering, Faculty of Engineering Department of Computer Engineering, Faculty of Agriculture Department of Agricultural Machinery and Technologies, Faculty of Science and Literature Department of Molecular Biology and Genetics (English) will also apply for program accreditation in the near future. More than 100 academic and administrative staff in our academic units, which perform in quality assurance processes and are successful in program accreditation, have been rewarded with certificates of appreciation.

Statistical indicators related to education and training (courses opened every semester, number of students, achievement status, feedback results, course diversity, lab practice, undergraduate/postgraduate balances, number/reasons for disconnection, etc.) are periodically and systematically monitored, discussed, evaluated, compared and development in terms of quality education is maintained. It has program accreditation planning, incentive and implementation; the accreditation strategy of the institution has been specified; in this context, 292 programs have been prepared for 2019 in 2020, 335 programs in 2021 and according to the data of the first months of 2022, nearly 300 program self-Evaluation reports have been prepared for 2021 and many of them have started to be prepared to apply for program accreditation. The only obstacle in this regard is our high accreditation fees and budget constraint. However, our quality assurance commission members try to create additional resources with university industry cooperation and protocols.

In order to improve education processes, an information system called "Rectorate Communication Center"

(RİMER) has been established and 24/7 requests, opinions, suggestions and complaints have been concluded in a short time on our website. COMU Support was established to improve IT processes and to quickly solve problems. On the other hand, all digital services of COMU such as UBYS, Eduroam, Email, Library, File Sharing can be used with a single username and password and they are also used in an integrated manner with the e-government password.

Our university decided to switch to the "Mixed Education Model" (40% remote 60% face-to-face) based on the decision numbered 01 of the senate meeting dated 20/08/2020 and numbered 18, and then completely switched to "Distance Education" with all its possibilities based on the decision numbered 03 of the senate meeting dated 08/09/2020 and numbered 21. In our university, many online events, conferences, congresses and seminars were organized, especially in 2020 due to the Covid-19 pandemic. Within the framework of our university's updated strategic plan and the goal of becoming a research university candidate, great importance is attached to continuous improvement studies in every field. In this context, one of the main strategic objectives of our university's 2021-2025 Strategic Plan, Within the scope of "A.2. Improving the Quality of Education and Training Activities", strategic objectives of "H1.2. Developing infrastructure and facilities related to research and Innovation", "H2.2 Improving the quality of education and training activities", "H2.3. Continuously improving the quality of Distance Education activities", "H2.3. Developing the educational and instructive qualifications of instructors", "H2.4. Developing students' learning desires, capacities and satisfaction" were taken into consideration, especially to include distance education processes within the scope of continuous improvement, and our two units that manage this process, COMU Distance Education Research and Application Center and COMU Information Processing Department, have developed the "Distance Education Quality Assurance Policy" by taking into account the quality assurance policy and strategic objectives of our university. The distance education quality assurance policy prepared by the Distance Education Research and Application Center and the IT Department is open to all stakeholders, considering the Quality Assurance Policy of our university. IT Department can be accessed through at https://bidb.comu.edu.tr/kalite/uzaktanegitim and Our policies and Distance Education Research and Application Center can be accessed at http://comuzem.comu.edu.tr/kalite-guvencesi/comuzem-kalitepolitikasi-r22.html.

In 2021, the rate of satisfaction of our students with having COMU was 81%. The satisfaction rate of our students with our social facilities is 78%. The satisfaction rate of our students with Bologna processes and the Education Information System is 80%. When our students evaluate COMU by comparing it with other universities, their satisfaction rate is 85%.

## Design and approval of programs

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

### Evidence
• Programların Tasarımı Ve Onayına Yönelik Kanıtlar.doc

## Course distribution balance of the program

**Maturity Level:** Course information packages were prepared and announced in line with the defined processes throughout the programs.

### Evidence

• Programların Ders Dağılım Dengesi Yönelik Kanıtlar.doc

## Compliance of course outcomes with program outcomes

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

### Evidence
• Ders Kazanımlarının Program Cıktılarıyla Uyumuna Yönelik Kanıtlar.doc

## Course design based on student workload

**Maturity Level:** The courses were designed, announced and implemented in accordance with the student workload.

### Evidence
• Oğrenci İş Yüküne Dayalı Ders Tasarımına Yönelik Kanıtlar.doc

## Monitoring and updating programs

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

### Evidence
• Programların İzlenmesi Ve GUncellenmesine YOnelik Kanıtlar.doc

## Management of education and training processes

**Maturity Level:** Applications related to the education and training management system are monitored in the institution and improvements are made according to the follow-up results.

### Evidence
• Eğitim Oğretim Süreçlerine Yönelik Kanıtlar.doc

## 2. Execution of Programs (Student-Centered Learning, Teaching & Assessment)

Student admissions to our university are carried out by the student affairs registry office between the dates announced with the principles and academic calendar determined by the Higher Education Council (YOK), the Presidency of the Student Selection and Placement Center (OSYM) and the Rectorate. All undergraduate transfers are carried out in accordance with the provisions of the Regulation on the Principles of Transition, Double Major, Sub-Branch and Inter-Institutional Credit Transfer between Associate and Undergraduate Programs in Higher Education Institutions published in the Official Gazette dated 24/4/2010 and numbered 27561. Undergraduate transfers between faculties, colleges and departments affiliated to COMU are carried out in accordance with the Regulation on the Principles of Transferring Between Associate and Undergraduate Programs, Double Major, Sub-Branch and Inter-Agency Credit Transfer in Higher Education Institutions and the principles adopted by the university Senate. The periods spent by the students in the institution they come to are also taken into account in the

calculation of the education periods of the students who transfer internally. The total time may not exceed the time specified by law. When they are students in another higher education institution, if they enroll in the Business Management Program with the central placement exam or undergraduate transfer made by the OSYM according to the success status, they can apply for student jobs in the first week of the first semester of their education and request the exemption of these courses for the courses they were successful with CC in the higher education institution they were previously enrolled in. Approves the courses that the student requesting exemption has taken before, taking the opinion of the relevant program counselor and from which courses he/she will be accepted as past due to equivalence. A student enrolled in this way must complete the courses that belong to the semester before the semester in which he/she is adapted and are not exempt. The course (s) that the students have previously succeeded in non-university formal education programs and are exempted from are transformed according to the Evaluation of Exams and Grades in Article 22 of the COMU Associate Degree Education and Examination Regulation and participated in the DNO and GNO calculations. This period is deducted from the maximum period and the student completes his/her courses in the program within this remaining period. Those who have graduated from any higher education institution, who have been unregistered, who have been enrolled in a higher education institution, who have enrolled in our university as a result of examinations made by the Assessment, Selection and Placement Center or who have enrolled in our university as a result of special talent exams and who have requested exemption are evaluated by the relevant boards of directors and the achievement grades of the courses in which the exemption request is deemed appropriate are converted into the achievement grades in Article 22 of this Regulation. As a result, if the total credit of the courses in which the students with a general grade point average of 2.00 and above are exempted from the upper semester is at least half of the total credit of that semester in the program, our vocational school board of directors is authorized to take courses from the upper semester with the courses that they did not take and failed in the semester and previous semesters. If the student applies in the semester in which the exemption decision is taken, the student who wants to take the course (s) to which he/she is exempt may take the course (s) again. The fact that the student has taken a course from the upper semester does not mean that he/she is in the upper semester. Exemption exams for courses that are compulsory in the curriculum are also held for English I and II courses at the beginning of each semester. Students who receive passing grades from these exams are exempted from the relevant course in the curriculum and their grades are recorded in the transcripts of the students. Students with a GPA of 2.00 and above are also considered successful in conditional successful courses. In order to graduate, students must complete 120 Bachelor's Degree and 240 ECTS credits. A student's GPA is also the grade point average.

In addition;

a) The first, second and third grades of each class of the program/department in which the student is enrolled according to the general grade point average (GPA) shall be accepted as honorary students and these students shall be rewarded with a certificate of appreciation by the relevant Dean/Directorate at the end of the academic year, provided that they take all courses during a school year, fulfill the condition of attendance; receive at least (CC) in all courses and have not received any disciplinary penalty.

b) Students who graduate from the faculty/college/vocational school with the first degree according to the GPA, provided that they take all courses within the normal education period, fulfill the condition of attendance, take at least (CC) in all courses and have not received any disciplinary penalty, are accepted as higher honorary students and these students are awarded with a certificate of appreciation by the Rectorate of the faculty/college/vocational school with a higher honorary student certificate.

c) According to the GPA, the student/students who graduated from Canakkale Onsekiz Mart University in the first place are accepted as Canakkale Onsekiz Mart University high honor students and these student/students are rewarded by the Rectorate with the certificate of appreciation of Canakkale Onsekiz Mart University high honor students, provided that they take all courses, fulfill the condition of attendance, receive at least (CC) in all courses and have not received any disciplinary penalty during the normal education period. COMU has set clear criteria for student admission and defined and published the principles of application regarding the recognition and certification of diplomas, degrees and other

qualifications. (http://ogrenciisleri.comu.edu.tr/). Student acceptance and recognition and crediting of previous learning (Knowledge and skills acquired through formal education, non-formal education and free learning) The findings obtained from applications related to student acceptance, recognition and crediting of previous learning are systematically monitored and evaluated together with the stakeholders and measures are taken according to the follow-up results.

All processes are defined and the problems arising in the applications are evaluated by the Senate with the proposals of the relevant academic units. Stakeholders. The units are informed from their web pages, our quality web page and the web page of student affairs (http://ogrenciisleri.comu.edu.tr/). The diplomas of the students who graduated from the university have been given by electronic signature since January 2020. Necessary regulations and directive changes have been made regarding the subject. Student certificate, transcript, student disciplinary certificate, student course content report and curriculum reports were directed by electronic request. In 2020, all institutes were merged and graduate activities started to be carried out as the Graduate Education Institute. Thesis defenses were started to be made online at the Graduate Education Institute. Undergraduate transfer and international student admissions and evaluations are made and evaluated electronically. Findings obtained from practices related to recognition and certification of diplomas, degrees and other qualifications are evaluated. The processes related to these evaluations are defined and announced on web pages. There are legislation for central placement, horizontal and vertical transition, double major, minor, exchange programs, Erasmus+ etc. placement and applications (http://ogrenciisleri.comu.edu.tr/). Although stakeholder opinions are important in this regard, their contributions are also limited, especially since external stakeholders do not have sufficient technical knowledge. In summary, the principles and rules regarding student admission throughout our university have been defined and announced. These principles and rules are consistent with each other in accordance with the relevant legislation and the practices are transparent.


Requests for documents such as diplomas and certificates are followed. Recognition and crediting of previous learning (knowledge and skills acquired through formal, non-formal, distance/blended education and free learning) is carried out. Horizontal and vertical transition opportunities are allowed. Mobility supports, student encouragement and educational meetings are organized in parallel with the internationalization policy. All processes are monitored, improved and updates are announced. Approval of qualifications, graduation conditions, graduation decision processes are clearly, comprehensibly, comprehensively and consistently defined and shared with the public. Certification and diploma procedures are carried out, monitored and necessary measures are taken in accordance with this defined process. There are practices related to diploma approval and certification of other qualifications throughout the institution. Applications are monitored and defined processes are improved. In this context, in line with the conditions set by the Council of Higher Education under the conditions of the Covid-19 Pandemic in 2020, the right to freeze registration and to extend the time for our postgraduate students at the thesis stage was also granted with the applications carried out urgently.

The findings obtained from the applications related to the measurement and evaluation system designed in all programs are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. In addition to regulations and guidelines (http://ogrenciisleri.comu.edu.tr/), COMU has a system that evaluates the quality of education and is based on surveys. This system covers both lecturers and courses (https://ubys.comu.edu.tr/). It evaluates the courses on the basis of learning outcomes and course outcomes and treats the results below 50% as course improvements of the instructors. Our Quality Assurance Office shared the Bologna ECTS Information System Guide in 2021 in order to continuously improve the relationship between learning outcomes and program outputs with the Bologna Education Information System and then organized a joint training and information meeting with our Bologna Coordination Office. In 2021, our Quality Assurance Office announced the measurement evaluation guidelines prepared with the support of the Evaluation and Evaluation Advisory Board on its website and shared them with our units.

In line with the defined processes, the programs that are designed and approved are carried out in accordance with the objectives and learning outcomes of the programs. There are regulations and guidelines related to measurement and evaluation in our university and they are updated when necessary. In addition, the necessary proposals for the updating of all programs before the May Senate are passed through the relevant commissions and forwarded to our rectorship.

The main principles and rules for measurement and evaluation are defined. Learning attainment, curriculum (curriculum), the way education service is provided (formal, remote, mixed, open), teaching method and measurement-evaluation compliance are observed. Exam implementation and security (formal/online exams, exams for disadvantaged groups) mechanisms are in place. Measurement and evaluation practices are carried out in accordance with these principles and rules throughout our university. In summary, the course outcomes are harmonized with the program outputs throughout the programs, the course information packages are shared, the design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved. In addition, our programs, which are deemed appropriate to be opened in 2020, are also attached. In general, the evidence for all these issues was also presented at the follow-up meeting in December 2020.

All our internal and external stakeholders, especially our students and prospective students, can easily access the mission, goal, goal, detailed teaching plan and course contents of Canakkale Onsekiz Mart University from the web page of our program and also from the university Information Management System. In addition, how they can access this information in at least one orientation training in the first two weeks of their education is explained to our first year students in detail. Apart from this, the relevant program advisors communicate the curriculum, course monitoring and evaluation criteria of our program to our students who are in the first and second grades at the beginning of each semester. Our university makes measurements through unit websites about how much students and graduates have qualifications. In addition, our program, department and/or department holds an advisory board meeting at least once a year with internal and external stakeholders outside the academic board meetings. In addition to these meetings, there are the questionnaires that our program performs as outputs, as well as the internal and external stakeholder questionnaires on the website of our unit, the evaluation questionnaires of the workplaces where our students do internships, and the graduate student questionnaires. Apart from these, academic boards of our program carry out the necessary test measurements with commission meetings, education information package, annual activity reports, annual internal control reports, 5-year strategic plan performance indicators, program self-evaluation and unit internal evaluation reports. In addition, in order to develop more professional and subjective online test criteria, our program presidents actively carry out the necessary studies together with our unit management and apply surveys to their stakeholders.

As long as pandemic conditions in all our units allow or outside the pandemic conditions, at least once a year meeting with the members of the internal stakeholder commission, once a year meeting with external stakeholders, internal stakeholder survey once a year, external stakeholder survey once a year, new graduate questionnaire once a year, student course evaluation questionnaire twice a year, evaluation of the success status of students in the courses twice a year with the instructor course evaluation form, meetings with education and internship commissions, academic board meetings, meetings organized by the unit management and meetings, participation in the meetings of the Education Commission, the Ministry of National Education and/or other commissions of our university, strategic plan and internal control report creation commissions, activity reports, job descriptions and work flow processes and their continuous updating are under the responsibility of the relevant department head and program advisor and the unit manager. Also, performance and evaluation surveys are updated once a year. In addition, strategic plan surveys are conducted every 5 years. In this context, our programs have set the main goal of continuing its development based on quality awareness and continuous improvement, thus obtaining

program accreditation. The most basic evidence of this is the self-Evaluation and unit internal evaluation reports, which have been consistently prepared at the level of90% for 3 years. Each year, an average of 300 programs prepare a self-Evaluation report and carry out an appropriate self-Evaluation and internalize quality and continuous improvement studies in higher education. Our programs prepare swot analyzes and pukö cycles in these reports and try to update them with stakeholder participation. Evidence of these is also attached for your information.

As it is understood, COMU enables students to achieve the goals and learning outcomes of the programs during their education. It also adopted a student-oriented and competence-based approach in the Evaluation and evaluation processes. Teaching methods and techniques (Active, interdisciplinary work, interactive, research/learning-oriented) The findings obtained from current, interdisciplinary work encouraging active and interactive student participation in learning-teaching processes and research/learning and student-oriented teaching approach applications are systematically monitored and evaluated together with the stakeholders and measures are taken according to the follow-up results. Student participation in the courses is not only done in the form of listening-understand-note, but also in the form of direct course learning-teaching with student participation. Interdisciplinary interactive elective courses and practices are included in our programs. Practices are carried out on the teaching of our instructors and especially on the training of trainers. The findings obtained from the practices carried out to improve the teaching competence of the instructors of the institution are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. Many applications have been made within the faculty of education, project coordination center and continuing education center regarding the training of trainers (http://egitim.comu.edu.tr/, http://sem.comu.edu.tr/). In our university; midterm exam, midterm make-up exam, final exam and final make-up exams are held. In addition, summer school can also be opened for some related courses in which our students are also in demand. In addition, the workload and performance of our students are actively monitored in the ECTS Information Package and UBYS Student Information System according to the Bologna system, and the exam loads can be changed according to their weights. Our exams;

a) **Midterm Exams / Visas:** is done at least once for each course. Midterm exam program is organized by the management by taking the opinions of the instructors responsible for the courses within the first four weeks of each semester and the dates are announced accordingly. Midterm exam grades are announced at least two weeks before the end of term exams.

b) **Semester End / Final Exams:** It is done within two weeks after the education period of at least fourteen weeks. The final exam is held for each course. Students who do not attend the final exam are deemed to have failed that course and FF is given as a grade. The calendar related to the end-of-semester exams is determined by the university Senate by taking the suggestions of the units. The exam programs at the end of the semester are prepared by the deanship and college directorates and announced at least two weeks before the exams. There is no make-up exam for the final exam.

c) **Apology Exams:** If the relevant board of directors accepts the excuses of the students who do not participate in the midterm exam due to their justifiable and valid reasons and document their status within one week after the exam, the midterm exams in which the student does not participate are held in writing on the date determined by the instructor within that semester. Students who do not take the make-up exams for any reason shall not be reopened to the make-up exam.

d) **Completion exams:** Those who fail as a result of the exams at the end of the semester can take the completion exams of the courses they fail. Those who do not take the make-up exam are considered unsuccessful and these students will not be given an additional exam. Completion exams are held in the third week from the end of the semester exams. There is no make-up exam for make-up exams. Apart from these, our students who are not successful have 3 different rights:

**e) Single Course Exam:** It is the exam in which students who graduate after completing four semesters but cannot give only one course or who do not have a GPA of 2.00 by giving all courses.

**f) Three Course Exam:** It is the exam in which students with an entrance from 2010 and before benefited from one, two or three courses.

**g) Additional Exams:** At the end of the maximum education period, our students who graduate are given two additional exam rights for all the courses they fail (with FF-FD-YS letter grades). At the end of these exams, students who cannot reduce the total number of courses they need to achieve in order to graduate to five are disconnected from the university. In general, all exam results are announced by the relevant instructor of the course on the website of Canakkale Onsekiz Mart University Student Information System within fifteen days. From the announcement of the exam results, the exam documents are kept for three years. Students who exceed the limit of absenteeism in classes are deemed to have not attended that course, are not admitted to the exams and are considered to have failed that course. Students are also deemed absent within the periods covered by the health reports accepted by the relevant boards. 40% of the average of the grades obtained from midterm exams and semester activities is determined by the relevant instructor by taking the contribution of 60% of the final or completion exam grade and is notified to the students in the first two weeks of the education. The grades of the students for each course are evaluated by the instructor over 100 points and the grades of the course at the end of the semester are evaluated in letter and coefficient form in accordance with the evaluation table, as in the table below:

90-100 Points - AA (Coefficient 4.0, ECTS grade A)
85-89 Points - BA (Coefficient 3.5, ECTS grade B)
80-84 Points - BB (Coefficient 3.0, ECTS grade B)
70-79 Points - CB (Coefficient 2.5, ECTS grade C)
60-69 Points - CC (Coefficient 2.0, ECTS grade C)
55-59 Points - DC (Coefficient 1.5, ECTS grade D)
50-54 Points - DD (Coefficient 1.0, ECTS grade E)
40-49 Points - FD (Coefficient 0.5, ECTS grade F)
0-39 Points - FF (Coefficient 0, ECTS grade FX)
Adequate-YE (Coefficient-, ECTS grade S)
Insufficient - YS (Coefficient -, ECTS grade U)
Absent - DS (Coefficient 0(for credit courses), ECTS grade NA)

Accordingly:
**a)** If the students have received one of the grades (AA), (BA), (BB), (CB) or (CC), he/she is deemed to have achieved that course.
**b)** If the students have received one of the (DC) or (DD) grades, he/she is deemed to have achieved that course "conditionally".
**c)** If the students have received one of the grades (FD) and (FF), he/she is deemed to have failed that course.
**d)** In the absenteeism and success evaluations of non-credit courses and internships; (YE) is sufficient, (YS) is insufficient, (DS) is considered absent.
**e)** The grade taken as a result of taking an exam that he/she does not deserve to take is canceled.
The grades (YE) and (YS) taken from the common compulsory courses specified in the subparagraph (ı) of the first paragraph of Article 5 of the Law No. 2547 and the grades (DS) for non-credit courses are not taken into account in the calculation of the weighted grade average; however, in credit courses, the equivalent of (DS) is 0.00. In order to be considered successful in a course, in addition to other conditions, it is necessary to get at least 50 points from the end of the semester or completion exam of that course, those who cannot get a score are considered to be unsuccessful (FD and below) regardless of the grade point average. In this way, the success of our students is monitored with the "Semester/Semester Grade Point Average (DPA)" and "General Grade Point Average (GPA)" values calculated with the grades they have taken from the courses and the credits of the courses according to Article 22 of the exam regulation of our university. DNO is obtained by dividing the sum of the credits of each of the courses they have taken in a

semester by the sum of the grades taken from these courses by the sum of the credits of the same courses, and GNO is obtained by dividing the sum of the credits of each of the courses they have taken in all semesters by the sum of the grades taken from these courses by the sum of the credits of all courses. In accordance with the new Canakkale Onsekiz Mart University Associate Degree Education and Examination Regulation published in the Official Gazette dated 27/09/2016 and numbered 29840, the following provision shall apply to enrolled students from 2014 onwards: "If the students have received one of the (DC) or (DD) grades and their GPA is 2.00 and above, the students are considered conditionally successful; if the students have received one of the (DC) or (DD) grades and their GPA is below 2.00, they are considered conditionally unsuccessful."

In summary, the findings obtained from mature applications related to student-centered measurement and evaluation in all programs including homework, project, distance internship practices, including alternative measurement methods and techniques, are systematically monitored and measures are taken by evaluating the follow-up results together with the stakeholders, even in distance education, which is essential and sudden due to the Covid-19 Pandemic. There are also examples of applications for these.

The course learning outcomes and learning outcomes of our students are evaluated for each course at the end of each semester. Thus, our students have the chance to evaluate both the course and the instructor and to test to what extent they turn these outputs into gains. Explanations are allowed to express their views on the course. This information is seen and monitored by our instructors and necessary improvements are made. Course-teacher-program-general satisfaction surveys, demand and suggestion systems are developed and the relevant survey results are followed up and the necessary improvements are carried out under the coordination of senior management. In all programs, the findings obtained from the applications related to receiving the feedback of all student groups (validity and reliability provided, containing different tools) are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. As stated above, our survey system through UBYS has been collecting data for the last two years and these data are evaluated by our instructors and related academic units (https: //ubys.comu.edu.tr/).

Evaluation and monitoring of student success is considered as an indicator of achieving the goals aimed in teaching. Achievement is evaluated by monitoring the individual exam grade and general averages on a class basis. The consultants are also responsible for approving the students' acceptance of the internship, internship evaluation and oral exam commission, renewing the registration, leaving the course, and guiding the students in following the program they are enrolled in and solving their problems related to education and university life. In this way, the programs actively try to fulfill the responsibility of following the success of the students, providing consultancy services, developing and monitoring their qualifications.

With the transition to Distance Education due to the pandemic, our university's Distance Education Quality Assurance Policy and 2020 Distance Education Additional Report have been published. In 2020 and 2021, a total of 277096 materials, 52180 assignments, 750 synchronous exams with 21732 students and 20889 asynchronous exams with a total of 255340 students were held in distance education. Within the scope of 2021 Improvement studies, there are also online trainings carried out by our distance education center with the written request of our Rectorate Quality Commission. Distance education trainings, informative presentations and videos are prepared for all our stakeholders (our faculty members and students) and shared on the relevant web pages and in the corporate Emails of our stakeholders. In addition to this report, Distance Education Academic Integrity Certificate has been prepared and implemented. Even before the Covid-19 pandemic, postgraduate distance education is carried out in our university, thesis defense exams, thesis monitoring commission meetings, courses can be held online, student records and graduation documents can be obtained online. In the process, our university has added to these systems continuous education center e-certification, legislation information system, advertisement tracking system where academic and administrative job applications can be received, COMU Single Account, RİMER and

COMU Support system within the scope of planned improvements. Our Continuing Education Center has developed a 100% digitized "Electronic Certificate Management System" with online course registration, fee payment, asynchronous course access, synchronous course connections, user-based licensable material option, homework management, academic student communication, course voting, online exam module, digital and e-government certificate, and approximately 15,000 participants have used this system to date.

Distance education studies of our university continue to be carried out in cooperation with COMUZEM (COMU Distance Education Research and Application Center) and COMU IT Department. Within the scope of COMUZEM, 10 postgraduate departments continue their activities as distance education, and in addition, 18 common courses are given in the undergraduate departments, especially in the faculties deemed appropriate, such as AtatUrk's Principles and History of Turkish Revolution, Use of Basic Information Technologies, Turkish Language and Foreign Language.

While COMUZEM carries out all these activities through Moodle LMS Open Access E-Learning Portal, Adobe Connect and UBYS, our IT Department carries out distance education course and exam processes through UBYS and Microsoft Teams, Microsoft Stream and Microsoft Office Forms during the pandemic process. COMUZEM and our IT Department is always with our students and academic staff with online live support as well as providing services by Email and phone for the technical problems experienced by our students.

Before the exams, exam information forms are shared with the students, the student is given limited time in the exams and questions are asked in accordance with the system of measuring the success of the students in the distance education system. In evaluating the students, the application options (homework, project, research, e-exam) determined by the Council of Higher Education were left to the preference of the instructors. In the research project and homework options, instructors analyzed the homework security using the Turnitin program. In the online exams held by the instructors using the Online Exam (e-exam), security measures such as creating student-specific exam papers, mixing questions and mixing options were taken. In addition, the instructors were given the opportunity to access log information records in a certain date and time range and they were able to watch the information such as which student completed the exam at what date and time, and which options were changed. Students were definitely asked to sign the honesty text before the exam. The institution managed the pandemic process very well and conducted the courses synchronously or asynchronously without any problems. It has been learned that the IT and Student Affairs Department provides technical support to the students 24 hours a day during the distance education process.

In the Distance Education process, our COMUZEM and IT Department is always with our students and academic staff with online live support as well as providing services by Email and phone for the technical problems experienced by our students. Before the exams, exam information forms are shared with the students, the student is given limited time in the exams and questions are asked in accordance with the system of measuring the success of the students in the distance education system. Because 200-300 Email applications a day are concluded positively by our stakeholders. Distance education trainings, informative presentations and videos are prepared for all our stakeholders (our faculty members and students) and shared on the relevant web pages and in the corporate Emails of our stakeholders. Thanks to the feedbacks made to both units, all the necessary actions are taken by the relevant technical personnel, and all the important decisions required administratively within the scope of the feedbacks obtained and the decisions of the Council of Higher Education are quickly reflected in the decisions of the rectorate of our university and the senate of our university within the framework of organizational agility. In line with distance

education policies, mature, sustainable and adopted practices have been developed by the whole institution. These are taken as a basis in decision-making processes related to distance education. Among these practices, there are many institution-specific and innovative practices, and some of these practices are exemplified by other institutions. Because the IT Department of our university is among the first departments in our country to receive ISO 27001 and 9001 quality certificates and fully implement the LPPD processes. In addition, our university has achieved a significant success in distance education throughout our country and this situation has been reflected in student satisfaction surveys.

Findings obtained from mature applications related to student-centered measurement and evaluation in all programs such as homework, project, including distance internship practices, including alternative measurement methods and techniques, are systematically monitored and measures are taken by evaluating the follow-up results together with the stakeholders, even in distance education, which is essential and sudden due to the Covid-19 Pandemic. The results of the questionnaires related to these are also presented as examples of implementation and senate decisions as evidence in the annex. In this context, as mentioned in many main news bulletins, our university ranked second among the universities that best manage the distance education process in Turkey. In addition, according to the results of the student satisfaction survey, COMU has proven to be one of the best universities in distance education during the Covid-19 pandemic. According to the results of the course evaluation and student satisfaction survey conducted with the highest number of students in 2020, COMU's success in internal quality assurance policy for the educational processes implemented in distance education was riveted with 80% and even more than 90% student satisfaction in the answers to many questions. As a result of a research conducted by UniAr with 18 thousand undergraduate students, our university has come to the forefront in the national press as the second most successful university among the state universities that best manage the distance education process.

Regarding distance and mixed education processes, practices covering all units and areas in line with strategic goals and objectives within the scope of the strategic plan are systematically and in accordance with the internal quality assurance system of the institution. All performance indicators associated with distance education processes are monitored systematically and in accordance with the internal quality assurance system of the institution. Since sustainable practices are adopted by the whole institution, this situation has been reflected very positively in the results of the surveys conducted on internal stakeholders and student satisfaction surveys in statistical terms. The results obtained are evaluated together with internal and external stakeholders as much as possible in pandemic conditions and used in decision-making and measures related to performance management are taken with the necessary agility. Because our university was chosen as the second best university to implement "Distance Education" and this situation was even reflected in national news. As a result, monitoring and improvement are carried out for the development and use of learning resources, all relevant mechanisms are monitored, activities are diversified in line with needs/demands and continuous improvement studies are carried out.

The principles and rules of our university regarding student admission have been defined and announced. These principles and rules are consistent with each other and practices are transparent. Requests for documents such as diplomas and certificates are followed. Recognition and crediting of previous learning (knowledge and skills acquired through formal, non-formal, distance/blended education and free learning) is carried out. There are mobility supports, student encouragement and facilitation measures in parallel with the internationalization policy, and credit loss may occur in mobility and it is planned to take measures accordingly.

The teaching method is focused on interactive learning that activates the student. Within all types of education (formal, distance, mixed), approaches that prioritize learning on the basis of student-centered, competence-based, process- and performance-oriented interdisciplinary, complementary, case/practice are included in accordance with the nature of that type of education. The focus was on deep learning, student interest, motivation and commitment rather than knowledge transfer.

Formal education processes include associate, undergraduate and graduate students and are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning. The participation of students in research processes is supported by curricula, methods and approaches. Implementation, control and necessary measures of all these processes are systematically evaluated. In general, student-centered teaching method techniques are applied in line with defined processes. Student-centered practices are monitored and improved with the participation of relevant internal stakeholders. My students have strong communication with the teaching staff and it is seen that the students own the institution and their satisfaction rates are high.

Student-centered measurement and evaluation is carried out on the basis of competence and performance, and students' self-expression opportunities are tried to be diversified as much as possible. The continuity of measurement and evaluation is ensured by multiple exam opportunities and some of them are process-oriented (formative) homework, project, portfolio. Exam methods suitable for course outcomes and types of education (formal, remote, mixed) are planned and applied. In this context, the auxiliary guidelines have been shared by the quality assurance office. Exam implementation and security (formal/online exams, exams for disadvantaged groups) mechanisms are in place. The consistency and reliability of measurement and evaluation practices between time and people is ensured. The institution improves its assessment-evaluation approaches and facilities based on student-teacher feedback. In summary, there are student-centered and diversified measurement and evaluation practices throughout the programs.

There are applications within the plans throughout our university, and the approval of qualifications, graduation conditions, graduation decision processes are defined in a clear, understandable, comprehensive and consistent way and shared with the public. Our university has practices related to diploma approval and certification of other qualifications. Approval of qualifications, graduation conditions, graduation decision processes in our university are defined in a clear, understandable, comprehensive and consistent manner and shared with the public. Diploma procedures are carried out and monitored in accordance with this defined process.

Student-centered measurement and evaluation is carried out on the basis of competence and performance, and students' self-expression opportunities are tried to be diversified as much as possible. The continuity of measurement and evaluation is ensured by multiple exam opportunities and some of them are process-oriented (formative) homework, project, portfolio. Exam methods suitable for course outcomes and types of education (formal, remote, mixed) are planned and applied. In this context, the auxiliary guidelines have been shared by the quality assurance office. Exam implementation and security (formal/online exams, exams for disadvantaged groups) mechanisms are in place. The consistency and reliability of measurement and evaluation practices between time and people is ensured. The institution improves its assessment-evaluation approaches and facilities based on student-teacher feedback. In summary, there are student-centered and diversified measurement and evaluation practices throughout the programs.

## Teaching methods and techniques

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

## Evidence
- Öğrenci Merkezli Öğrenmeye Yönelik Kanıtlar 1 .doc
- Öğrenci Geri Bildirimleri.doc

**Measurement and evaluation**

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

**Evidence**
- Olçme Ve Değerlendirme Sistemine Yönelik Kanıtlar.doc
- Olçme Ve Değerlendirmeye Yönelik Kanıtlar.doc

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

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

**Evidence**
- Oğrenci Kabulü ve Gelişimine Yönelik Kanıtlar.doc

### Certification of qualifications and diploma

**Maturity Level:** There are practices related to diploma approval and certification of other qualifications throughout the institution.

**Evidence**
- Yeterliliklere Yönelik Kanıtlar.doc

## 3. Learning Resources and Academic Support Services

Detailed data on our library resources are presented to your information in the YOKAK KIDR 3.0 performance indicators table. Although the electronic resources of the Central Library are constantly increased, our rectorate will work within the budget to increase the number of reading rooms. The findings obtained from all these applications are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken and resources are diversified in line with the needs/demands. In this context, the resources of our Central Library are increased every year. In particular, the demands for the purchase of digital resources are evaluated. In addition, it is planned to start working within the scope of expanding the reading areas within the budget. Open access to all our resources is available. Surveys are also applied to our internal stakeholders on the library (http://lib.comu.edu.tr/).

Resources such as classrooms, laboratories, workshops, libraries, studios, textbooks, online books/documents/videos etc. are of appropriate quality and quantity, accessible and made available to students. The use of learning environment and resources is monitored and improved. In this context, within the scope of quality studies, our central laboratory COBILTUM has started our inventory inventory inventory inventory monitoring and evaluation work throughout our university. In addition, there is a variety of learning resources in distance education and they are presented in detail in the relevant report. Our university has a user-friendly, ergonomic, simultaneous and asynchronous learning, enriched content development, as well as a learning management system that can fully meet the needs of face-to-face and distance education. These are constantly monitored and improved and are enclosed with evidence. Learning environment and resources tend to improve student-student, student-teacher and student-material interaction. Monitoring and improvement is made for the development and use of learning resources. In all relevant units of our university, learning resources are managed in order to provide appropriate quantity and quality and accessible learning resources. The management of learning resources throughout the institution is carried out by considering field-specific conditions, priority areas, accessibility and balance between units.

The consultancy system is well implemented in academic units. The advisor faculty member has to inform, direct and follow the students in all subjects starting from the first grade. On the other hand, instructors who are consultants are not only guided and supported by internship, registration renewal, course registration or course counseling processes, but also by engaging in friendly relationships with them, just like a mentor or coach. In addition, all faculty members have close relationships with students and direct them. Communicating comfortably with and supporting the instructors in this way also increases the motivation of our students and significantly affects their satisfaction levels. The findings obtained from the practices carried out in the institution regarding academic counseling are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. An academic advisor (faculty member/officer) is appointed for each class and our students follow the work related to their courses through their advisors until they graduate. It is also possible to communicate through UBYS.

In order to take measures based on student feedback, our practices have spread throughout the university regarding the participation of our students in quality commissions and have been assured by directives, and there are also application opportunities such as RİMER (Rectorate Communication Center, rektorluk@comu.edu.tr), which can be accessed 24/7, and an open door policy of the entire administration. In addition, mechanisms such as student counseling, voluntary counseling, academic counseling and program counseling have developed throughout the institution. Our students are subjected to orientation every year and carry out unit activities in order to provide the necessary support in our PDR unit. Thanks to the quality ambassador mechanism, a dean's whatsapp group has been established in Biga İİBF and quality ambassadors can reach the dean directly at any time.

The student council and our communities also work actively and are also in our Quality and Accreditation Community and work throughout the institution and even carry out joint programs with YOKAK. In addition, many students from our university are evaluators in accreditation agencies, and 4 of our students are YOKAK institutional evaluators. One of them is Ezine Vocational School associate degree student. In addition to all these, our students are encouraged to participate in academic boards. Throughout our university, our students' demands and suggestions can be quickly responded to through multiple channels. For this reason, our university is one of the highest higher education institutions with the highest student satisfaction across the country. Although the level of student satisfaction with the academic student counseling system is at the highest level, a measurement and evaluation sub-commission has been established in our quality assurance commission, and improvements are made in the monitoring method established to measure the level of student satisfaction through this commission. In summary, all of our applications are systematically monitored and measures are taken by evaluating the follow-up results with the stakeholders and it is followed whether the PDCA cycle is applied by all units.

In addition to course counseling, academic counseling commissions were also established in the units of our university. These commissions mentor the student and direct our students to our units such as Scholarship Housing, PDR, Student Life Career Graduate Relations Coordinator. Program Consultants, on the other hand, are responsible for approving students' acceptance of internship, internship evaluation and oral exam commission, renewing registration, leaving courses, and guiding students in following the program they are enrolled in and solving their problems related to education and university life. The

program assumes the responsibility of following the success of the students, providing consultancy services, developing and monitoring their qualifications. Evaluation and monitoring of student success is considered as an indicator of achieving the goals aimed in teaching. Achievement is evaluated by monitoring the individual exam grade and general averages on a class basis. At the same time, the advisor instructor has to inform, direct and follow the students in all subjects starting from the first grade. On the other hand, the faculty members who are consultants are not only involved in internship, registration renewal, course registration or course counseling, but also in friendly relations with them, and they are tried to be guided and supported just like a mentor or coach. In addition, all faculty members have close relationships with students and direct them. Communicating comfortably with and supporting the instructors in this way also increases the motivation of our students and significantly affects their satisfaction levels. In addition, there is a voluntary counseling practice in our Faculty of Theology.

Social, cultural and sports activities of appropriate quantity and quality are managed institutionally in all units of our university (supports are provided to carry them out, there is an administrative organization, etc.). The findings obtained from all these applications are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken and resources are diversified in line with the needs/demands. In this context, necessary investments are carried out and continue to be carried out. Some evidence is attached for your information. Especially for our students, new activities and sports areas and building improvements have been carried out and necessary steps have been taken for the necessary infrastructure works for unhindered COMU. In 2019-2020, our sports teams participated in different organizations. However, 2021 was difficult due to the covid-19 pandemic (http://sks.comu.edu.tr/spor-sube-tanitim.html). There are nearly 200 Student Communities in COMU and 420 activities were carried out in 2019-2020. However, due to the pandemic in 2020 and 2021, there was a significant disruption in these activities compared to the past, and many activities were tried to be carried out online. (http://sks.comu.edu.tr/kultur-sube/ogrenci- toplumlari.html). As a student-oriented university, we try to support all communities. Proposals to establish a community are made through our Senate. Physical resources and spaces are managed holistically in order to provide appropriate quality and quantity of facilities and infrastructure in all units of our university. The results of the use of all facilities and infrastructures are systematically monitored and the follow-up results are evaluated with the stakeholders, measures are taken and resources are diversified in line with the needs/demands. In our university, facilities for students (dining hall, dormitory, technology-equipped working areas, social areas, etc.) are in number and quality to meet the needs of our students.

Dining hall, dormitory, technology-equipped work areas; health, transportation, information services, distance education infrastructure are in the quality and quantity appropriate to the needs, are accessible and made available to students. The use of the facility and infrastructure is monitored and improved in line with the needs. Maintenance of Classrooms and Central Units; Main Faculties and Tailor-made Campus Laboratory Classrooms; Faculty of Science and Letters Office Construction; District Vocational School of Medicine renovation works; Additional Manufacturing of Oral and Dental Health Application and Research Center; Modernization of COMU Hospital Elevators; Construction of Windbreaker and Facade Repair at Ballet-Theater-Show and Multipurpose Hall Building, COMU Hospital Office Partitions and Main Entrances and Infection Entrances; Various roof repairs of our buildings; Faculty of Engineering mantelage; Terzioğlu Campus Main Line Fore Pile and Statement Wall Construction; Natural Gas Transformation of Myo Calorifer Boiler in Lapseki; Faculty of Medicine Additional Building, Faculty of Science-Education Additional Bina, Toto Sports Support, BOY Sports Hall from COMU Campus are carried out by our Department of Construction Affairs in 2021. Examples of improvements are presented in the enclosed evidence. Maximum effort is made to keep these facilities up-to-date with the number and equipment suitable for today. Opportunities are also increased depending on the increase in the number of students. The quality of the services offered throughout the institution is questioned by surveys (http://kalite.comu.edu.tr/anketler.html).

Unobstructed university applications in the institution cover all units. In our university, there are 66 students in this context. So far, our directive has been published for students with special needs (http://ogrenciisleri.comu.edu.tr/mevzuat.html). These students use their representation rights. Each of our students has a mentor from the Unobstructed COMU unit. Evidence of many activities carried out in 2020 and 2021 is given in detail in the attached link of the Unhindered COMU unit evidence. However, trace routes, classrooms, buildings, building entrances, toilets, elevators and direction boards have been completed on the campuses. The management of learning resources throughout the institution is carried out by considering the field-specific conditions, accessibility and balance between units. In this context, there are library resources and building surrounding infrastructure development studies with examination and accessibility opportunities for our disadvantaged students in Braille alphabet and these practices are secured with our equal opportunity directive in education and detailed evidence is presented to your information as evidence in the annex. We are also increasing library resources. In this context, we carry out the necessary updates within our possibilities and budget. For the newly completed buildings, applications for Unobstructed Universities are also made. In addition, in the meetings held by our relevant unit coordinator and Rectorate with our students, their requests are received and fulfilled, and in-campus access opportunities are tried to be provided (http://ekb.comu.edu.tr/).

Our students and graduates are followed through our Student Life, Career and Graduate Relations Coordinator. In addition, elective courses such as career management specific to students' own fields have started to be included in all our programs under the coordination of this unit and our Rectorate. The appropriate quality and quantity of academic counseling, guidance, psychological counseling and career services provided in all units of our university are managed holistically. In this context, the relevant psychological counseling unit visits each unit of our university separately during the term. Adaptation and orientation studies to university life are also carried out for our students and psychological counseling activities are also given during the pandemic. Many activities have been carried out during the year. In our university, academic counseling and psychological counseling practices are systematically monitored and it can be seen that the follow-up results are evaluated together with the stakeholders and measures are taken and the PDCA cycle is adopted and implemented by all units. In addition, since the establishment of the "Student Life Career and Graduate Coordination" and "Graduate Information System", it is seen that approximately 10,000 graduates have been registered with this system firstly after 4,000, and on the other hand, more than 35,000 students have been contacted through social media. However, due to the problems related to the software and the failure to obtain the desired efficiency, it was decided to renew the graduate tracking system software in 2022 within the scope of improvement. As a qualified trained workforce potential, current developments are followed for the graduates to serve as high communication skills, self-confident, entrepreneurial and innovative experts who follow the current developments in the national and international platforms related to the sectors they will work in and aim to train qualified graduates in this direction. Stakeholder opinions are taken about the extent to which graduates have these qualifications, and graduate meetings and surveys are carried out. Approximately 40 alumni meetings were held only in 2021 and the relevant evidence is presented in the annex and is accessible from the institution's website. Student workplace surveys are also conducted in our units to ensure that all programs achieve their educational goals and respond to the needs of students and society. According to all these data, within the scope of achieving the goals of our programs, its mission and educational goals are seen to be compatible with the career goals and professional expectations that graduates want to achieve. The satisfaction of graduates is evaluated and used in institution development strategies. Mechanisms for monitoring and updating program outputs are operated throughout the programs. The program outputs are monitored through these mechanisms and updated by taking the opinions of the relevant stakeholders. There are graduate monitoring system applications throughout the programs in the institution. Graduate monitoring system applications are monitored and updates are made in the programs in line with the needs.

In 2021, our Scholarship and Housing Coordination Office provided accommodation to 30 students and 120 students. In addition, 500 of our students benefit from food scholarship and dormitory and ring service are offered to our students within the main campus. Our students can work part-time in every field served by our university. In addition, there is a social market called COMU Boutique in our university and our students benefit from this unit free of charge. In addition, the Psychological Counseling Department of our university organized 15 activities in 2020 and 14 in 2021. The unit carries out part-time psychological counseling and family counseling activities in COMU Nursery and Kindergarten with 1 psychologist and 1 psychological counselor as well as all our academic, administrative staff and families.

In 2021, the satisfaction rate of our students was 85% on average compared to other universities, and our university ranked among the leading higher education institutions in our country in terms of UniAr student satisfaction rates.

### Learning environment and resources

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

### Evidence
- Oğrenme Kaynaklarına YOnelik Kanıtlar.doc
- Oğrenci Merkezli Oğrenmeye YOnelik Kanıtlar.doc

### Academic support services

**Maturity Level:** Applications related to academic development and career planning of students are monitored in the institution and improved with the participation of students.

### Evidence
- Akademik Destek Ve Danışmanlığa Yönelik Kanıtlar.doc
- Danışmanlık Ve Kariyer Hizmetlerine Yönelik Kanıtlar.doc
- Oğrenci Geri Bildirimleri 2.doc

### Facilities and infrastructures

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

### Evidence
- Tesis Ve Altyapılara YOnelik Kanıtlar.doc

### Disadvantaged groups

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

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**Evidence**
- Dezavantajlı Gruplara Yönelik Kanıtlar.doc

### Social, cultural, sporting activities

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

**Evidence**
- Sosyal Kültürel ve Sportif Faaliyetlere Yönelik Kanıtlar.doc

## 4. Teaching Staff

Our university has 1981 faculty members and 470 research assistants. The management strategies of our university's human resources are planned according to the number of norm staff created by the units within the Personnel Department and Strategy Development Department of our institution and are followed up by our Rectorate and General Secretariat. The salaries and additional course fees of the program instructors are covered from the budget of the units and the revolving capital revenues are covered from the Rectorate Revolving Capital budget. The salaries of the faculty members are calculated by looking at the procedures for calculating the academic personnel salaries of the Law No. 657 and the Law No. 2547. Additional course fees of the instructors are regulated in accordance with the Additional Course Procedures and Principles of Law No. 2547. In order for the instructors to continue their professional development, the participation of the instructors in national and international scientific meetings is supported every year. National and international event participation support is provided once a year, provided that our academic staff participating in Scientific Events on behalf of our university participates with a paper. Maximum one academician per paper can benefit from support. However, the fact that a positive improvement was made in the salaries of the Faculty Members and Assistants together with the Law on Amendment of the Higher Education Personnel Law, which entered into force on November 14, 2014, provided an important incentive to attract and maintain qualified teaching staff in our country. Our faculty members also have the opportunity to earn additional income and equipment through their TUBITAK and BAP projects. In addition, some of the program instructors contribute to scientific studies with our university's Scientific Research Projects (BAP) and some of them contribute to projects with industrial partnerships. In addition, our faculty members receive academic incentive allowances for academic activities such as projects, research, publications, designs, exhibitions, patents, citations, communiqués and academic awards based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015. Regularly, book purchases are made to the library in line with the requests of the Faculty Members and Assistants, and access to scientific publications is expanded by increasing the number of scientific databases that are members.

Appointment and upgrading of faculty members at Canakkale Onsekiz Mart University is made according to the "Assignment and Application Principles for Faculty Membership Staff". These principles have been published under the title of "Application to Canakkale Onsekiz Mart University Faculty Staff, Extension of Duty Period and Performance Evaluation Criteria" on the university's http://www.comu.edu.tr/atama-kritereri website and new criteria have entered into force as of 2020. In this context, in general, the criteria such as the faculty members conducting research at the universal level in the field they work in, transferring these researches to information sharing environments at the national and international level and thus contributing to the scientific world, organizing local, national and international scientific meetings, both exhibiting their own works and enabling researchers in other disciplines to exhibit their works and contributing to the formation of a scientific discussion environment are examined.

Our academic appointment and promotion criteria have been announced. It is applied by considering merit and fairness.

**A-** In order to apply for professor positions, promotion and appointment procedures are carried out according to the conditions defined in Article 26 of the Law No. 2547. In addition, the relevant basic field conditions determined by the university are sought.

**B-** In order to apply to associate professors, promotion and appointment procedures are carried out according to the conditions defined in Article 24 of the Law No. 2547. In addition, the relevant basic field conditions determined by the university are sought.

**C-** In order to apply for the positions of Doctor Faculty Member, the procedures for upgrading to Doctor Faculty Member and appointment are defined in detail in Article 23 of the Law No. 2547. In addition to these, the relevant basic field conditions are sought.

## FOR THE FIRST APPOINTMENT AS A DOCTOR FACULTY MEMBER:

**1)** Having made at least 1 article in a peer-reviewed journal scanned by international indices within the scope of doctoral or artistic qualification thesis, and also having made at least 1 scientific article in peer-reviewed journals provided that it has not been produced from post-graduate theses on doctoral or artistic qualification,

**2)** To have at least 400 points from the academic effectiveness evaluation and to get at least 50% of this score from the items 1-12 of the academic effectiveness evaluation, for reassignment: Considering the activities carried out within the completed appointment period; In addition,

**1)** To get a total of at least 150 points for the 2-year task period extension from the academic activity evaluation, a total of at least 225 points for the 3-year task period extension or 300 points for 4 years, to get at least 65% of this score from the items 1-12 of the academic activity evaluation and at least 15% from the items 20-23.

**2)** Having made at least 1 article in a peer-reviewed journal scanned by international indices.

## FOR APPOINTMENT TO ASSOCIATE PROFESSOR STAFF

**1)** To receive at least sixty-five (65) points from a central foreign language exam determined by the Council of Higher Education or an equivalent score from a foreign language exam accepted by the Council of Higher Education, if the field of associate professorship is related to a particular foreign language (for example: English Language Education, English Language Literature, French Language Literature) to give this exam in another foreign language and to have received at least sixty-five (65) points or an equivalent score from a foreign language exam whose international validity is accepted by the Council of Higher Education (the current foreign language exam equivalence table accepted by the Council of Higher Education shall be considered valid).

**2)** Having received 500 points from the items 1-12 of the academic activity evaluation after the doctorate and getting at least 50% of this score from the items 1-5 of the academic activity evaluation (between the items 1-7 for the basic field of Fine Arts),

**3)** Taking part in or taking part in a scientific project,

**4)** Having received at least 1000 points in total,

## FOR APPOINTMENT AS A PROFESSOR

**1)** To publish an original work based on research at international level or practical studies in the field of science after obtaining the title of associate professor as the main work of professorship, to publish the work in the journals within the scope of SCI, SCIExpanded, SSCI, ESCI or AHCI if the main work is an article,

**2)** Having received at least 700 points from the items 1-12 of the academic activity evaluation for the post-professional period and having received at least 50% of this score from the items 1-5 of the academic activity evaluation (between the items 1-7 for the basic field of Fine Arts),

**3)** Taking part in or taking part in a scientific project,

**4)** Participating in at least 2 scientific meetings/demonstrations in his/her field of science after being an associate professor and making a presentation.

**5)** To have obtained a total score of at least 1500 points, or to have once again met the associate professorship criteria developed by the Interuniversity Board in force from the date of applying for the associate professorship position instead of the above criteria. For all areas of the institution, defined and known by the stakeholders, appointment, upgrading and assignment criteria are applied and used in decision-making (recruitment, appointment, upgrading and course assignments of the teaching staff, etc.). (http://personel.comu.edu.tr/mevzuatlar/akademik- kadro-atama-kriterleri.html).

The institution is fair and open in all processes related to the recruitment, appointment, upgrading and assignment of lecturers. All processes and assignment upgrade criteria have been defined and announced. Applications are made individually through the advertisement information system. The process is carried out by taking into account the priority areas in line with the norm staff needs.

Defined criteria are defined for faculty members who come to the institution to teach outside (http://personel.comu.edu.tr/). The performance of the training staff can be monitored by annual activity reports and appointment-upgrade criteria. Our faculty members participate in internal stakeholder meetings and contribute to these processes.

The process and criteria for appointing, upgrading and assigning instructors have been determined and are open to the public. Relevant processes and criteria are qualified to ensure equal opportunities by observing academic merit. The balance of course loads and distribution of the instructor is shared transparently. The expectation of the institution from the faculty member was observed in the processes secured with the public service standards table and internal control standards table. There are systematic trainers' training activities (courses, workshops, courses, seminars, etc.) for all instructors to learn and use interactive-active teaching methods and distance education processes and a teaching-learning center structure to undertake/ realize this. Pedagogical and technological competencies of the instructors are increased. The findings obtained from the practices of improving teaching competence are monitored and the follow-up results are examined together with the teaching staff in the internal stakeholder meetings and measures are taken. For all areas of the institution, defined and known by the stakeholders, appointment, upgrading and assignment criteria are applied and used in decision-making (recruitment, appointment, upgrading and course assignments of the teaching staff, etc.). The results of the appointment, upgrade and assignment applications are monitored by our performance indicators (Corporate Evaluation System, COMU with Numbers, Strategic Plan Performance Indicators and Surveys, Activity Reports, Unit Internal Evaluation Reports and Self-Evaluation Reports).

The practices of encouraging and rewarding the teaching staff of the institution are carried out in a fair and transparent manner, taking into account the competencies of the instructors, and our BAP unit provides more support to our faculty members who commit to this field in order to encourage SCI-indexed publications, and these cover all areas. In COMU, awards specific to those who publish the most once a year, receive citations, complete projects, patent, project and inventions are given in order to appreciate the performance of the educational staff and to honor our teachers. All data are monitored and evaluated through COMU-AVESİS and YOKSİS. Practices are carried out on the teaching of our instructors and especially on the training of trainers. The findings obtained from the applications carried out to improve

the teaching competence of the instructors of the institution are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. Many applications have been made within SEM, Faculty of Education, Faculty of Medicine regarding the training of trainers (http://egitim.comu.edu.tr/, http://proje.comu.edu.tr/, http://sem.comu.edu.tr/).

In accordance with the improvement recommendations of our Quality Assurance Commission, a total of 55 academic and administrative staff orientation trainings were organized, 32 for our academic staff and 23 for our administrative staff, who started to work for the first time in 2021. In addition, a total of 80 in-service trainings were organized for administrative staff and support services (cafeteria, canteen, security, cleaning) staff, including 40 for academic staff and 77 registered + 3 unregistered in-service trainings in 2021. In 2021, only 60 of your teaching staff through SEM received the Train the Trainer training. Again in 2021, within the scope of the "Zero to Peak Academic Life" Academic Education and Development Program for academic and administrative staff and graduate students by COBILTUM, more than 4,000 participants have benefited from this training, which includes student-centered education, training of trainers, assessment and evaluation training, research methods training, statistical and econometric analysis training, SPSS, Lirsel, Amos etc. analysis programs training, publishing in SCI comprehensive journals, national and international project writing training and quality assurance training in higher education. Due to the positive feedback received after the training activity, this training is planned to be sustainable. In-Service Training Unit of our Personnel Department also continues its trainings annually. In addition, it is planned for our General Secretariat to initiate the necessary initiatives for our personnel who are obliged to obtain a professional competence certificate. In addition to these, the Quality Assurance Office prepares and shares the guidelines where the units related to measurement and evaluation can make improvements with the Training Information System and organizes joint information trainings with the Bologna Coordination Office. In addition, the Bologna Coordination Office of our University holds at least 5 training and information meetings on a regular basis every year. In order to increase the competencies of our academic and administrative staff, online trainings of the Presidency Human Resources Office have also started to be used. Apart from these, occupational health and safety, hygiene sanitation and first aid trainings are provided to our support services personnel and demanding academic and administrative personnel in all our units. In addition, all our academic units organize many trainings such as research methods, statistical analysis, project writing, publishing in journals with indexes in order to improve the teaching and research competence of our faculty members with the support of our research centers.

As can be seen from the information provided, as can be seen from our attached evidence, our University offers various planned and systematic opportunities to continuously improve the teaching-teaching and research-development competencies of the instructors. Orientation training is provided to the newly appointed personnel and in-service trainings are provided in the process. All of these activities are organized by our units such as Teknopark, COBILTUM, COMUZEM, Quality Assurance Office, Research Centers, BAP and External Relations Coordinatorship, Library Documentation Department and Information Processing Department to support the individual development and career management processes of our instructors. The scope of these trainings can be literature review from databases, publication in SCI-induced journals, project writing, content development in distance education, training of trainers, information and communication technologies, etc. In order to increase the quality of education at all levels of the university, 60 students receive a doctorate within the scope of 100/2000 YOK program. The number of students in this program is also important in terms of increasing university-industry cooperation. The teaching method is focused on interactive learning that activates the student. All types of education (formal, distance, mixed) include student-centered, competence-based, process and performance-oriented interdisciplinary, complementary, case/practice-based approaches that prioritize learning in accordance with the nature of

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that type of education. The focus was on deep learning, student interest and commitment rather than knowledge transfer. Formal education processes include associate, undergraduate and graduate students and are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning. Exam methods suitable for course outcomes and types of education (formal, remote, mixed) are planned and implemented. The participation of students in research processes is supported by curricula, methods and approaches. Implementation, control and necessary measures of all these processes are systematically evaluated. In general, student-centered teaching method techniques are applied in line with defined processes. Student-centered practices are monitored and improved with the participation of relevant internal stakeholders. Some information and documents that will constitute evidence for the data in this field are also presented in the performance indicators and previous titles as evidence

## Appointment, upgrade and assignment criteria

**Maturity Level:** For all areas of the institution, defined and known by the stakeholders, appointment, upgrading and assignment criteria are applied and used in decision-making (recruitment, appointment, upgrading and course assignments of the teaching staff, etc.).

### Evidence
• Akademik Yükseltme ve Atama Kriterlerine Yönelik Kanıtlar.doc

## Teaching competencies and development

**Maturity Level:** There are practices throughout the institution to improve the teaching competence of instructors.
### Evidence
• Oğretim Yetkinliğine Yönelik Kanıtlar.doc

## Encouraging and rewarding educational activities

**Maturity Level:** Incentive and rewarding practices have spread throughout the organization.

### Evidence
• Eğitim Faaliyetlerine Yönelik Teşvik Ve Ödüllendirme Kanıtları.doc

## C. RESEARCH AND DEVELOPMENT

### 1. Management of Research Processes and Research Resources
The approaches adopted for the management of research processes have been determined and practices are developing in line with corporate preferences. The effectiveness and success of scientific research and the management of artistic processes are monitored and improvement practices are carried out in the process. The management and organizational structure of research processes throughout the institution are implemented in line with corporate preferences, and the results related to the management and organizational structure of research processes are monitored and various improvements are made as can be seen in the evidence.

Our university prepared the 2021-2025 Strategic Plan with the participation of stakeholders and while preparing this plan, updated the research strategy, Research-Development Policy, Research-Development PDCA Cycle and Environment and annual functioning processes and identified the cycle responsible. In

addition, during the preparation of the 2021-2025 Strategic Plan of our university, UN Sustainable Development Goals, 11th Development Plan, TUBİTAK Competence Map, Regional Development Agency and other regional institutions have been established with academic priorities and priority areas according to their needs. These are announced on the website of the institution and aimed to ensure its awareness by the personnel and stakeholders (https://www.comu.edu.tr/arastirma-politikasi -/- https://kalite.comu.edu.tr/comu-yetkinlik-haritasi-ve-oncelikli-alanlarda-faa-r74.html ). In addition, the institution's research policy is reminded in the training and information meetings held within the scope of research and development or quality assurance.

**Our Research-Development Quality Assurance Policy:** Within the framework of the priority areas determined in the 2021-2025 Strategic Plan, our university aims to provide a scientifically and socially qualified contribution to its region, country and the world by conducting R&D activities that can create added value in line with international and scientific standards with the mission of being a research-based, internationally strong university with its quality-oriented, innovative and entrepreneurial aspect and the goal of becoming a research university candidate.

In this context, our university has adopted the principle of ensuring that all academic units carry out qualified and original scientific research at national and international level, in their R&D studies, supporting qualified scientific studies for priority and interdisciplinary research areas, increasing the capacity of human resources to conduct academic skills, competencies, qualifications and effective research, strengthening the relations with the sector by carrying out protocols, sharing the obtained information with the national and international community with high impact value tools, increasing outputs such as patents, registrations, useful models and copyrights.

**Managing the Research-Development PDCA Cycle process;** With its 2021-2025 Strategic Plan with its innovative and entrepreneurial aspect, Canakkale Onsekiz Mart University provides support for academic studies to be carried out in these fields by identifying its own priority competence areas by benefiting from the Competence Analysis Report of TUBİTAK Universities on a Field-Based basis with the aim of being a stronger university in the international arena that produces R&D and quality-oriented, application-oriented multidisciplinary and project-based researches, develops sustainable relations with its stakeholders, and being a research university candidate. In addition, our university aims to continuously improve its R&D and innovation activities, to increase its capacity to conduct academic skills, qualifications and effective research, to develop infrastructures and opportunities related to research and innovation, to increase scientific and innovative outputs that create added value, and to increase accessibility to scientific outputs. In these fields, all our academic units continue their studies by increasing their university-industry cooperation through Application and Research Centers, Scientific Research Projects Coordination Unit, Canakkale Technopark, TTO, COMU Science and Technology Application and Research Center, Rector Consultancy Responsible for Investment and Projects and Rector Consultancy Responsible for university-Industry Cooperation. Necessary studies, training and supports are carried out to increase the number of SCI publications and citations of our university, and training activities are also provided to increase the number of projects such as BAP, TUBİTAK, GMKA, Erasmus etc. In addition, studies are carried out to increase the number of patent, invention, utility model and design registrations of our university. Library facilities and diversity of databases, IT infrastructure, internet resources, number of computers The diversity of research centers also stands out as a complementary force in the research and development activities of our university. In our university, priority is given to projects and collaborations for national, international and regional needs. Graduate programs are created in cooperation with universities and industry in order to improve the human resource capacity of the companies in the priority sectors in our region in R&D and innovation processes. The number and diversity of graduate programs for priority

sectors are being increased. There are many success stories in our university ranging from social sciences to applied sciences. Instructors and students are supported to increase research capacity and entrepreneurship. Our university, which focuses on the research, differs from other universities in the same position by making a difference with Teknopark, where strong and important projects are implemented. At the same time, our university is making significant breakthroughs in renewable energy with its effect on location and regional factors. In this context, Canakkale Onsekiz Mart University carries out its activities with the perspective of research orientation in order to produce new information with Application and Research Units, Unit Research Laboratories, Scientific Research Projects Unit, Experimental Research Application and Research Center, Astrophysics Research Center and Ulupınar Observatory, Science and Technology Application and Research Center, Science, Technology and Innovation Ecosystem Application and Research Center, Data Analysis Application and Research Center, Academic Ethics Application and Research Center, Technology Transfer Office, Protothinks Canakkale Design and Prototype Development Center, university-Private Sector, Industry Participated Cooperation Projects, Priority Area Projects; and thanks to the Entrepreneurship Focus Perspective, Canakkale Technopark and Patent Unit continues its activities for the registration and commercialization of the products produced by innovative units as a result of research activities. In this context, the Senate of our university also takes various measures within the scope of better and systematic management of the process with its new directives such as the Intellectual Industrial Property Rights Directive and the university-Industry Cooperation R&D Design and Innovation Project /Activities Project Review Directive.

**Planning:** Research and development planning, strategy and policy development studies of the university are carried out by senior management and related units. The aim and goal of the university to be a "research university candidate" results in the relatively high importance of research and development processes.

**Practice:** The implementation of the research and development plans of the university is carried out by all academic units; Graduate Education Institute, Faculties, Higher Schools, Vocational Schools, Application and Research Centers, TECHNOPARK, TTO, COBİLTUM.

**Check:** The control of the research and development plans of the university is followed by the senior management, unit managers, COBİLTUM, Quality Assurance Office and Quality Assurance Commission through the relevant performance indicators (YOK, YOKAK, TUBİTAK, Strategic Plan, COMU with numbers) and reports (PER, KID and Activity Reports).

**Take Measures:** The performance data monitored by the senior management, the relevant academic units and the Quality Assurance Office are used by the Board of Directors, the Senate and the Department of Strategy Development for the development of the research objectives and objectives, and the necessary decisions are taken for the necessary improvements and the relevant updates are made and shared with the stakeholders.

Our university has set its main goal to continue its development based on quality awareness. In this context, our aim is to make Canakkale Onsekiz Mart University the "best university of the region in terms of entrepreneurship and innovation". In this context, our main performance indicators are our number of Web Of Science publications, projects and patents. In our university's 2021-2025 Strategic Plan, "A1. Developing R&D and Innovation Activities" is included as a strategic goal and in order to achieve this goal, strategic goals and performance indicators have been determined and published together with stakeholder participation. While determining these goals, priority areas of our university were also taken as an example with the UN Development Goals, 11th Development Plan and TUBITAK Competence map, and the opinions of all willing stakeholders were consulted with the participation of internal and external stakeholders in the meetings. Our university, which focuses on the research, differs from other universities in the same position by making a difference with Teknopark, where strong and important projects are implemented.

At the same time, our university is making significant breakthroughs in renewable energy with its effect on location and regional factors.

Our university ranked 41st in the 2019 TUBITAK Entrepreneurial and Innovative university Index. Our university, which could not be in the top 50 in 2020, received the fruits of the improvements in the studies carried out within the scope of quality assurance in 2021 (patent, project writing, SCI journals publication, research methods, statistical and econometric analysis, BAP budget and project supports, etc.), re-entered the TUBITAK Entrepreneur and Innovative university Index in the 45th place in 2021 and ranked 1st in the region. In addition, according to the rankings made by URAP, our university ranks first among the universities in the Thrace region, while it is in the top 50 in Turkey. Because COMU also reached the highest number of publications and citations in its history in 2020 and 2021. While 1,150 scientists from Turkey were included in the list of "The Most Effective Scientists in the World" published by Elsevier, a Dutch-based publishing company, by taking into account various scientific criteria under the coordination of Stanford university, 3 faculty members from COMU were included in the list of career-long effects, and 6 faculty members from the annual effect were included in the list.

4 different institutes (Educational Sciences, Social Sciences, Science, Health Sciences) in our university are united under the roof of Graduate Education Institute. Nevertheless, our newly established institute has been a great success and has been an example to other institutes by completing its quality assurance processes and reports very quickly.

Activity reports are collected every 6 months from all those who are active in our 50 Application and Research Centers in accordance with the YOK standards and are processed in YOKSİS. The attached evidence includes the activity presentations of nearly 50 of our Application and Research Centers. COMU Application-Research Centers Monitoring and Evaluation Coordinator was established at the end of 2021 in order to increase their support for our Research Development Quality Assurance Policy by enabling them to work more actively in our Application Research Centers. The Research tab on the homepage of our university has been rearranged.

The physical, technical and financial research resources of the institution are compatible and sufficient with the mission, objectives and strategies. In fact, there is an increase in the amount transferred to BAP. For this reason, resources are diversified and their adequacy is monitored. There are core in-university funds for beginners, undergraduate and graduate students, and those who want fast support and are easy to access. There are project, conference participation, travel, personal funds to improve research potential, and competitive upgrade criteria to increase motivation. Intra-university resources have increased significantly over the years and meet the needs. In accordance with the mission and objectives, orientation to non-university resources is supported. For this purpose, the relevant units carry out studies. The adequacy and diversity of research resources managed by considering the balance between units and priority areas are monitored and improved.

With the contribution of the new 2021-2025 Strategic Plan and Research and Development PDCA cycle of our university, the number of our Web Of Science publications and SCI articles for the last 3 years has steadily increased. Our university provided researchers with the opportunity to provide more BAP support provided that they publish in Q1-Q2 journals, increased the support of congress participation, and added the project writing criterion to the appointment and promotion criteria. Thus, the research motivation was tried to be further increased. In this way, the average number of Q1-Q2 publications in 2021 was around 250.

The institution aims to use the budget for research and development activities effectively, as well as the resources such as TUBITAK, EU, GMKA, etc. in addition to BAP resources. In-house resources are managed in an accessible manner to support priority research areas. The findings obtained from all these applications are systematically monitored and the follow-up results are evaluated together with the stakeholders and measures are taken and resources are diversified in line with the needs/demands.

Domestic supports are followed by BAP (http://arastirma.comu.edu.tr/). In addition, Application and Research Centers, Canakkale Technopark, TTO, COBİLTUM and Project Coordination Unit (http://proje.comu.edu.tr/) work as support units.

External resources are the support provided by institutions such as UN, EU, Foreign Mission, TUBITAK, GMKA, Projects and Protocols Realized with Industrial Organizations, etc. Those who are abroad are followed by the foreign relations coordinator.

TRY 7.571.000,00 was transferred to BAP resources in 2021 for Research-Development infrastructure and development. TRY 4.060.899,44 of this was spent in R & D activities. With these expenditures, projects in both our priority areas and other areas were supported (http://arastirma.comu.edu.tr/). There are guidelines and implementation principles for the effective use of these resources. Total Financial Values of External Support Projects completed in 2021 (58 k) is TRY 335.120 and TRY 5.134.115,36 (TUBITAK) , two Erasmus+ and one foreign mission supported projects are EUR 362.998,93. Apart from these, 30 ongoing Erasmus+ and EU supported projects have a budget of EUR 1,500,000, UN supported projects have a budget of EUR 32,500, UDAP supported project has a budget of TRY 315,525.00 and ReYou project has a budget of EUR 12 million. In addition, we have 402 BAP, 31 TUBITAK and 5 58k projects of TRY 1.640.000. In addition to these, alternatives are tried to be reproduced.

We do not have a post-doctoral program and we have students who apply to post-doc programs of different universities and their outputs are monitored by our foreign relations coordinator. We work with our Foreign Relations Coordinator in order to carry out post-doctoral researches and we have academic staff who benefit from this issue. The institution has plans and practices for the creation of methods and support units for the use of non-university resources and the necessary improvements are tried to be made.

In the 2021-2025 Strategic Plan, our university attaches importance to the creation and implementation of projects that generate added value in cooperation between industry and universities under the guidance of the Eleventh Development Plan. In order to increase the research capacity and entrepreneurship, instructors and especially doctoral students will be supported and it will be prioritized to increase the activities carried out with incubation centers. At the same time, sectoral integrated education is provided in undergraduate and associate degree programs that can enable our students to adapt to business life after university more easily and offer career advantages. In this way, our students can find the opportunity to turn their theoretical knowledge into practice before the end of their teaching life.

COMU conducts studies on research areas where it is priority and successful. These areas are Biotechnology, Environment, Genetics, Food and Agriculture, Polymer, Materials Sciences,Nanotechnology, Marine, Aquaculture and Fishing Technology, Physics, Astrophysics, Aerospace Sciences, History, Archaeology Tourism, Health Tourism, Elderly Care, Design, Informatics, Software and Robotic Technologies, Balkans and Migration, Renewable (Solar, Wind, Geothermal) Energy and Technologies, Entrepreneurship, Innovation. He strives to carry out studies such as projects, publications, doctoral programs, etc. with very serious support in these areas.

Our research outputs for 2021 reached the highest level with the adoption of the corporate accreditation and research university candidate goal by our rectorate throughout the institution. In the institution, the practices related to the research policy, strategy and objectives adopted by all units are systematically

monitored and measures covering all areas and programs are taken according to the results of the monitoring. COMU wants to be a university focused on technological product and innovation and more R&D qualified, project-oriented studies. In this context, he started to work to become a "Research university" candidate. Strategic plan has also been renewed in this context. In our university, the results and stakeholder opinions related to the management of research and development processes are systematically monitored and measures are taken by evaluating with the stakeholders.

The management of Research-Development processes is carried out by the commissions established under the chairmanship of the Rector, the commissions formed by the application and research center managers. In this sense, our various key indicators and achievements are presented in the annex. Research performance is monitored with various indicators by Teknopark, TTO, COBİLTUM, BAP unit, Revolving Capital Accounting, Patent Unit, Quality Assurance Commission and Quality Assurance Office in our university where the follow-up of research outputs in terms of social impact and patent is given importance. At the same time, the performance indicators used in the preparation of documents such as Corporate Evaluation Analysis, UBYS, COMU with Numbers, Strategic Plan Performance Indicators, Activity Report, YOK university Scorecard, YOKAK Performance Indicator, KIDR, Self-Evaluation Reports are also used while collecting data.

Our research policy, objectives, strategy and priority research areas have been determined in the process of preparing the 2021-2025 Strategic Plan, in which our stakeholders participate. These are in line with the mission of our university and guide research decisions and activities. Our university's research approach includes its priorities, its relationship with the education function, the expected research performance of the instructors, how the management is adopted for research and development, research support units and development goals, institutional research preferences, the leading research focus of the institution, the research emphasis that it wants to declare the centers of excellence, and these superior centers, which are more agile in institutional practice compared to other units, come to the fore. In this context, our research policy is also implemented in a way known, adopted and relied on by the employees of the institution. The approaches adopted regarding research management, how the motivation and guidance function is designed within our Rectorate, how short- and long-term goals are clearly and precisely defined, the research management team and job descriptions are determined; practices are developing in line with these corporate preferences. The effectiveness and success of research management is monitored and continuously improved. The relationship of the researches with local/regional/national development goals, their socioeconomic-cultural contribution, the level of national and international competition, the awareness, continuity and ownership of the institutional stakeholders are managed. The impact of research outputs on local, regional and national development goals is evaluated and improvements are made. There are applications made in line with the defined research policy, strategy and objectives throughout the university, applications related to the research policy, strategy and objectives are monitored in the institution and measures are taken according to the follow-up results. In this context, our internalized, systematic, sustainable and exemplary practices and sample evidence are also available as explained above.

In our university, the management and organizational structure of research and development processes are applied in line with corporate preferences, and the results related to the management of research and development processes and the functioning of the organizational structure are monitored and measures are taken. In our university, researches are carried out taking into account local, regional and national development goals and changes, research outputs are monitored and monitoring results are improved in relation to local, regional and national development goals. In this context, we have internalized, systematic, sustainable and exemplary practices and some of them are exemplified above.

The application processes of doctoral programs are online. The number of enrolled students and graduates and their development tendencies have increased over the years and are monitored. In addition, new doctoral programs are being opened. Although the institution's policy of inbreeding its own graduates is partial, researchers are first directed to post-doc studies in order to improve themselves by gaining experience, and then they can only be employed in line with the primary needs of the institution within the framework of merit and justice.

The rate of researchers with doctoral degrees and the overlap of the studies carried out with the research objectives are followed by the relevant departments and the Graduate Education Institute. Systematic activities such as training, seminars, meetings, workshops, project markets, etc. are carried out to improve the research and development competence of academic personnel. Mechanisms are in place and effective to encourage interinstitutional collaborations, interdisciplinary initiatives, and joint ventures that will create synergies. In this regard, the examples given in the first title are the most meaningful outputs. There are common networks and research groups such as Step Universities Association, Thrace Universities Association. In our university, practices for the development of the research competence of the instructors are monitored and the follow-up results are evaluated together with the instructors and measures are taken. In addition, although national cooperation is sufficient in our university, the necessary practices are encouraged and monitored at the international level in order to increase the inter-agency joint programs and joint research activities, and efforts are made to be improved by evaluating with the relevant stakeholders.

Our university has postgraduate programs that are in line with and support research policy, objectives and strategies. Especially the postgraduate education programs carried out in Kale and Doğtaş companies and the postgraduate theses carried out for the needs of the industry can be given as examples. In order to continue the research and development activities of the university in line with the research strategy, meetings and trainings are held to encourage the use of non-university resources. The use of non-university resources is monitored in research and development activities. In these processes, the balance between the units is tried to be observed, but the priority areas of the university are emphasized.

## Management of research processes

**Maturity Level:** In the institution, the results related to the management of research processes and the functioning of the organizational structure are monitored and measures are taken.

### Evidence
- Araştırmaların Kalkınma Hedefleriyle İlişkisine YOnelik Kanıtlar.doc
- Araştırma SUreClerinin YOnetimine İlişkin Kanıtlar2.doc

## Internal and external resources

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

### Evidence
- Araştırma BütCe Performansının İzlenmesi ve İyileştirilmesi.doc
- Araştırma Performansının İzlenmesi Ve İyileştirilmesine Yönelik Kanıtlar a2.doc
- Universite Dışı Kaynaklara Yönelim.doc
- Universite İçi Kaynaklar.doc

- Araştırma kaynaklari.doc
- Araştırmaların Kalkınma Hedefleriyle İlişkisine Yönelik Kanıtlar al .doc
- Araştırma Süreçlerin Yönetimine İlişkin Kanıtlar 2.doc
- 2021 Dış Destekli Proje Bilgileri.pdf

## Doctoral programs and postdoctoral opportunities

**Maturity Level:** In the institution, doctoral programs and post-doctoral opportunities are carried out in accordance with and supporting research policy, objectives and strategies.

### Evidence
- Doktora Programları Ve Doktora Sonrası İmkanlar.doc

## 2. Research Competence, Collaborations and Supports

Our university organizes seminars, workshops and conferences to maintain and improve the research competence of lecturers. In our university, practices for the evaluation and development of research competence of faculty members are carried out in a way that covers all areas. Appointment and Upgrade criteria are applied (http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama-kriterleri.html).

In our university, multi-research activities and practices such as internal and inter-institutional collaborations, participation in research units and research networks and establishing collaborations at national and international level are carried out in a way that covers all areas (https://www.comu.edu.tr/arastirma-merkezleri). COMU conducts joint studies with laboratories and research centers of other universities to support the research infrastructure. All instructors benefit from these opportunities (http://merkezlab.comu.edu.tr/).

Measures such as awarding awards to Q1 category publications through BAP with a serious monetary incentive, increasing the number of databases and providing training to lecturers on publication, database use and statistical analysis in SCI indexed journals are tried to be taken.

In line with the improvements proposed by our Quality Assurance Commission and the staffing opportunities allocated to our university, 102 research assistants were recruited in 2020 and more than 90 in 2021. In accordance with the improvement instructions of our Quality Assurance Commission, 32 orientations were organized for our academic staff who started to work for the first time in 2021, and 42 in-service trainings were organized for our academic staff who are still working. In 2021, 60 academic staff participated in the "Training of Trainers" training.

In 2021, online trainings of the Presidential Human Resources Office were also started to be used to increase the competencies of our academic staff. In addition, training of the trainer, quality processes, project writing, publishing within the scope of SCI, statistical and econometric analysis etc. for the development of our academic staff. A comprehensive training program called "Zero to Peak Academic Life" consisting of 4 modules on 28 different subjects was also organized by our Science and Technology Application and Research Center, and the continuity of these trainings, which are aimed at increasing the quality of more than 4000 academic and administrative staff and graduate students in our university, will also be ensured. Training on refereeing EU projects was organized in 2021 for the development of our academic staff. Graduate Student Congress was organized as a member of the Trakya university Association. In 2022, we have the goal of realizing a common project market.

Within the scope of improving the defined processes, BAP Undergraduate Student Research Project (LOAP) Support will be offered. It is a type of project in which successful students enrolled in formal education programs of the undergraduate units of our university for 4 years or more can benefit from an upper limit of 8 thousand TL. It is a type of project support created to create R&D cultures, encourage research activities and encourage research. The faculty members of our university will make the application as an executive. Thus, the number of student-teaching member interactive projects will be increased for our undergraduate students.

Within the scope of improving the defined processes, the BAP Publication Continuity Research Project (YDP) supports the promotion of the continuity of the publication productivity of the researchers and the research whose results turn into scientific publication. This project support can be used by faculty members of our university, researchers who have completed doctorate, specialization or proficiency in art education. Researchers who collect a total of 60 points for this project can apply. In this type of project, the upper limit of the project is 100.000 TL and congress participation support.

Within the scope of improving the defined processes, BAP Product-Oriented Technology Verification Support (UOTED) is an increase-based support program that includes the testing of the know-how technology and/or patent utility model, design, etc. studies applied on behalf of our university in a scale-up and real environment and measurable scientific verification stages (to reach TRL 7 from TRL 4). This project support can be benefited from by COMU faculty members, researchers who have completed doctorate, specialization or proficiency in art education. Students of our university cannot apply directly for this support. The faculty members of our university make the application as an executive. These supports can only be used for scientifically projected and research purposes and projects that can be applied to the project output industry. In this project type, the upper limit of the project is TRY 100.000.

Within the scope of improving the defined processes, BAP Multidisciplinary Research Support (MDP) is a multidisciplinary and multi-stakeholder research project created in line with our university's strategic plan and our country's priority needs in science and technology. Projects in this context have the condition of being at least two units and interdisciplinary within or outside the university. Although it is within the same faculty/Vocational School/YO, different departments will be considered as a separate unit and cooperation between faculties/Vocational School/YO will be the reason for preference. Cooperation of the same departments from different universities will not be considered as an interdisciplinary study. COMU faculty members, researchers who have completed doctorate, specialization or proficiency training in art can apply. In this project type, the upper limit of the project is TRY 90.000.

By conducting a widespread impact analysis in our university, priority is given to projects and collaborations for national, international and regional needs. There are many success stories in our university ranging from social sciences to applied sciences.

In order to bring together the business world and the faculty members, visits to the business world are organized with Teknopark, and trainings are given to the teaching staff in this direction. The efforts of Teknopark to encourage the faculty members to develop products continue to increase.

A cooperation protocol was signed between COMU and NETCAD Academy with the initiative of the Faculty of Architecture and Design, Department of City and Regional Planning. With this protocol, NETCAD software can be used free of charge for educational purposes by students and faculty members in all faculties of COMU. Students will be able to benefit from NETCAD Campus Education Certificate Programs with 90% discount. With the cooperation held, events such as technology days, symposiums and workshops will be held on COMU campuses throughout the year.

The first Academic Ethics Application and Research Center in Turkey was established in our university and Erasmus KA2 projects with high budget and international participation were started to be carried out in order to prevent plagiarism in universities. The most important of these is the project titled "International Partnership on Plagiarism Prevention in Universities", which consists of a total of 9 countries, 33 institutions and 55 researchers, especially the United States, Belgium, Czech Republic, France, England, Canada, Portugal and Slovenia, and is included in the COMU Academic Ethics Application and Research Center representing our country, which is funded by the Canadian Social and Human Sciences Research Council with a budget of 2.5 Million Canadian Dollars. This centre is also the manager of joint projects with the Accreditation Agencies of Ireland and Slovenia. Within the scope of the international project carried out thanks to this center, the academic honesty dictionary has been published. This situation is a different indicator that the studies carried out to increase the quality of higher education in our university also contribute to internationalization.

Our Rectorate Uluova Süt Ticaret A.Ş., Kale Holding A.Ş., Doğtaş A.Ş., Dardanel Onentaş Gıda San. A.Ş., the Ministry of Health Istanbul Provincial Health Directorate, Yaşik Makina, Polifarma AŞ, Facebook, Turkcell, Kiğılı etc. have carried out important university-industry cooperation protocols with many famous companies in the field and started to operate these protocols. Facebook, which also includes Instagram and WhatsApp, has opened one of the Regional Community Centers in Canakkale Technopark called Facebook Station.

The "Protothinks Canakkale Design and Prototype Development Center" project, which is supported by the Industrial Infrastructure Development Financial Support Program of the Southern Marmara Development Agency (GMKA), is planned to be put into service in 2021, with the participation of Canakkale Onsekiz Mart University and Canakkale Special Provincial Administration. The center is of great importance in terms of technological developments as it is the "First Design and Prototyping Center of the Region". This is because all companies, academicians and students working in the early stage, SME and design-production field in the region will be able to receive technical support for prototype and design development.

In the field of energy, the project titled "Renewable Youth Energy/RE-You Operation", which is deemed worthy of support within the scope of the European Union Instrument for Pre-Accession Assistance (IPA), is carried out in cooperation with Balıkesir University by benefiting from the support of the Southern Marmara Development Agency. In the field of Renewable Energy in Turkey, the project is a first in Turkey as there is no accredited certification body. In this important project, which aims to provide the unemployed young people between the ages of 18-29 with the necessary qualifications to gain employment in the renewable energy sector and to increase the employment of unemployed young people in institutions in the field of renewable energy in the TR22 Southern Marmara Region, accreditation applications were also made to the Vocational Qualification Authority and TURKAK. An accredited Global Wind Organization (GWO) training center will be established in the Continuing Education Center of both universities and all kinds of basic safety trainings will be provided in the field of wind energy.

In the field of health, there are many projects we carry out within the framework of the cooperation protocol with the Istanbul Health Directorate. In addition, the process, which started with the framework protocol of university-industry cooperation between Polifarma A.Ş., one of the important pharmaceutical

companies operating with 100% domestic capital, and our university, which is one of the members of the Rectorate Quality Assurance Commission, Prof. Dr. Cermet KOYUNCU and Assoc. Prof. Dr. Tuba TUMER continues with the devoted work of our teachers. In this context, a university-industry cooperation protocol was prepared by Prof. Dr. Tuğba TUMER. In this way, important TUBITAK projects and publications have also emerged, such as reducing the test periods before the distribution of Covid-19 vaccines from 14 days to 5 days with the Rapid Test method and developing a more reliable and reproducible new cytotoxicity test model based on the integration of traditional cell viability methods in the determination of drug cytotoxicity.

In addition to the Business Administration Department Non-Thesis Master's Program, which has been carried out by Biga Faculty of Economics and Administrative Sciences Department together with Kale Group and Doğtaş Butterfly Furniture since 2017, a postgraduate program opened in 2020 upon the request of the industry has been added. In this context, Industrial Management and Digital Transformation Department Non-Thesis Graduate Program (EE) He started his education for the first time in the fall semester of the 2020-2021 academic year. These programs continue within the scope of university-industry cooperation with the participation of Kale Holding A.Ş. and Doğtaş A.Ş. employees, which are the leading enterprises of our region. In addition, one of the Quality Commission Members, Prof. Dr. Nazan YELKIKALAN has been appointed to take part in the Civil Society Consultative Board established by the Ministry of Interior General Directorate of Civil Society Relations. Our esteemed faculty member participated in the program of the relevant board held on 27 November 2020 and represented our university.

Theoretical and practical trainings were given to the members of the Commodity Exchange within the scope of the theme "My Future Profession" of the Ministry of Industry and Technology in the project titled "COMU-CTB Giving Hand to Increase the Quality of Professional Staff in Quality Food Production" supported by the Southern Marmara Development Agency (GMKA) in partnership with Canakkale Commodity Exchange and COMU Canakkale Faculty of Applied Sciences.

Within the scope of Public-University-Industry Cooperation (KUSİ) activities, productive project search meetings were held with Kale Ceramics, and as a result of these meetings, another R&D project with a university-industry cooperation contract, which was 100% funded, emerged.

Supported by COMU Scientific Research Projects (BAP) within the scope of "Advanced Research Projects", Covid-19 Diagnostic Kit was developed by Prof. Dr. Mustafa Kemal SEZGİNTURK, which gave almost 100% results in a short period of 8 minutes.

The patent named "Natural Disinfectant Solution", whose inventors are Assoc. Prof. Dr. Nilüfer ZORBA and Dr. Lecturer Dilvin İPEK, has been supported by the Science and Technology Application and Research Center of our university and has achieved very important successes in 5 different international competitions on behalf of our Rectorate. This project of our faculty members has also obtained the right to present to the investor on NTV's national television program called "Partner".

In this context, our young entrepreneur students in our university are seriously supported by the faculty members of our university, Science and Technology Application and Research Center (COBİLTUM) and Canakkale Technopark under the coordination of our Rectorate. For example, our " InnoStation " project, which is supported by the Ministry of Youth and Sports, which I also take part in as an instructor, has been the beginning for many of our students to realize the business idea project they dreamed of. As an output

of this project with a small concept business idea acceleration program, 1 of our teams started their activities by establishing their own business, 1 of our projects won the Regional Championship from TUBITAK, and 1 of our projects was applied for the TUBITAK 1512 Individual Young Entrepreneur BiGG program by filing a patent application.

Our students, who participated in COMU InnoStation in 2020 and 2021 with "wound repair bioband" projects, transformed the formulation they developed into a patent application with the support of our university. Later, they applied to TUBİTAK 1512 Individual Young Entrepreneur BiGG program. In addition, this project of our students also passed the preliminary qualification in NTV's national television program called "Partner" and gained the right to present to the investor.

Faculty of Science and Literature, Department of Molecular Biology and Genetics Assoc. Prof. Dr. Sercan KARAV and his team Ayşenur ARSLAN, Merve KAPLAN, Hatice DUMAN, on the other hand, have been entitled to receive TRY 200.000 of tech venture capital support in the TUBİTAK 1512 Individual Young Entrepreneur BiGG Program with the human digestive system model (GlycomeDigest), which includes mlcrobiota-derived enzymes.

In 2021, our university students achieve success with the projects they carry out together with their advisors. Within the scope of TUBİTAK 2209-A University Students Research Projects Support Program, 17 students from Canakkale Onsekiz Mart University Faculty of Education and Science and 14 students from the Faculty of Science and Literature were entitled to be supported by their projects in the first semester of 2021 and 2209-B University Students were entitled to be supported by their projects in the second semester of 2021 within the scope of Research Projects for Industry.

COMU-ADVENCERS team, which includes GUlseren Sakarya Buluş and Sefa GUler, whcrc Erdi Buluş, one of the students of our university Graduate Education Institute Interdisciplinary Bioengineering and Materials Engineering Thesis Master Program, has returned from the final with degrees in Teknofest 2021 and Take Off 2021. At the Aviation, Space and Technology Festival held in Istanbul under the leadership of the Ministry of Industry and Technology of Republic of Turkey and Turkey Technology Team Foundation, 20,197 teams and more than 100,000 young people applied and TEKNOFEST 2021 received a degree from all categories. Our students participated in the finals of the Technology for Humanity Competition Health and First Aid Category with 3 projects named "Micro and Nanotechnological Fiber Production Device" with Turkey 5th, "Meltable Natural Protein-Based Edible Nanocerite and Production Method" with Turkey 7th, "Android Based Portable Smart Dialysis Device, Edema Reliever and Nanotechnological Filter Production That Can Hold Harmful Toxins" with Turkey 8th, Humanity Benefit Technology Competition between the Disabled Friendly Category with 34 projects named "Controlled Bioemplicable, Tooth Tissue Repair, Stop Ging Teeth" with Turkey 15th, Biotechnology Inovation Competition Project Category with 35 projects named "New Generation "Delay Aging with Nanotechnological Skin Mask" project, Turkey has completed the process as the eighth.

In addition, the COMU-ADVENCERS Team was selected for the Semi-Final at the Take Off International Initiative Summit. The COMU-ADVENCERS Team was selected for the "Take Off International Startup Summit 2021" at the Take Off International Initiative Summit held for the third time in partnership with the Ministry of Industry and Technology of the Republic of Turkey, the Technology Team Foundation of Turkey (T3 Foundation) and the Presidential Investment Office of the Republic of Turkey.

At the Take Off International Initiative Summit held in Istanbul on 20-22 September 2021 with its projects in TEKNOFEST 2021, our team, which was entitled to present itself in the field of Health Technologies among the 100 projects selected by the selective commission among 900 applications from 84 countries, was successful in the semi-final among the 30 teams selected.

Surveys are applied to evaluate the research competence of the instructors, and the performance of the academic staff is monitored through institution-specific strategic plan monitoring and evaluation reports, COMU with numbers, Course and Instructor Evaluation Surveys, AVESİS, YOKSİS, and UBYS Corporate Performance Evaluation System. The number of publications, citations, projects, patents and inventions are dynamically monitored, and as another monitoring mechanism, updated assignment and upgrade criteria are used in 2020. Because the number of publications has increased naturally with the strategic goals set by each unit and department in its own strategic plan such as literature review, training of the trainer, content preparation in distance education, orientation, quality assurance, UBYS and UMIS UYBS training, etc. by utilizing domestic and international project writing, patent application, publication in SCI indexed journals, off-campus access and databases by our units such as Faculty of Education, Faculty of Medicine, COBİLTUM, Teknopark TTO, Project Coordination Center, Continuing Education Center, Distance Education Center, 50 Application and Research Centers, Library and Documentation Department, Department of Information Processing, Quality Assurance Commission, Quality Assurance Office, etc. In this context, our efforts to ensure that the research outputs are for social benefit will continue to increase with a higher motivation as our Rector Prof. Dr. Sedat MURAT exhibits quality leadership with an agile, transparent and participatory management approach. In 2022, the Thrace Project Market event is planned to be hosted by our university. Systematic activities such as training, workshops, project markets, etc. are carried out to improve the research and development competence of academic personnel. The institution has plans and mechanisms for multiple research activities such as joint programs and joint research units at national and international level, participation in research networks and establishing collaborations. Practices are carried out to improve the research competence of the instructors throughout the institution.

## Research competencies and development

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

## Evidence
- Araştırma Performansının İzlenmesi Ve İyileştirilmesine Yönelik Kanıtlar a1 .doc
- Araştırmacı performansının izlenmesi ve iyileştirilmesine yönelik kanıtlar a1 .doc
- Araştırmacı Yetkinliğinin Geliştirilmesi.doc
- Araştırmaların Kalkınma Hedefleriyle İlişkisine Yönelik Kanıtlar.doc
- Araştırma Süreçlerin Yönetimine İlişkin Kanıtlar 3.doc

## National and international joint programs and joint research units

**Maturity Level:** The institution has plans and mechanisms for multiple research activities such as joint programs and joint research units at national and international level, participation in research networks and establishing collaborations.

## Evidence
- Uluslararasılaşma Performansına Yönelik Kanıtlar a2.doc
- Ulusal Ve Uluslararası Ortak Programlar Ve Ortak Araştırma Birimleri.doc

## 3. Research Performance

Institution research activities are monitored, evaluated and compared with the targets on an annual basis. (See Strategic Plan Monitoring Reports, COMU 2020-2021 Evaluation Report with Numbers) The in-university awareness and non-university awareness of the focus areas of the institution; international visibility and its compliance with expertise claim goals are systematically analyzed with stakeholder participation in the revision processes (See 2021-2025 Strategic Plan Performance Indicators, UN Sustainable Development Goals Indicators, TUBITAK Competence Map Based COMU Priority Areas) Academic incentive and recognition mechanisms are used on the basis of performance. The quality assurance directive and the newly prepared incentive directive are tried to be guaranteed. In addition, certificates of appreciation are given to those who perform in quality assurance studies and a policy of honoring faculty members who have achieved success with their academic studies is maintained. Institution-specific performance indicators are monitored every 6 months and reported annually. Thus, the mechanisms created to monitor and evaluate the research and development performance of the instructors throughout the institution are used. In these processes, AVESİS, BAPSİS, YOKSİS, UBYS Corporate Performance Evaluation system is used. In this way, the mechanisms created to monitor and evaluate the research performance throughout the institution are used. In particular, our units and programs are obliged to monitor the performance indicators of their strategic plans on a yearly basis. In general, it can be said based on the attached evidence that the research performance in the institution is monitored and improved by evaluating both the meetings and the questionnaires with the relevant stakeholders within the one-year and five-year pukö cycle processes.

Measures such as awarding awards to Q1 category publications through BAP with a serious monetary incentive, increasing the number of databases and providing training to lecturers on publication, database use and statistical analysis in SCI indexed journals are tried to be taken. In addition, many improvements have been made regarding BAP, and resources have been significantly increased compared to 2020 and previous years.

As of 2021, our number of graduate students is 5471. Our number of doctoral students is 758, our number of graduate students is 4713, and our number of postgraduate distance education students is 740. Our total number of PhD graduates is 540. Our university has 1981 academic staff, of which 1076 are faculty members and 470 are research assistants. Our average ratio of faculty members to research assistants is 3/1. The number of YOK PhD 100 / 2000 Scholarship Program Students is 60. The research performance of our university is constantly systematically monitored from many different sources and joint commissions, and it is tried to be improved and constantly improved. Our total number of PhD graduates is 539. Because the establishment of our university has reached the highest number of Web of Science indexed publications in a year for the second time since the year. In 2021, our university reached the highest level in its history with the number of 764 Web Of Science publications. Thus, the number of Web of Science publications per faculty member in our university was 0.71, and the average of research universities was 0.55 in terms of SCI, ESCI and AHCI publications. The number of WOS citations to the institution is 750. COMU WOS h-index is 9. In general, the total number of national patent applications is 44, the total number of international patent applications is 14, the number of invention notifications received in 2021 is 20, and the total number of inventions is 106. The faculty members of our university received a total of 11 international awards in 2021. In addition, 3 national utility models, 16 national and 1 international patent applications were made from our university in 2021. In the past years, 4 national and 2 international patent applications and 1 national utility model application with university address have been positive and registered. Apart from the university-addressed application registrations, 2 more registrations have been made, 1 of which is the national patent and 1 of which is the design, in which our faculty members working within our university made individual applications. The number of companies in Canakkale Technopark is 46, and the number of companies in our Technopark is 22. As of 2021, 402 BAP and 31 TUBITAK projects are carried out in our

university. Our university completed 3 EU projects in 2021 and 31 EU projects are actively ongoing. In 2021, it was carried out and continues to be carried out in externally supported projects, 1 of which was supported by UDAP and 1 by GMKA. In addition, 7 R&D projects based on university-industry cooperation (Article 58/k of Law No. 2547) were completed within the Rotary Capital Operation Directorate in 2021 and 5 of them are ongoing.

With the support of the Ministry of Industry and Technology, the Turkish Patent and Trademark Office, the International Union of Inventors Federation (IFIA), the World Intellectual Property Organization (WIPO), the European Patent Office (EPO) and the Turkey Technology Team Foundation, our university has participated in the ISIF'21 International Inventor Fair, which has the title of being the world's 6th most visited international invention fair, with 6 patents in its portfolio. As a result of the evaluations made by the international jury, the patents in our university's portfolio were awarded 5 medals including 1 gold, 1 silver and 3 bronze medals. In addition, our graduate student studying at the Department of Computer Engineering at Canakkale Onsekiz Mart University has stated that "QDNS: With his work "Quantum Dynamic Network Simulator Based on Event Driving", he was awarded a silver medal at the international UGAL invention fair in Romania. Our doctoral student in the Department of Foreign Languages English Language Education was awarded the doctoral thesis support award (DDG) given by "The International Research Foundation for English Language Education (TIRF)". Thus, our university has been entitled to receive TIRF support award for the second time since its establishment. COMU is the only university that has shown its success in winning the TIRF DDG award from Turkey.

COMU strives to measure/evaluate the research activities through strategic plan monitoring and evaluation reports, COMU with numbers, COMU BAPSİS, AVESİS, UBYS and YOKSİS, as well as annual activity reports, PER, KID and surveys and then take measures for necessary improvements. In order to monitor and evaluate the research and development performance of the instructors, practices covering all areas are regularly monitored and the follow-up results are evaluated together with the stakeholders and measures are taken. In order to increase the performance of the research, the infrastructure opportunities needed are constantly tried to be developed within the central budget and opportunities, the shares allocated to the projects are increased, and practices such as academic incentives are carried out to increase the performance of the researchers, and honoring practices are tried to be carried out. In this context, a rewarding directive is also worked on.

Applications for monitoring and evaluation of research performance in the institution are carried out in a way that covers all areas and units (including research centers). It is monitored whether the research activities have achieved their goals. Activity reports, PER and KIDR Self-reports are examined, and internal stakeholder meetings are held on how to make the necessary improvements. In particular, the senior management takes decisions to improve the commissions including the rector or the vice rector. Thus, it can be seen that there are applications related to monitoring and evaluating the research budget performance of the institution. The research budgets are supported by the general budget and the shares transferred to the BAP. The budgets allocated considering the increasing needs over the years are also increasing.

The research performance of each instructor (researcher) is followed through BAPSIS, AVESIS and UBYS. The relevant processes are guided by the Quality Assurance Commission, BAP Unit, Foreign Relations Coordinator, Graduate Education Institute and COBİLTUM. Research performance is monitored and evaluated on an annual basis and used in line with corporate policies. Outputs, group average values, and scattering are shared transparently and can be tracked through our corporate Evaluation analysis and avesis page. Performance evaluations have been ensured to be systematic and permanent. Additional indicators called COMU with numbers have been added to rivet this. The research activities of our

university are monitored, evaluated and compared with the targets on an annual basis, and the reasons for the deviations are discussed in the relevant commission meetings and necessary measures are taken. Intra-university awareness of the focus areas of the institution, nonuniversity awareness; international visibility, analysis of expertise claim issues, and compliance with goals are systematically analyzed. In this context, it is tried to provide the necessary performance increase for institutional accreditation and research university candidacy. Thus, performance evaluations are ensured to be systematic and permanent. The change of the research budget over the years, its share in the total budget; changes in the components of the funds from the state/national competitor funds/international competitor funds are monitored. These are also specified and followed in detail in the YOK Scorecard. The harmony of these magnitudes with the missions and objectives of the institution, successes/ failures are evaluated and continuous improvement processes are tried to be internalized throughout the institution. In summary, the research and development performance of the instructors is monitored and evaluated together with the instructors and improved. The research performance of our university is monitored and improved by evaluating with relevant stakeholders. The research budget performance of our university is monitored and improved. As can be understood from these data, even under pandemic conditions, our university has attached importance to research and development activities that can be transformed into social and scientific contributions. In general, these are processes based on continuous improvement that are difficult and labor-intensive to realize in order to increase the research potential of a public institution with a central budget constraint. The determination, effort and success of the Rectorate of our university in managing the process expresses how valuable the progress made is and how the results of our process improvement efforts are obtained.

## Monitoring and evaluation of research performance

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

### Evidence
- Araştırma Performansının İzlenmesi Ve İyileştirilmesine Yönelik Kanıtlar.doc
- Araştırma Performansının İzlenmesi ve İyileştirilmesi 2.doc
- Araştırmacı Yetkinliğinin Geliştirilmesi a1.doc
- Araştırma Bütçe Performansının İzlenmesi ve İyileştirilmesi a1 .doc
- Araştırmaların Kalkınma Hedefleriyle İlişkine Yönelik Kanıtlar.doc
- Araştırma Süreçlerinin Yönetimine İlişkin Kanıtlar a2.doc
- 534-bm-surdurulebilir-kalkinma-amaclari-performans-gos.pdf
- 720-comu-2020-2021-iyilestirme-raporu.pdf
- 927-comu-kalite-ic-tetkik-raporu.pdf
- 2021 Yılı YOKAK Performans Göstergesi Listesi v03.docx
- akademik-personel-oryantasyon-faaliyetleri.pdf
- Sayılarla COMU 2020-2021 Karşılaştırmalı Analiz Raporu.pdf
- Sayılarla COMU Güncelv07.docx
- tübitak gyüe.pdf
- tanımlı süreçlerin iyileştirilmesine yönelik genel kanıtlar .pdf
- 2021 Dış Destekli Proje Bilgileri 2.pdf

## Evaluation of instructor/researcher performance

**Maturity Level:** The mechanisms created to monitor and evaluate the research and development performance of the instructors are used throughout the institution.

### Evidence

ÇANAKKALE TERCÜME BÜROSU
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CERTIFIED INTERPRETER
Şefik TURAN
YEMİNLİ TERCÜMAN

77/86

- Araştırmacı performansının izlenmesi ve iyileştirilmesine yönelik kanıtlar.doc
- Araştırmacı Yetkinliğinin Geliştirilmesi a2.doc

## D. SOCIAL CONTRIBUTION

### 1. Management of Social Contribution Processes and Sources of Social Contribution

Our university has a quality assurance policy related to social contribution processes, quality assurance PDCA Cycle, PDCA Cycle and process operation calendar. The management and organizational structure of the social contribution processes of the institution is to be improved from year to year. For example, while the Rector Consultant responsible for Social Responsibility Projects was appointed in 2020-2021, it was planned to establish the Corporate Communication Coordinator and Social Responsibility unit within the scope of the improvements planned to be realized in 2022 and this improvement process started to be operated starting from the beginning of 2022. The management and organizational structure of social contribution processes is in line with the social contribution policy of the institution. In the PDCA cycle, those responsible are determined. The management and organizational structure of social contribution processes throughout the organization are applied in line with corporate preferences. The operability of the structure is monitored annually with the data obtained within the scope of YOKAK Performance Indicators, YOK Scorecard, Strategic Plan Monitoring and COMU with Numbers of the quality assurance office and the related improvements are carried out annually.

Our university has 261 budgeted and non-budgeted social responsibility projects and activities carried out by its students and academic staff in 2021. Our university has appointed a Rector Consultant Responsible for Social Responsibility Activities within the scope of improving the processes defined by the Rectorate, and has also established the Corporate Communication Coordinator and Social Responsibility Unit at the beginning of 2022. Apart from these, there is also a Social Responsibility Student Community in our university. Our students at Faculty of Medicine, Faculty of Dentistry, Biga Faculty of Education, Can School of Applied Sciences carry out volunteering studies and social responsibility projects within the scope of the course. Within the scope of the social contribution, our COMU Boutique unit has carried out 24 social responsibility projects, and 28 social responsibility projects, 5 of which are budgeted and 23of which are non-budgeted, within the scope of social contribution. In addition, our university communities and student council also carry out many activities and social responsibility activities. Our university carries out an average of 150-200 budgetless social responsibility projects and activities annually.

After the publication of our Directive on Equal Opportunities in Education for Students with Special Needs within the framework of quality assurance and social contribution processes in Education in 2020 and 2021, our Rectorate provided a special printer that issued Braille Alphabet with the books needed for the education and examination processes of our visually disadvantaged students through the institutions it collaborated with.

The Application and Research Centers of our university are of great importance in terms of social contribution. Many news, project events and activity presentations of approximately 50 Application and Research Centers for the social contribution activities of our university are presented as evidence.

Especially since COMU Hospital is the only pandemic hospital in the city, the number of samples studied in 2020 is 59,699 and the number of samples studied in 2021 is 71,534. During the pandemic period, 4592 inpatient treatments and 33618 outpatient treatment for COVID-19 patients were carried out in 2020, and 5026 inpatient treatments and 40520 outpatient treatment were carried out in 2021. This is evidence of a great effort and performance in terms of social contribution activities. In addition, the establishment of our Oral and Dental Health Center Hospital in 2021 further strengthened our social contribution activities. Within the scope of increasing the quality of health services offered to the society, necessary studies have been initiated within the scope of ISO 9001: 2015 Quality Management System, ISO 13485: 2016 Medical

Quality Management System, ISO 17025: 2017 Laboratory Management System certification for COMU Hospital, which is a pandemic hospital with a quality score of 90.14 out of 100 in Health Quality Standards of the Ministry of Health, and our hospital aims to accredit the Ministry of Health. Necessary studies are also carried out within the scope of ISO 9001: 2015 Quality Management System Certification for Oral and Dental Health Application and Research Center Hospital, which started to operate in our university in 2021. For all of these investments, the process agreed with the contractor company has been initiated and ISO transition documents have been prepared by the Quality Assurance Office. All ISO studies are coordinated through the Quality Assurance Office.

In 2021, our Scholarship and Housing Coordination Office provided accommodation to 30 students and 120 students. In addition, 500 of our students benefit from food scholarship and dormitory and ring service are offered to our students within the main campus. Our students can work part-time in every field our university serves. In addition to these, there is a social market called COMU Boutique in our university and our students benefit from this unit free of charge. In addition, the Psychological Counseling Department of our university organized 15 activities in 2020 and 14 in 2021. The unit carries out part-time psychological counseling and family counseling activities in COMU Nursery and Kindergarten with 1 psychologist and 1 psychological counselor as well as all our academic, administrative staff and families. COMU Kindergarten and Kindergarten and Multi-Purpose Early Childhood Education Center (CABACAM) provides active service to the staff of our university and the people of Canakkale in our main campus, and also offers service for the staff of our university.

Within the scope of improving the defined processes despite the pandemic conditions, our State Conservatory announced to the public that it will hold 17 events only in November 2021. Then, he published the scientific and artistic activities booklet covering the years 2021-2022 and the conservatory catalog. With these activities, it is aimed to realize social responsibility, make a social and cultural contribution, gain momentum related to public university and internationalization, and keep COMU students away from addiction.

Within the scope of the Climate Change Adaptation Program, the protocol on the "Project for the Evaluation of Whey with New Approaches for a Better Adaptation to Climate Change", which will be co-financed by the European Union and Turkey and will be implemented for the first time in our country, was signed by Prof. Dr. Sedat MURAT, Rector of our university, and S.Kaya Uz, Chairman of the Board of Directors of Canakkale Commodity Exchange. In addition, various projects are carried out in our university in the context of the protection of natural life such as sea animals around the Canakkale Bridge in 1915 and studies are carried out to eliminate the problem of mucilage.

Within the scope of the "Ezine Food Specialized OIZ Food Excellence Center Guided Project" cooperation supported by the Southern Marmara Development Agency (GMAKA) of Ezine Food Specialized Organized Industrial Zone, where at least 8 thousand people will be employed in the size of 150 football fields, the faculty members of Ezine Vocational School will provide practical and theoretical training to provide employment for the sector in accredited laboratories within the Excellence Center.

The single and widest hard coral reef ecosystem of the Turkish Straits system, on which Assoc. Prof. Dr. Barış Ozalp has been conducting scientific studies since 2009, is now under protection. According to the 2021/31 aquaculture additional communiqués published in the official gazette on 27 August 2021, "Canakkale Dardanos Coral Reefs" were added to the marine protection areas. In this context, all fishing activities around the conservation buoy within the limited area of 720-2000 square meters in the Dardanos Reef area, where the endangered "Cladocora caespitosa" coral colonies live and represented by a limited number of colonies, have been banned.

Dardanos coral reefs represent one of the regions with high paleobiological significance among Turkey's marine protection areas in terms of creating a living environment for adult colonies over 100 years of age together with young colonies. Corals closely followed by the World Union for Conservation of Nature and Natural Resources (IUCN) and the United Nations Development Programme (UNDP) are also Turkey's first hard coral reef protection area. Canakkale Dardanos Cladocora reefs, the largest hard coral reef of the Turkish straits system, create a living environment for more than 560 young and young hard coral colonies with 92 adult colonies and are of great importance.

An interview was held by the Women and Democracy Association (Kadem) with the guest OF SUmeyye ERDOĞAN BAYRAKTAR, Vice Chairman of the Board of Directors OF Kadem, at the Troia Cultural Center of Canakkale Onsekiz Mart University (COMU) Terzioğlu Campus. COMU Rector Prof. Dr. Sedat MURAT, Kadem Canakkale Branch President Aynur Tuna YAVAŞ, then Vice Rector Prof. Dr. Bunyamin BACAK and then Secretary General Assoc. Prof. Dr. R Cuneyt ERENOĞLU participated in the interview.

COMU Marine Technologies Vocational School and Canakkale Port Authority, Canakkale Liman İşletmesi San ve Tic AŞ (Kolin Group) and Aksen Cem Eken Boat Manufacturing Companies signed a cooperation protocol. In this way, in addition to the university-Industry cooperation, the students of the Vocational School of Marine Technologies will be provided with ease of employment with the protocol covering internship priority subjects.

A cooperation protocol was made between Canakkale Municipality Canakkale Ceramic Museum and our university Canakkale Ceramics Research Development and Application Center within the scope of the project titled Tradition and Future Canakkale Ceramics Meeting. In addition, a protocol has been signed for the projects to be carried out jointly with our university in Karina Marine Culture Center, which will be implemented by Canakkale Municipality. Thus, by introducing the marine ecosystem of Canakkale region, it is aimed to make sea and wind sports more visible and to contribute to socio-cultural development.

As an indication that we have included our students in social contribution projects, we can show that our university student Yağmur Bektaş won the third prize in the 'Digital Campaign' category in the TRT Future Communicators Competition with her 'A Handful of Mama' project. The 'A Handful of Food' project, which brought an award to Yağmur Bektaş, was prepared as a social responsibility project and public relations campaign within the scope of the Public Relations Sample Events and Practices conducted by Lecturer Secil Düztepe and the Research Project course carried out by Lecturer Onur Bayram.

In order to continue the social contribution activities of our university, physical, technical and financial resources in appropriate quality and quantity are provided by considering the balance between the units, and the data for the use of resources are regularly monitored through our Quality Assurance Office and suggestions for improvement are presented by the Quality Assurance Commission and Quality Assurance Office to other units (research centers, coordinatorships, etc.) related to the senior management. Thus, the PDCA cycle is operated. Our social contribution processes are also monitored by the Department of Strategy Development and it is tried to allocate a share from the annual general budget for our relevant centers according to the priority area, importance and demand status within the central budget and opportunities. In addition, the general public and private sector can provide various supports to these activities. Thus, our university manages physical, technical and financial resources in terms of quality and quantity by considering the balance between units within the scope of maintaining its social activities. In summary, it is aimed to create in-university and non-university resources, and budgeted and unbudgeted social responsibility projects and social responsibility activities are carried out. The activities carried out by our university in line with the social contribution strategy and objectives are periodically monitored by our Quality Assurance Office and constantly tried to be improved within the framework of the meetings held with the relevant units and our Rectorate.

## Management of social contribution processes

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

### Evidence
- Toplumsal Katkı Süreçleri Yönetimine Yönelik Kanıtlar 1.doc
- Toplumsal Katkı Süreçlerinin Yönetimine Yönelik Kanıtlar 2.doc

### Resources

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

### Evidence
- Toplumsal Katkı Kaynaklarına Yönelik Kanıtlar.doc

## 2. Social Contribution Performance

In our university, the practices related to the social contribution policy, objectives and strategy adopted by all units and the PDCA cycle are systematically monitored and measures covering all areas and programs are taken according to the follow-up results. One of our strategic goals is to improve the quality of health services for the benefit of the community (http://hastane.comu.edu.tr/). In addition, the trainings needed by the ball are provided to the local development by making joint projects with the industry. Many activities are carried out in the fields of agriculture, especially olive, cheese and dairy products, livestock farming (http://comusam.comu.edu.tr/), tourism (http://turam.comu.edu.tr/), archaeology (http://sualti.comu.edu.tr/) and history (http://beuam.comu.edu.tr/) in the Canakkale region.

Breakthroughs have been made in the field of health and especially in elderly care. Intensive activities related to disadvantaged groups are offered (http://cokamaclimerkez.comu.edu.tr/). Trainings are given through the continuing education center (http://sem.comu.edu.tr/). Projects for women, children and young people are being carried out (http://kam.comu.edu.tr/, http://comucem.comu.edu.tr/).

However, regional contributions are observed in environmental and earthquake issues (http://daum.comu.edu.tr/, http://cevsam.comu.edu.tr/). We also address our sensitivity to the world we live in (http://dekum.comu.edu.tr/). Other research and application centers and activities (https://www.comu.edu.tr/arastirma-merkezleri) can be reached.

One of the best examples is the postgraduate programs carried out in cooperation with the university industry and the regional and scientific researches prepared by these programs. There are also studies or practice courses in our university's Graduate Education Institute, Faculty of Education, Biga Faculty of Economics and Administrative Sciences, Faculty of Science and Literature and Faculty of Medicine for students to carry out social responsibility projects.

The number of social responsibility activities carried out by the faculty members of our university with or without a budget is approximately 50. Again, when the social responsibility projects carried out by the students under the supervision of the faculty members of our university are added, this number reaches approximately 250 projects.

Our university's SEM, TOMER, Lifelong Learning Center, etc. Annual Training Hours are approximately 500 hours. In addition, SEM, TOMER, Lifelong Learning Center, etc. The average number of people receiving annual training is 00 people. It was determined that there was a significant increase in these data of our university in 2021 compared to the previous years. There are plans, defined processes and practices for monitoring and improving the social contribution performance throughout our university, and meetings are held by our relevant units for improvement. In addition, improvements are monitored through the meetings held under the Presidency of the Rector during the year. Meetings are held with our internal and external stakeholders and feedback is received (http://kalite.comu.edu.tr/). Some of our social contribution activities are budgeted and non-budgeted social responsibility projects, and the resources allocated to them can be supported internally and externally. In addition, our academic staff also carries out social projects for our students. Apart from these, Scholarship and Housing Coordinator, Student Life Career and Graduate Relations Center, Disabled COMU unit, psychological support unit and social market in our university also provide great support to our students who are internal stakeholders. In addition, the resources (financial, physical, manpower) allocated to other social contribution activities (financial, physical, manpower) through our research centers and academic units have been identified, shared and institutionalized, and these are monitored and evaluated.

In summary, the social contribution policy of our university expresses the approach of the institution in a holistic way. W have a general quality policy that summarizes social responsibility (free services; contribution to social and cultural life, contribution of the university to urban life; promotion of science to society, budgeted-budgetless education, seminar and social responsibility projects), information and technology transfer (contracted research, consultancy, service, project; contracted research, consultancy, service, project to public institutions; participation in policy development, expertise sharing), entrepreneurship, innovative companies, intellectual property, patent, brand, facility management (rent revenues, laboratory services, etc.), continuous education and lifelong learning within the framework of education, courses, certificates, diplomas, other institution-specific issues and their place in the institution, goals, strategies, organizational structure, annual budget or rates, trend over the years, development framework.

Social Contribution performance is monitored and monitored by YOKAK Performance Indicators and Strategic Plan Performance Indicators Monitoring Reports specific to the institution other than YOK Scorecard and Quality Assurance Office with COMU performance indicators by numbers. In addition, our indicators, monitoring and comparison with targets and improvement mechanisms are followed by our relevant units (research centers, coordinatorships, etc.) whose web addresses are attached.

The social contribution policy of our university is constantly tried to be developed by considering the balance between the management and organizational structure of the social contribution processes of the institution. Within the scope of the improvements to be realized as per the decision taken at the end of 2021, the Corporate Communication Coordination and Social Responsibility Unit will also be established and actively activated in our university and thus, it will be our most important unit responsible for the operation of the current Social Contribution PDCA Cycle and its operation calendar in order to carry out our social contribution activities in a more planned and professional manner. In addition, within the framework of more effective and efficient studies of our research centers, Application and Research Centers Monitoring and Evaluation Coordinatorship was established and the centers were divided into three vice-rectors according to the relevant fields. As a result, the results related to the management of

social contribution processes and the functioning of the organizational structure in our university are monitored with the participation of the relevant stakeholders and necessary measures are taken.

## Monitoring and evaluation of social contribution performance

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

### Evidence
- Toplumsal Katkı Performansının İzlenmesi ve İyileştirilmesine YOnelik Kanıtlar.doc

## E. CONCLUSION AND EVALUATION

### Strengths

The fact that corporate quality studies have started in 2016; the active operation of the corporate PDCA cycle since 2018; the closure of the corporate PDCA cycle by operating it more actively, especially in 2020 and 2021, with significant improvements throughout the institution by showing more stable work every year; the fact that the institution has a widespread and embraced understanding of quality and that the senior management, especially the Rector, takes care of the quality assurance processes and the senate members are interested in these processes; and the holding of more than 130 meetings in terms of internalizing the processes; 335 of 378 programs having self evaluation reports prepared (89%); organization a total of nearly 200 internal+external stakeholder meetings including graduates throughout the institution; realization of 261 budget-free social responsibility projects and activities; works to internalize quality studies throughout the institution; exhibition of joint studies with Adım Universities and the Trakya Universities Association; organization of a sustainable workshop called good practice examples; publishing of a booklet where regional good practice examples are shared; having quality tabs on the web pages of all academic and administrative units and all information and documents and reports are published on these pages; quality commissions and infrastructure being established and operated on the basis of units and programs; comprehensive quality and internal control documentation infrastructure with an exemplary quality assurance directive and legislation infrastructure, internal and external stakeholder participation in the institution being provided to cover all units; the institution's effective usage of internal and external stakeholder participation in decision-making processes; and the stakeholders being worked to be parts of the system; dissemination of the quality culture throughout the institution and development of uniform forms through the establishment of the Quality Assurance Office; existence of exemplary studies of the Quality Assurance Office to other higher education institutions in our country and providing consultancy support to many higher education institutions in our country, including senior management; significant support to the Quality Assurance Commission in the field of organizing internal and external trainings by the Quality Assurance Office; examples of good practice by sharing the work of the Quality and Accreditation Society by the YOKAK Student Commission; the creation of an infrastructure related to the quality assurance system, education, research and development, contribution to the society and management system; the existence of defined processes in the design, implementation and updating of education programs and the participation of stakeholders in this process are defined as strengths. The fact that the Bologna Information Packages are largely completed throughout the institution with a occupancy rate of over 95% and accessible on the institution's website; that the satisfaction of distance education is very high in the institution during the pandemic process; that academic and administrative staff have carried out devoted studies in this process; that our university is among the most successful institutions in distance education; that the accessibility of the instructors; and that the satisfaction of the students in terms of the relationships between the students and the instructors is at a high level; the richness of associate degree, undergraduate and graduate programs that will contribute to regional and local

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development; the fact that the new structuring of the institute has contributed significantly to the increase of educational quality and student satisfaction; the fact that the lab, library, etc. services are open to the use of students; the institution making and actively conducting cooperation protocols with the public and private sector to increase research competence; the existence of studies that take into account the diversity of research centers and local-regional characteristics; the number of publications has increased with the education and incentives provided by the institution; the fact that the university's contribution to local and regional development is at an advanced level with significant collaborations; the goal of being an entrepreneurial and innovative university being internalized and owned throughout the university; the projects of associate degree and undergraduate students being also supported by the university's BAP unit; the existence of postgraduate interdisciplinary programs (agriculture economy, energy resources and management, etc.) defined as positive reflections on research activities; Technopark and TTO actively operating in the institution; having hospitals serving the whole region; richness of continuous education center trainings; diversity of e-certification programs; production of social projects supporting the regional cultural heritage of the institution; implementation of projects contributing to the local producer and contributing to the increase of employment; publishing human resources management and in-service training practices throughout the institution; implementation and research centers having studies that have an impact on the social and cultural development of the society are defined as strengths. Managers exhibiting a constructive leadership; being solution-oriented and accessible; having a strong communication within the framework of quality assurance efforts to ensure the compliance of the activities with the goals of the institution; having a common intelligence and stakeholder participation and a infrastructure that allows flexible management; having widespread human resources practices throughout the institution; belonging of the institution; having an integrated management system that is widely used in terms of both the field of activity and user profile; having ISO 27001 Management System strong directions to ensure the security of information and security are defined the strengths.

## Aspects Open to Improvement

Despite the creation of an infrastructure for quality assurance studies, the measurement, monitoring and evaluation studies throughout the institution are not carried out with full participation, the number of accredited programs and laboratories is low, the budget is limited, there is a need for academic and administrative staff; the opportunities for promotion in administrative staff are limited, the performance indicators are designed to clearly monitor the reason for the existence of the institution and expanded with a participatory and inclusive understanding to include all services and policy documents, and the program and laboratory accreditation studies are expanded to cover more units, the fact that the graduate follow-up system is not used effectively, especially the contribution of graduate feedback to the university's policy goals cannot be measured, the institution does not use this opportunity effectively although there are many opportunities for interdisciplinary course choices, double major and minor programs, the number of programs that provide education in a foreign language is very few and this weakens the potential to attract international students, the institution is not effective enough to make international joint diploma or double diploma agreements in addition to Erasmus agreements, the fact that elective course selection outside the department is not allowed in the institution poses an obstacle to personal development, which is a requirement of today's higher education, the high number of students per member draws attention as areas open to improvement, although the issue of academic incentive reward is included in the directive.

## Suggestions

Reflecting the feedback obtained by following up the relations with the graduates from the most important

stakeholder groups with a better designed and defined process to the improvement and development studies, following up the relations with the graduates with a better designed and defined process within the scope of the stakeholder analysis, reflecting the feedback obtained to the improvement and development studies, ensuring that the stakeholders take an effective role in the processes, ensuring more participation of the students and administrative personnel in the decision-making mechanisms, updating the internationalization policy, the budget ratio allocated to internationalization, physical space allocation and the approaches transforming into improvement by the relevant unit systematically reporting, creating a sheet list for all data sets, collecting and analyzing and reporting the data in a systematic and holistic manner, preparing the corporate R&D Strategy Report by involving more in the R&D improvement processes of COBİLTUM, planning the research center activities within the framework of the research and development policy, working more effectively in order to rank high in different indices in the world universities ranking (THE, etc.), expanding the social contribution policy, conducting and securing studies to adopt the management of the social contribution processes carried out in the institution throughout the institution, institutionalization within the scope of institutionalization It is recommended to ensure strong communication, standardization and effective coordination in applications, to ensure harmony between reporting structures in academic and administrative processes, to integrate ISO, KVKK, MYK, Corporate Risk Management, corporate Occupational Health and Safety systems.

2021-2025 strategic plan and performance indicators have been prepared in all units and programs of our university, and internal control standards compliance action plan, public service standards table, job descriptions, work flow charts, PER and KIDR reports have been prepared in all units. Apart from the performance indicators of YOK, YOKAK, TUBİTAK, the data are collected every 6 months and reported annually within the scope of strategic plan monitoring and evaluation indicator reports specific to the institution and COMU with numbers. Improvements are carried out within the scope of annual and five-year PDCA cycles with the proposal of the quality assurance commission and the decision of the senior management within the scope of the budget and existing facilities. When the quality assurance policy of our university was reviewed, it was seen that the mission, vision and quality objectives of our university were updated with the participation of stakeholders and that the new vision, mission and quality objectives were compatible with each other. Our strategic plan and all related processes have been announced to our internal and external stakeholders and adopted by our staff. Unit strategic plans prepared in accordance with the strategic plan of our university are monitored in all units and the necessary improvements are carried out in the process. It is also clear that the new mission adopted by our university is defined in harmony with the geographical region in which it is located and strengthens our quality assurance policy. Despite all the negative conditions, stakeholder participation and satisfaction rates have been increased within the framework of our goal of becoming a research university candidate and having institutional accreditation.

The relations established by our university with the business world have been focused on advanced and applied education. It is seen that the faculty of medicine has improved its aspects of being a stage 3 health institution. It has been understood that we have focused on our work within the framework of our goal of improving our relations with the Balkans geography and making Canakkale Onsekiz Mart University a university preferred by Balkans' students. In addition, significant progress has been made in corporate accreditation and program accreditation, and it has been noticed that our Rectorate shows quality leadership with an agile and participatory management style that is seriously transparent, fair, attaches importance to merit, that significant performance and effort is spent to ensure that studies are carried out in priority areas and that research outputs are for social benefit, that financial resources are distributed based on research performance, and that updates in BAP supports also seriously motivate academic staff in scientific projects and publications.

Many transactions at the university have been centralized and necessary digitalization has been achieved, and it has been observed that our staff quickly adapt to this process. Rimer, advertisement information system, e-certificate, single account and legislation information system are among the most important examples of this. It has been observed that raising the quality assurance processes of our university in higher education one bar more accurately by increasing the budget and academic staff. In particular, as stated in the YOKAK Monitoring Report in 2020, our applications of check and take measures in the PSEQ cycle have been increased. In this context, the improvement suggestions to be realized throughout our university are presented below for your information. In our 2020 KIDR report, it was seen that the proposal to take measures for stakeholder participation was taken into consideration and that it was successful in this regard.

It has been observed that department heads and unit managers can take a more active role in the implementation of the PDCA cycle by taking more ownership of quality processes. Although there have been significant developments in obtaining research supports from national sources, it has been thought that the level of international support is not yet at the desired level, and differentiation strategies should be followed to improve the current situation under the title of international support.

It has been seen with the necessity of increasing the number of qualified research assistants and lecturers, especially in the departments and programs that are needed, targeting accreditation and that stand out as a priority area. In addition, it has been determined that more staff is needed in the process of appointing the academic staff who have completed their doctorate to the faculty member and more active studies should be carried out on the allocation of staff in this field. Although the need for academic and administrative personnel is tried to be met, it is not considered sufficient, but the administrative personnel should also be given the opportunity to rise in duty.

It has been determined that in-service training applications should be systematically carried out and further disseminated throughout our university. It was seen that the number of quality publications of the university was not at the desired level and that it should be increased. Therefore, it was thought that the measures taken should be developed in a way that would enable more academic staff to benefit from the university. It is thought that trying to improve the library databases in particular will contribute. In the research area, it was seen that internationalization efforts and synthesis projects were not sufficient in terms of quantity, and our patent numbers should be increased further.

It has been seen that new policies should be developed for the invitation and election procedures of the instructors assigned to our university to teach at home or abroad, and it has been realized that the number of foreign instructors and students in our university should be increased and more academic staff from our university should work with foreign universities. It may be beneficial to provide project training to students to gain research competence at all levels of education, to increase the number of students doing projects and to provide various supports by the relevant units.