

INTERNAL EVALUATION REPORT

ÇANAKKALE ONSEKİZ MART UNIVERSITY

2022

SUMMARY

1. Summary

Çanakkale Onsekiz Mart University Rectorate 2022 Internal Evaluation Report covering all academic and administrative units of our university has been prepared by the Rectorate Quality Assurance Commission. In the preparation process of this report, the quality assurance operation calendar has been taken into consideration for 2 years. The participation of the commission members was ensured during the preparation of the report. In the process of preparing for the preparation of the IER, firstly, self-assessment reports are prepared by our associate, undergraduate and graduate programmes, and in the next stage, the reports prepared are examined by the unit quality commissions with the SAR Evaluation Reports. The reviewed reports are shared with the Quality Assurance Office, and then the summary information required for making important decisions within the scope of improving the needs of the programmes and reports is shared with the members of the Rectorate Quality Assurance Commission. While the related process continues, the quality assurance commissions of our academic units prepare the Unit Internal Evaluation Report (UIER). The prepared report is checked by the senior management of the relevant unit in terms of quality in accordance with the IER Evaluation Report and shared with the Quality Assurance Office via ÜBYS. The Quality Assurance Office also shares the information and findings obtained from the Unit (UIER) Internal Evaluation Reports together with the results of the corporate internal audit report prepared for ISO processes with the Rectorate Quality Assurance Commission at the Management Review Meeting in order to be utilised both within the scope of improvement and to be used in the writing of the Internal Evaluation Report of our University. Within the planned processes at our university, we generally try to continue our IER writing process with this method.

Our academic and administrative staff in the programme and unit quality commissions of our University, as well as our most valuable stakeholder, our students, who are also in these commissions, contribute to our institutional reports. Among the evidence of this report are ÇOMÜ Quality Assurance Policies, PDCA Cycles, 2021-2025 Strategic Plan, Quality Assurance in Distance Education Report, ISO 9001: 2015 Documentation, Quality Handbooks, public service standards table, job descriptions, work flow charts, internal control standards compliance action plans and quality assurance statements of all academic and administrative units, YÖKAK 2020 Monitoring Report, YÖKAK 2021 KAR, ÇOMÜ 2021-2022 Improvement Report, ÇOMÜ 2021-2022 Internal Audit Report, ÇOMÜ in Numbers 2022 data and ÇOMÜ in Numbers 2021-2022 Annual Analysis Report, 2021-2022 YÖK Report Card Performance Indicators, 2021-2022 YÖKAK Performance Indicators, 2020-2021 TÜBİTAK Entrepreneur and Entrepreneurial University Index data, 2021 TÜBİTAK Competency Map, ÇOMÜ Strategic Plan Performance Indicators, ÇOMÜ Strategic Plan Monitoring and Evaluation Reports, Institutional Performance Programmes and Administrative Activity Reports, findings on the institution's performance within the scope of the UN Sustainable Development Goals, 2022 self-assessment reports of nearly 300 programmes and TDR Control Reports, and Unit Internal Evaluation Reports and Unit Internal Evaluation Report Control Reports with unit strategic plan performance indicators monitoring of each academic unit providing education.

As can be understood from these Evidence, quality assurance processes in higher education have been internalised in our institution and the Rectorate of our University is trying to carry out the internal control processes of the institution and YÖKAK and ISO quality assurance processes in an integrated and coordinated manner. In this context, relevant evidence and improvement examples can be easily accessed from the institutional quality assurance web page and the "quality assurance and internal control" tabs on the web pages of all our units. In addition, these data can also be accessed through the user-friendly web page of the quality assurance office of our university. The Rectorate of our university is trying to integrate ISO certifications, PDPL, VQA, Occupational Health and Safety processes into this system in order to carry out them in coordination in this process.

INFORMATION ABOUT THE INSTITUTION

In this section, basic information about the preparation process of Çanakkale Onsekiz Mart University 2022 Institutional Internal Evaluation Report is given. The information presented in this document covers the academic and administrative units of Çanakkale Onsekiz Mart University. This document has been prepared by taking into account the contribution of the members of the Rectorate Quality Assurance Commission and the Quality Assurance Office staff and the suggestions of stakeholders who wish to contribute.

The Internal Evaluation Report of our university is an important report in which we monitor the maturity level of our self-evaluation studies as well as our performance monitoring and evaluation studies. The Quality Assurance Commission of our University has created this report with the goals of gaining sustainable competitive advantage in accordance with today's conditions, taking into account the increasing international competition, the number of public and foundation universities, trying to increase the quality of education and training in quantitative and qualitative terms, being one of the leading entrepreneurial and innovative universities in research and development processes, increasing the number of programme accreditations, having institutional accreditation and becoming one of the research universities.

ÇÖMÜ Internal Evaluation Report (IER) is a valuable report prepared regularly every year by the Quality Assurance Commission of our University in order to monitor and evaluate the annual processes of the institution, to be taken as basis in the Institutional External Evaluation Program / Institutional Accreditation Program / Monitoring Program processes and published on the Quality Assurance web page of our University in accordance with our transparent management approach. This report is important as it contributes to the recognition of the strengths and developmental aspects of our university and to the improvement processes. With this report, in line with the mission, vision and goals of our University; how the resources and competencies of the institution are managed in the processes of leadership, management and quality assurance system, internationalisation, education and training, research and development and social contribution are explained with reports and tagged evidence. In this respect, this report of our University is shared publicly in accordance with the principle of transparency, communication with stakeholders, self-assessment studies and dissemination of quality assurance culture.

There is at least one student representative member responsible for quality in all unit quality sub-committees, especially the Rectorate Quality Assurance Commission. Four students from our university are actively involved in YÖKAK External Evaluation processes as YÖKAK Institutional Evaluators. At the same time, many of our students have YÖKAK Quality Ambassador certificate. These students are also among the 244 successful students preferred by YÖKAK for education in 2022. There is also a Quality and Accreditation Community in our university, and in addition to this organisation, there is a student organisation called quality ambassadors in many of our units. Quality ambassadors 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 Quality Assurance Office, actively supports student participation in quality assurance processes in higher education and organises various trainings, conferences and events in this context. The most important of these is the Quality Youth Day held every year on the week of 19 May. Some of the activities of the Quality and Accreditation Community of our university were shared on social media accounts by the YÖKAK Student Commission as an example of good practice. Apart from these, there are 125 student societies in our university and our student council is actively active, and the

work for the establishment of the student senate is also ongoing.

Our General Secretariat is trying to hold regular meetings with our administrative staff, who are our internal stakeholders. The Quality Assurance Office of our university organises regular training and information meetings within the scope of field studies.

Thus, quality assurance processes in higher education are tried to be internalised in our University and an active communication is established with all internal stakeholders with a transparent, participatory and agile management approach. However, the necessary improvements are unfortunately limited to the budget due to the fact that we are a public institution, and bilateral collaborations, projects and protocols with the private sector and the public sector are also carried out with the work of our academic staff and quality assurance commission members. On this occasion, additional resources and motivation are tried to be created by realising special discounts for the institution.

Within the scope of the work of the quality assurance commission of our university, training and information meetings based on transparency and process management were held. In this way, it has been tried to convey how monitoring and improvements are carried out on the basis of processes related to IER 3.1 criteria throughout the institution, and what are the areas that are strong and open to improvement in the internal quality assurance system.

This IER (Self-Assessment Report) presents Çanakkale Onsekiz Mart University's leadership, governance and quality assurance system, internationalisation, education and training, research and development and social contribution processes in line with the feedback obtained from all stakeholders. In addition, this report contributes to the evaluation of our quality assurance practices in higher education by increasing their ownership throughout the institution and by revealing the strategic requirements that need to be implemented in order to keep up with the rapid changes taking place.

The strengths and weaknesses revealed by this report are analysed by the senior management and the relevant institutional staff, and the necessary improvement works are carried out in the process in line with the possibilities.

In summary, it is not expected that this report or the improvement works carried out will immediately identify and fully solve the aspects of our university that are open to improvement or enable us to achieve our institutional goals in the short term. However, the report is intended to be used as one of the important guides on the path of continuous improvement and to be a meaningful guide in terms of emphasising our institutional strengths and aspects open to improvement within the framework of institutional accreditation. The report prepared within this framework is expected to contribute to the sustainable competitive advantage of our University and to increase its regional preferability as an evaluation within the scope of harmonising our University with the competitive conditions of today and the future.

In accordance with the transparency policy of the institution, the relevant regulations and directives and the decisions of the senate and the board of directors are published on mevuat.ÇÖMÜ.edu.tr, and all our reports within the scope of quality assurance and internal control are shared publicly on the websites of all our academic and administrative units. In addition to these, all institution-wide performance data and reports are published on the institution's quality assurance website at kalite.ÇÖMÜ.edu.tr, which is open to public access.

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Institution Web Page

<https://www.ÇÖMÜ.edu.tr>

Institution Quality Assurance Web Page

<https://kalite.ÇÖMÜ.edu.tr>

Quality Assurance Commission, Advisory Boards and Quality Assurance Office Information

<https://kalite.ÇÖMÜ.edu.tr/kalite-komisyonu/ust-komisyon-uyeleri-r1.html>

<https://kalite.ÇÖMÜ.edu.tr/kalite-komisyonu/danisma-kurulu-r7.html>

<https://kalite.ÇÖMÜ.edu.tr/kalite-komisyonu/dis-paydas-danisma-kurulu-r12.html>

<https://kalite.ÇÖMÜ.edu.tr/kalite-guvence-ofisi/kalite-guvence-ofisi-r13.html>

HISTORICAL DEVELOPMENT OF THE INSTITUTION

Founded on 3 July 1992 with the Law No. 3837, Çanakkale Onsekiz Mart University started its education life with Çanakkale Faculty of Education, Çanakkale Vocational School and Biga Vocational School, which were transferred from Trakya University in 1992-1993 academic year. Faculty of Science and Letters, School of Tourism Management and Hotel Management and Vocational School of Health Services in 1993-1994 academic year, Biga Faculty of Economics and Administrative Sciences in 1994-1995 academic year, Ayvacık, Bayramiç, Çan,

Ezine, Gelibolu and Yenice Vocational Schools and Institute of Science and Social Sciences in 1995-1996 academic year, The Faculties of Fisheries, Theology and Engineering-Architecture, School of Health and Faculty of Fine Arts in 1996-1997 academic year, Gökçeada Vocational School and School of Physical Education and Sports in 1998-1999 academic year, Lâpseki Vocational School and Faculty of Medicine in 2000-2001 academic year. Gökçeada School of Applied Sciences in 2008-2009 academic year, School of Foreign Languages in 2009-2010 academic year, Institute of Educational Sciences, Institute of Health Sciences, Faculty of Communication and School of Applied Sciences in 2010-2011 academic year. Founded in 2012 and started to operate in the 2012-2013 academic year, the Faculty of Architecture and Design, Çan School of Applied Sciences, Faculty of Economics and Administrative Sciences (transformed into the Faculty of Political Sciences in 2016) and Çanakkale Vocational School of Social Sciences, Çanakkale School of Applied Sciences, Vocational School of Marine Technologies and the Faculty of Dentistry established in 2015 with the Decree of the Council of Ministers, Biga Faculty of Applied Sciences, Faculty of Sports Sciences, Faculty of Health Sciences in 2017, and the Institute of Graduate Education was established in 2020 by combining all four of our Institutes under one roof and creating a stronger institutional structure. In 2022, the Faculty of Science and Letters, which started teaching in 1993-1994 academic year, was closed and two new faculties, Faculty of Science and Faculty of Humanities and Social Sciences, were established. In addition, Çan School of Applied Sciences, which was established in 2012, was transformed into Çan Faculty of Applied Sciences in 2022. With the establishment of the relevant academic units, many academic units and research centres were opened in our University over time. Apart from the academic units and application research centres, many administrative units have been established in the process and continue to be established in order to contribute to improvement efforts. In 2021 and 2022, the senior management of our University established an Application and Research Centres Monitoring and Evaluation Coordinatorship in order to provide functionality to the application and research centres with the recommendation of the Quality Assurance Commission, and grouped the centres and distributed them to three Vice Rectors. In addition, Corporate Communication Coordinatorship and Social Responsibility Unit were also established at our university.

Our main campus is Hüseyin Akif Terzioğlu Campus located at the first kilometre of Çanakkale-İzmir highway. Many faculties, colleges and units of our university are located in Terzioğlu Campus. The campus is located only a few hundred metres from the sea, with its back to Radar Hill, embedded in the forests, with a very privileged natural beauty. Anafartalar Campus, located in the city centre of Çanakkale, is home to the Faculty of Education and the State Conservatory. The campus exhibits one of the most beautiful examples of the city-university embrace. In Dardanos Campus, which is another important campus, we do not have any school (the foundation of the new building of the Faculty of Sports Sciences was laid in 2022), and the area attracts attention mostly with its practice fields. In addition, the main social facilities of ÇÖMÜ are also in this campus. The campus, where forest and sea are intertwined, also contains the ruins of the ancient city of Dardanos. Our fourth campus located in the city centre is the Sarıcaeli Campus on the Çanakkale-Bursa Highway. In this campus; Technopark activities and the Faculty of Agriculture are ongoing. Our fifth campus on the Çanakkale-Bursa Highway, Çanakkale Martyrs Campus, houses the Faculty of Theology, İÇDAŞ Congress Centre and Vocational School of Marine Technologies. Our Faculty of Dentistry, Oral and Dental Health Application and Research Centre are located in Kepez, which is the closest town to the city centre. We also have some units in Nedime Hanım Campus in Çanakkale City Centre. In addition, there is an Astrophysics Research Centre and Ulupınar Observatory on the radar hill located at the top of the ridge where Terzioğlu Campus is located. The observatory has a powerful telescope that has an important place in the world literature. Apart from these, there is Ramazan Aydın Campus in Biga, where Biga Faculty of Economics and Administrative Sciences, Biga Faculty of Applied Sciences and Biga Vocational School are located. In addition, we have campuses in Ayvacık, Bayramiç, Çan, Ezine (Yahya Çavuş Campus), Yenice, Lâpseki, Gelibolu and Gökçeada, which are generally named after

our Colleges and Vocational Schools.

Çanakkale has a special and privileged place where we write history as a nation. In a sense, it is the preface of our national struggle and our Republic. Since the establishment of our university in 1992, our students have been living a peaceful and safe student period in this precious city with this spirit. In addition to such a potential, Çanakkale Onsekiz Mart University is an institution that has taken it as a duty to carry out activities sensitive to many historical, cultural and touristic values such as Çanakkale Wars, Assos, Truya, Dardanelles, Dardanelles, Kaz Mountains, etc. Successfully representing our country in the international arena with its research and application activities as well as education and training, ÇOMÜ provides new and continuous contributions to our province in social, cultural and scientific terms. Our University, which has the duty of integrating with its city and society, reflecting the products of its scientific activities as quality services, and pioneering our country to reach more modern levels, continues its efforts at full speed for the development of a new and dynamic generation. Today, our university is growing rapidly with the aim of incorporating students from all over the world, firstly our own students and then Balkan students, with the responsibility and endeavour of a university worthy of our ancestors in these lands, whose importance is increasing day by day and changing the course of world history.

As ÇOMÜ, our goal is to be a quality-oriented, continuously developing, researching and open to innovations in terms of both staff and students. For this purpose, it is endeavoured to ensure the development of our university in the most efficient way with the resources provided every year and the self-incomes obtained. As ÇOMÜ, which develops and contributes to the development of local dynamics at the same time, our goal is to become a world university by increasing our institutional performance to higher levels every year with the efforts of academic and administrative staff in a manner worthy of the mission and responsibilities we undertake. As of 31.12.2022, our university has 144,318 graduates, 48,156 students, 2290 international students, 199 academic staff, 2,310 (including 4d) administrative staff, and serves in an indoor area of 478,865.43 m² and an open area of 5,000,000m². There are 18 campuses affiliated to our university. Of these, 9 are located in the city centre and 9 in the districts. As of 31.12.2022, our University continues its academic activities with 1 Graduate Education Institute, 20 Faculties, 3 Colleges, 13 Vocational Schools, 45 Application and Research Centres. In the administrative structure of the Rectorate, there are 8 Departments, 3 Departments and 11 Coordinatorships within the General Secretariat of our University. As can be understood from the data here, the number of academic and administrative staff 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 within the possibilities in line with the priority areas and needs of the institution.

After the 2016 External Evaluation, all academic units were asked to make their own strategic plans in line with the Strategic Plan of our University, to plan these plans for five years, to make their annual evaluations in the PDCA cycle and to address the Unit Internal Evaluation Reports to be prepared every year, especially with the aspects open to improvement; targeted, achieved and aspects open to improvement. After the external evaluation process of YÖKAK, the 2018-2022 Strategic Plan of our University was revised as (2021-2025) after Prof. Dr. Sedat MURAT was appointed as the Rector of Çanakkale Onsekiz Mart University in April 2019.

The Strategic Plan of our university was updated through transparent and multi-participatory meetings in which all internal and external stakeholders participated within the framework of corporate governance standards. This situation has been reflected in YÖKAK external evaluation, monitoring and institutional accreditation reports with evidence. In particular, the

last strategic plan of our university was professionally redesigned in a 9-month period between 10.10.2019 and 15.07.2020 in line with the vision, mission, strategic goals and objectives and priority areas of our university; UN Sustainable Development Goals, Presidency, 11th Development Plan, goals and performance indicators of YÖK, TÜBİTAK and YÖKAK, and the research university goal of our esteemed Rector. Our Rector's Office has analysed the performance of our university especially under the headings of 'quality assurance, education and training, research and development, management system', YÖK Scorecard (University Monitoring and Evaluation Criteria) Performance Indicators, YÖKAK Performance Indicators, TÜBİTAK Entrepreneurial and Innovative Performance Indicators, Strategic Plan Performance Indicators, In addition to the Performance Indicators, the Research University Candidacy is continuously monitored throughout the year by adding measurable performance criteria and an analysis report called 'ÇOMÜ in Numbers' and tries to take the necessary actions in areas that need improvement within the framework of budgetary possibilities according to the importance in the process with an agile management approach.

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 the PDCA cycle has been operated more actively in 2019, 2020 and 2021, 2022. In this process, the strategic plans, performance indicators and aspects open to improvement prepared by all units in line 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, implements and carries out the necessary measures and improvements to be taken in line with these reports. In this way, a cycle is tried to be implemented within the scope of the PDCA cycles of our university and this cycle is closed regularly every year. In 2019, UMIS- ÜYBS Self-Assessment Programme System was installed on the web page of our university and all units with students were asked to evaluate the programme until May 2020. Self-evaluation reports are prepared for the previous year at our university. In this context, 292 out of 378 associate, undergraduate and graduate programmes in 2020 prepared the 2019 Programme Self-Evaluation Report. In 2021, 335 of our 378 programmes prepared the 2020 Programme Self-Evaluation Report. In 2022, 291 of our 378 programmes prepared a programme self-assessment report for 2021. In 2023, we are still preparing self-assessment reports for 2022. This important information and data is the most valuable indicator that the corporate governance and quality assurance policies implemented at our university are spread throughout the institution and somehow tried to be internalised, and it is the most basic evidence that encouraging studies on programme accreditation are carried out throughout our institution. In the light of this information, the Institutional Accreditation Programme Evaluation, in which our institution was included in 2021, taking into account the 2020 IER of our university, has been completed and our university has been deemed worthy of receiving Institutional Accreditation in its 30th year of establishment, based on the decision taken at the Higher Education Quality Board meeting on 27 April 2022.

MISSION, VISION, QUALITY ASSURANCE POLICY, VALUES AND OBJECTIVES OF THE INSTITUTION

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

Our Mission: “To be a quality-oriented and innovative university”

that educates pioneering and entrepreneurial individuals; produces R&D-oriented, application-oriented, multi-disciplinary and project-based research; develops sustainable relationships with its stakeholders

Our Vision: "To be a strong university in the international arena" with its libertarian, innovative and entrepreneurial aspect, aiming quality-oriented development and

research-based

Our Core Values: Çanakkale Onsekiz Mart University is on its way to becoming a university with high values with all the achievements it has achieved since its establishment in its valuable geography.

These Values are:

Justice and Merit,
Belonging,
Environmental Sensitisation,
Democratic Participation,
Freedom of Thought and Expression,
Ethical Behaviour,
Respect for Universal Values,
Respect for Differences,
Entrepreneurship,
Innovation and Creativity,
Accountability,
Cooperation, Solidarity and Sharing,
Quality Culture,
Integration with the City,
Transparency,
Protecting History and Geography,
Efficiency,
Lifelong Learning.

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

ÇÖMÜ 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 Environment,
- A 4.** Improving Institutional Recognition and Strengthening Institutionalisation.

ÇÖMÜ 2021-2025 Strategic Objectives

- H1.1.** To increase academic skills, qualifications and capacity to conduct effective research,
- H1.2.** To develop infrastructure and facilities related to research and innovation,
- H1.3.** Increasing scientific and innovative outputs that create added value,
- H2.1.** To improve the quality of education and training activities,
- H2.2.** To improve the quality of education and training activities,
- H2.3.** To continuously improve the quality of Distance Education activities,
- H2.3.** To improve the educational and instructive qualifications of teaching staff,
- H2.4.** To improve students' willingness, capacity and satisfaction in learning,
- H3.1.** To improve the quantity and quality of services for the community,
- H3.2.** Developing sustainable projects and practices for the benefit of the environment
- H4.1.** Increasing institutional visibility,
- H4.2.** Increasing accessibility of scientific outputs,
- H4.3.** To protect, develop and ensure the continuity of the corporate culture,
- H4.4.** Improving internal satisfaction, communication and co-operation.

Our university has determined its priority areas in multi-participant meetings and quality commission meetings during the strategic plan writing phase by making use of TÜBİTAK Competence map. In this context, the institution considers the fields of high volume and high quality (Aquaculture, Food Sciences, Chemistry, Environmental Sciences, Space Sciences-Astro Physics, Agriculture, Education, Health, Genetics and Earth Sciences) as well as the fields that can produce History, Tourism, Archaeology, Agriculture and Digital Technologies (Computer, Electronics, etc.), which are important values of the region, as strong fields and tries to encourage these fields more. These areas are also stated in the TUBİTAK Universities' field-based competence analysis 2020 report. In addition, our priority areas continue to be monitored in line with TÜBİTAK's current studies in the relevant field (2021) and shared with the public at "kalite.ÇÖMÜ.edu.tr" (<https://kalite.ÇÖMÜ.edu.tr/ÇÖMÜ-yetkinlik-haritasi-ve-oncelikli-alanlarda-faar74.html>). The institution's strategic plan, quality assurance policy and all other relevant reports are shared with the public both through stakeholder meetings and web pages. 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 Çanakkale Onsekiz Mart University, and the practices covering all units and areas in line with the 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. On 18 April 2019, our Rector Prof. Dr. Sedat MURAT, who took office on 18 April 2019, 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 programme accreditation studies in all fields on the one hand, and to obtain "Institutional Accreditation" on the other. The goal of obtaining "Institutional Accreditation" set by Prof. Dr. Sedat MURAT, Rector of our University, has been partially achieved with the two-year Conditional Accreditation received in accordance with the decision of the Higher Education Quality Board dated 27 April 2022, and efforts are continuing uninterruptedly to convert the conditional accreditation into a five-year full accreditation.

ÇÖMÜ Quality Assurance Policy

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

In line with this goal; Increasing the academic skills, qualifications and capacity of human resources to conduct effective research, increasing the level of satisfaction in education and training levels, improving internationalisation efforts by increasing international students who prefer our university and bilateral cooperation agreements between our university and universities abroad, In research activities, it has adopted the principle of prioritising R&D studies and supporting studies on interdisciplinary research areas, bringing our university to the top ranks in national and international academic evaluations, supporting activities for institutional accreditation studies, developing corporate culture, strengthening relations with our stakeholders and increasing the quality of services provided by our university to the society.

A. LEADERSHIP, GOVERNANCE AND QUALITY

1. Leadership and Quality

Quality Assurance processes of our university are managed by targeting full participation on a voluntary basis within the budget possibilities in accordance with the Regulation on Higher Education Quality Assurance and Quality Board and ÇOMÜ Quality Assurance Directive. All units in our university are affiliated to the Quality Assurance Commission and Quality Assurance Office within the scope of ISO standards and preparation of quality assurance

documents. Our Quality Assurance Office benefits from integrated information systems and uses Quality Unit Survey Management, Corporate Performance Management, AVESIS and Quality Module through ÜBYS. In addition, the Quality Assurance Commission of our Rectorate monitors and evaluates our performance data through YÖK, YÖKAK, TÜBİTAK, UN Sustainable Development Goals performance indicators once a year and Strategic Plan Performance Indicators Monitoring Report, ÇOMÜ in Numbers and ÜBYS Performance Evaluation System every 6 months.

All performance data of our university are shared publicly in all our units and on the quality.ÇOMÜ.edu.tr website with a transparent management approach. In the light of the monitored and evaluated data, necessary improvements are made within the framework of the PDCA Cycle. Since 2019, with the acceleration of Corporate Accreditation studies within our university, our Rectorate and units have started to take more measures and improvements for our aspects open to improvement. In simple terms, our University's Quality Assurance System General PDCA Cycle is operated as follows. Within the scope of the PDCA Cycle, our university operates in our Quality Assurance Process calendar throughout our university.

Planning: Relevant legislation, regulations and directives, ÇOMÜ 2021-2025 Strategic Plan and Performance Indicators, Unit and Programme Strategic Plans and Performance Indicators, mission, vision, strategic goals and objectives of institutions and units, ISO standards and ISO and YÖKAK Quality Handbooks used within the scope of these standards, procedures, instructions, forms, institutional and unit organisation charts, job descriptions, workflows, manuals (Assessment and Evaluation Manual, Bologna ECTS Information Package Improvement Manual etc.), plans (Academic Calendar, Quality Assurance Operation Calendar, Internal Control Standards Compliance Action Plan, Public Service Standards Plan, Emergency Plan, Monitoring and Measurement Plan, etc.), the institution's General Quality Assurance, Management System, Internationalisation, Education and Training, Distance Education, Research and Development, Social Contribution and Energy Management Policies and Quality Assurance, Management System, Internationalisation, Education and Training, Research and Development, Social Contribution PDCA Cycles, and an agile and transparent management system understanding that ensures the participation of internal and external stakeholders in management arising from all these processes.

Application: Within the scope of ÇOMÜ Quality Assurance Directive, the institution; Quality Assurance, Management System, Internationalisation, Education-Training, Research-Development, Social Contribution PDCA Cycles are operated in line with one-year and five-year plans, Quality Assurance, Management System, Internationalisation, Education-Training, Research-Development, Social Contribution activities are carried out throughout the year according to the Academic Calendar and Quality Assurance Operation Calendar.

Checking:

Internal Evaluation Reports: Academic and Administrative Activity Reports, Strategy Development Department Strategic Plan Performance Indicators Monitoring Reports (every 6 months), Unit, Strategic Plan Performance Card Monitoring (annually), Programme Self-Assessment Reports, Unit (IER) Internal Evaluation Reports, Strategic Plan Survey, Implementation of Internal Stakeholder and External Stakeholder Surveys, ÇOMÜ in Numbers (every 6 months), Institution Internal Audit Report, Quality Assurance Commission Management Review Meeting, Institution Internal Evaluation Report, ÜBYS Performance Evaluation Module, UN Sustainable Development Goals Outputs.

External Evaluation: Presidential Strategy and Budget Presidency, Court of Accounts, YÖK Report Card, YÖKAK, TÜBİTAK, independent external evaluations within the scope of ISO and Accreditation Agencies accredited to YÖKAK.

Prevention-Improvement: Improvements carried out in line with the SER Evaluation Reports, IER Evaluation Reports, Improvement Reports, Guidelines, Rectorate UBYS Precautionary-Improvement Instructions, Unit Improvement and Precautionary Letters, Corrective-Preventive Actions, Rectorate Communication Centre (RIMER) verektorluk@ÇÖMÜ.edu.tr feedbacks, reports prepared for internal and external stakeholder surveys Quality Assurance Commission Management Review Meeting.

Our institutional quality assurance policies, Quality Assurance, Management System, Internationalisation, Education-Teaching, Research-Development and Social Contribution PDCA Cycles, Values, Mission, Vision, Strategic Goals, Strategic Objectives, Strategic Targets and Strategic Performance Indicators and our Strategic Plan have been prepared with the participation of all our internal and external stakeholders and are shared publicly on all relevant web pages. The annual results and improvement Evidence of our quality studies are also shared publicly on the website (<https://kalite.ÇÖMÜ.edu.tr/>). All necessary guidelines for our units have been prepared by the Quality Assurance Commission and the Quality Assurance Office and shared for the years 2021-2022-2023 together with the quality assurance operation calendar. The Senate of our University updated the Quality Assurance Directive in accordance with the decision numbered 6 taken at its meeting dated 03.11.2021, numbered 21. Our new Quality Assurance Directive, which was passed by the Legislation Commission of our university and accepted by our Senate, is also in line with the Regulation of the Higher Education Quality Board on the Amendment of the Regulation on Higher Education Quality Assurance and Higher Education Quality Board published in the Official Gazette dated 11 November 2021 and numbered 31656, and was shown as an example of good practice in Institutional Accreditation Evaluation.

As mentioned above, an institutional and professional internal quality assurance system has been tried to be established and with this system, it has been endeavoured to ensure that the processes are reviewed and continuously improved in line with the budget and public facilities. The authority, duties and responsibilities of the Quality Commission have been clearly defined and many trainings and activities have been carried out to disseminate the quality culture and corporate culture in the institution. In addition, with the high motivation of the senior management, continuous improvement studies, trainings, seminars, conferences, information meetings, stakeholder surveys, alumni and (internal and external) stakeholder meetings are carried out in a planned manner. The most important evidence of this situation is that the number of 172 internal and external stakeholder meetings held in 2021 increased by 30% to 222 in 2022.

The Quality Assurance Office was established to carry out all kinds of field work of the quality commission and to manage ISO processes. In addition, academic and administrative unit quality assurance commissions and programme quality commissions within academic units have been established to support the quality assurance commission. There are student representatives in all commissions of academic units and participation in the processes is encouraged. Apart from these, various quality-oriented commissions and coordinatorships (e.g. Application and Research Centres Coordinatorship, which started its activities in 2022) have also been established.

In addition to face-to-face and online workshops, panels, trainings, conferences, information meetings, there is also a youtube channel for the internalisation of quality processes throughout the institution. In addition, within the scope of internalisation of the processes, a rewarding mechanism is operated and studies such as institutional quality assurance bulletin, posters, brochures, etc. are also carried out. Another indicator that quality processes have been internalised and spread throughout the institution is that the

number of programme accreditations has doubled every year.

In addition, it is planned to award additional points to academic staff who are active in quality assurance activities in accordance with the new academic appointment and promotion criteria.

Organisational structures carry out systematic studies within the scope of holistic quality management in the institution in line with their authorities, duties and responsibilities; the findings obtained from the practices carried out are monitored and the monitoring results are evaluated with willing stakeholders and minor and major improvements are tried to be made in the short, medium and long term within the budget and public institution facilities.

There are many boards, commissions and coordinators within our university to contribute to the management of the institution (<https://cdn.ÇÖMÜ.edu.tr/cms/genelsekreterlik/files/115-teskilat-semasi.pdf>). The implementation principles of the quality assurance commission are specified in the relevant directive and the organisational structure, work distribution, member distribution, representation of the units separately of the other sub-commissions; Advisory Board, Quality Representatives at Unit and Department level, Internal and External Stakeholder Boards are specified in the same quality assurance directive.

The institution has an institutional culture and leadership understanding that supports the quality assurance culture and covers all units and processes; improvements are tried to be made according to the results obtained from academic / administrative staff and student satisfaction surveys from the activities carried out within this scope. In this context, control and prevention mechanisms have also been organised in the PDCA cycle and cycles of our university.

Feedback is received through RIMER (Rectorate Communication Centre) and rektorluk@ÇÖMÜ.edu.tr addresses, and an open door policy is followed for all our internal and external stakeholders. Thus, our university has followed a transparent and solution-oriented management policy that can be accessed online 24/7 even during the pandemic, and as a result, it has been the subject of national news as the second most successful university in distance education during the pandemic period. In 2022, a total of 441 applications were made to RIMER by our stakeholders, 246 of which were wishes, 30 suggestions and 165 complaints. Nearly 300 of the applications were finalised. The process of the remaining applications is still ongoing. In addition, according to the Turkey University Satisfaction Survey, ÇÖMÜ ranked among the top 10 universities in 2022.

Attaching importance to increasing the quality of services provided to the society, ÇÖMÜ management attaches importance to the quality management processes of leading units such as application and research centres, hospitals, nursery and Dardanos campus and tries to accredit them with ISO, TÜRKAK, SAS etc. accreditations. All processes throughout the institution are actively carried out within the scope of managing the internal quality assurance system and the results of these practices are monitored through satisfaction surveys.

The data and evidence obtained as a result of all these practices mentioned above indicate the existence of an exemplary holistic internal quality assurance system within the institution. In summary, the working style and functioning of the Quality Assurance Commission and Quality Assurance Office of our University are monitored through stakeholder meetings and surveys, and various improvements are made in the process depending on the opportunities. All defined processes of our university are known by the staff of the institution. All academic and administrative staff throughout the institution are aware that quality assurance processes are managed and active participation of all willing stakeholders is ensured. Our Rectorate, Quality Assurance Commission, Quality Assurance Office and all relevant units take an active role in the continuous improvement of the internal quality assurance system and actively support programme accreditation processes. In this context, the academic and administrative

units of our university are allocated to the responsibility of the members of the quality assurance commission. The commission measures and evaluates the results of the activities carried out through stakeholder meetings and surveys and tries to positively influence the decision-making mechanisms within the framework of the improvements needed.

According to PDCA cycles and quality assurance operation calendar, all processes, procedures and mechanisms operate on a planned basis on the basis of calendar year and processes are operated according to job descriptions and work flow charts. Responsibilities and authorities are defined in job descriptions, work flow charts and internal control standards action plan. It is stated to what extent the transactions, processes and mechanisms given on the basis of the calendar year cover senior management, faculties, teaching staff, administrative staff and students. All guidelines related to the management of the Quality Assurance processes of our university are shared with all our staff both through ÜBYS and on the quality.ÇÖMÜ.edu.tr website.

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 programmes and activity reports. In addition to YÖK, YÖKAK, TÜBİTAK performance indicators and annual reports, the performance of the institution is also monitored with the performance indicators named ÇOMÜ in Numbers, developed specifically for the institution, in addition to the SDR and KİDR reports, and analysed and reported comparatively by years. In addition, a 'quality assurance and internal control' tab has been created on the web pages of all academic and administrative units of our University. All of our academic and administrative units share their current information, documents, reports and activities within the scope of quality open to the public in this tab in accordance with the transparent management approach.

All units in our university are affiliated to the Quality Assurance Commission and Quality Assurance Office within the scope of ISO standards and preparation of quality assurance documents. Our Quality Assurance Office benefits from integrated information systems and actively uses the Quality Unit Survey Management, Corporate Performance Management and Quality Modules through ÜBYS, as well as UMİS-ÜYBS information system and AVESİS. All our academic units have created and updated their strategic plans and performance indicators in line with the 2021-2025 Strategic Plan of our University and continue to monitor them in the process.

The number of Self-Assessment Reports prepared throughout our university for 2021 is 291 (77%). For each Programme Self-Assessment Report prepared by all academic unit quality commissions for 2021, an SLR Assessment Report was prepared as a programme improvement measure and shared with the quality assurance commission and the public together with the attachments of the unit executive summaries. However, our programmes, which appear to be passive, newly established and do not graduate, do not prepare a PDR report because they do not have sufficient data. 34 Unit (IER) Internal Evaluation Reports have been prepared for 2022. It has been observed that the quality assurance committees of all academic units, except for our newly established faculties, have prepared the 2022 Unit (IER) Internal Evaluation Reports in accordance with IER 3.1. In addition, all of our academic unit administrations have also prepared a KİDR Evaluation Report as an improvement measure to improve the Unit KİDR reports. Our university has 378 (associate, undergraduate, graduate) programmes with graduates registered in YÖKAK UMİS-ÜYBS Programme Evaluation Module. Our university has been implementing and reporting stakeholder surveys since 2017. All institutional surveys were updated in 2022, taking into account the aspects open to improvement previously identified in cooperation with the Measurement and

Evaluation Advisory Board and the Quality Assurance Office under the coordination of the Quality Assurance Commission. Student Satisfaction, Academic and Administrative Staff Satisfaction, Instructor Course Evaluation, Strategic Plan Evaluation, External Stakeholder Satisfaction, Graduate Satisfaction, Quality Culture and Quality Leadership surveys are conducted periodically every year and the survey results are analysed and reported. The improvement suggestions obtained in the light of the information obtained from these reports are implemented by the senior management at the Quality Assurance Commission meetings within the scope of the PDCA cycle, taking into account the budget and existing facilities. This whole process is publicly available on the website quality.ÇÖMÜ.edu.tr.

As mentioned, mechanisms for the institutional internal quality assurance system are monitored and improved together with internal stakeholders. In this regard, our surveys and reports carried out over the years are presented to your information in the attached evidence link. In this context, it can be said that the top management style is in harmony with the targeted corporate identity. Organisation chart and subordination/reporting relationships, job descriptions, work flow processes are available in all units and reflect the reality; in addition, these have been published on the web pages of the relevant units and the functioning has been made known to the stakeholders. In 2022, the Quality Assurance Commission held regular meetings, trainings and events in units and programmes. Video recordings of the online trainings, conferences and workshops carried out by the Quality Assurance Commission and the Quality Assurance Office are available to all our stakeholders on the video sharing site youtube with a channel called ÇÖMÜ Quality Assurance.

Our university is among the first 16 higher education institutions with YÖKAK Institutional Accreditation in our country and the fourth accredited higher education institution in the Marmara Region. Our university is the first and only university with YÖKAK Institutional Accreditation among higher education institutions that are members of the Step Universities Union and the Thrace Universities Union. For this reason, our University sets an example for Kütahya University of Health Sciences, Ankara Yıldırım Beyazıt University, Yalova University, Step Universities Association and Trakya Universities Association member higher education institutions with good practice examples and provides free consultancy when necessary. These online meeting images, minutes and news are available on our website as evidence.

Comprehensive and well-attended orientation programmes have been implemented for all new students for many years. The number of followers of our university's social media accounts has exceeded 30 thousand, the alumni information system affiliated to the Student Life, Career and Alumni Relations Coordinatorship is being updated in accordance with the 2021 YÖKAK KAP report, and telegram and whatsapp groups have been established in order to keep communication channels open during the process. The number of members of these groups is close to 7 thousand.

Our university is one of the first higher education institutions in Turkey to receive the ISO 27001: 2013 Information Security Management System quality certificate. Our IT Department has ISO 27001: 2013 Information Security Management System and ISO 9001: 2015 Quality Management System certification and has successfully completed the monitoring of the process.

All ISO studies within the scope of our university are coordinated through the Quality Assurance Office. All ISO certification processes initiated in 2021 have been completed and brought to a level to be evaluated in the first months of 2023. In 2021, the ISO 50001: 2018 Energy Management System Certification process initiated by the Department of Construction

Affairs throughout our University was completed and brought to a level to be evaluated in the first months of 2023. In 2022, within the scope of improving institutional quality by strengthening Education-Training, Internationalisation and Social Contribution activities and obtaining the ISO certificates needed within this framework, in addition to the ISO 9001 studies of our University, our university has succeeded in obtaining the following quality certificates: Student Affairs Department, Education Commission, Bologna Coordinatorship, Application and Research Centres Monitoring and Evaluation Coordinatorship, Vocational Schools Coordinatorship, Foreign Relations Coordinatorship, International Student Office and Corporate Communication Coordinatorship Within the framework of the activity outputs of the Social Responsibility Unit, ISO 29990: 2010 Educational Institutions Management System within the scope of conducting internationally valid Associate, Undergraduate, Graduate Education and Training and Scientific Research until 26 April 2025, and ISO 26000: 2010 Social Responsibility Management System within the scope of carrying out social contribution and social responsibility activities, and ISO 10002: 2018 Customer Satisfaction Management System within the framework of ensuring student satisfaction: 2010 Educational Institutions Management System and ISO 26000: 2010 Social Responsibility Management System within the framework of carrying out social contribution and social responsibility activities in addition to this scope, and ISO 10002: 2018 Customer Satisfaction Management System quality certificates within the framework of ensuring student satisfaction.

Within the scope of increasing the quality of health services provided to the society, ÇOMÜ Hospital received a quality score of 89.16 out of 100 after the external evaluation carried out in 2022 in the Ministry of Health Health Quality Standards. The process of obtaining ISO 9001: 2015 Quality Management System, ISO 10002: 2018 Customer Satisfaction management system, EN ISO 15189: 2012 Medical Laboratory - Requirements for quality and qualifications certificates, which was initiated in 2021 within ÇOMÜ Hospital, was successfully completed. Within the body of ÇOMÜ Hospital, efforts have started to obtain the Health Tourism Authorisation Certificate issued by the Ministry of Health, which must be obtained in order for health institutions wishing to carry out health tourism activities in 2022 and companies with Group A agency certificate to carry out health tourism activities. The ISO quality certification process, which was initiated in 2021 for the Oral and Dental Health Application and Research Centre Hospital, which started active operation in 2021, was successfully completed and ISO 9001: 2015 Quality Management System and ISO 10002: 2018 Customer Satisfaction management system certificates were obtained. However, within the scope of efforts to improve institutional quality, emphasis was placed on the activities of our other units serving the society in 2022. In this context, the ISO Quality certification process covering the hotel and restaurant services provided by the Dardanos Campus Economic Enterprise of our university and ÇOMÜ Nursery and Kindergarten was initiated and successfully completed.

Dardanos Campus Economic Enterprise obtained ISO 9001: 2015 Quality Management System, ISO 22000: 2018 Food Safety Management System, ISO 14001: 2015 Environmental Management System, ISO 45001: 2018 Occupational Health and Safety Management System, GCP Good Catering Practices quality certificates. ÇOMÜ Nursery and Kindergarten received ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Educational Institutions Management System, ISO 21001: 2018 Educational Organisations Management System quality certificates. Science and Technology Application and Research Centre has successfully passed the interim evaluation of 17025 TÜRKAK accreditation.

As can be understood, the institution has a quality-oriented management model and organisational structure that is in line with its mission and will enable it to achieve its strategic objectives. Quality and internal control mechanisms are integrated with each other. In this context, PDCA cycles, ISO Procedures and Instructions, Quality Handbooks, internal audit instructions, job descriptions of all academic and administrative staff, work flow charts, rectorate communication

and complaint notification procedures and (ÜBYS RİMER, rektorluk@ÇÖMÜ.edu.tr) channels have been established. The work on the corporate risk management directive continues in the legislation commission.

All administrative and academic units at our university have established and publicly shared the relevant defined processes, public service standards tables and internal control action plans. The findings obtained from the practices related to the management model and administrative structure covering all units and fields at our university are systematically monitored, stakeholders' opinions are taken and the monitoring results are evaluated together with the stakeholders, measures are taken and updates are made in line with the needs/requests. The institution's policies and strategic goals regarding management and administrative areas are included in its strategic plan (<http://kalite.ÇÖMÜ.edu.tr/>). The implementation of these policies is available in every field and the status of all our administrative units can be observed from the performance programme reports of the last ten years, administrative activity reports, strategic plan monitoring reports and strategic plan surveys on our website (<https://strateji.ÇÖMÜ.edu.tr/>).

In previous years, ÇÖMÜ Science and Technology Application and Research Centre, Faculty of Engineering Department of Surveying Engineering I and II, Faculty of Engineering Department of Environmental Engineering (English), Faculty of Medicine, Faculty of Education English Language Teaching, Faculty of Sports Sciences Coaching Education Undergraduate Programme have been accredited. In 2022, our university accelerated its efforts towards programme accreditation, and our number of programme accreditations doubled with a 100% increase, and a great success was achieved in this sense. After the studies carried out, our undergraduate programmes of Japanese Language Teaching, Faculty of Education, Geography Teaching, Faculty of Education, Preschool Teaching, Faculty of Education, Classroom Teaching, Faculty of Education, Tourism Management, Faculty of Tourism were accredited in 2022. In addition, in 2022, the Faculty of Theology undergraduate programme; Faculty of Education Mathematics Teaching, Chemistry Teaching, Science Teaching, Guidance and Psychological Counselling undergraduate programmes; Biga Faculty of Economics and Administrative Sciences International Relations, Economics, Business Administration, Public Administration, Labour Economics and Industrial Relations undergraduate programmes; Biga Faculty of Applied Sciences Finance and Banking and International Trade and Logistics undergraduate programmes; Faculty of Political Sciences Political Science and Public Administration undergraduate programmes; Faculty of Sports Sciences Physical Education and Sports undergraduate programmes have applied for accreditation and accreditation studies are ongoing. In addition, accreditation applications for the Faculty of Engineering Food Engineering, Faculty of Science Molecular Biology and Genetics (English) undergraduate programmes are in progress. It is expected that the relevant programmes will apply in 2023. Considering that 16 programmes that applied for accreditation in 2022 will be accredited in 2023, it is expected that a great success will be achieved with an increase of over 100% in programme accreditation. This is the most basic indicator that quality assurance processes are institutionally owned and internalised and all processes are carried out in a planned manner. In 2022, academic and administrative units that performed in quality assurance processes were rewarded with academic/administrative staff certificates of appreciation. In addition, the academic staff of our university, who stood out with their academic studies, were also awarded at ÇÖMÜ Days.

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 academic units and programmes have revised their

strategic plans and performance indicators. This is one of the main indicators that the process of managing change is reflected throughout the institution. In addition, in order to achieve institutional transformation, corporate culture trainings have started to be organised since 2022. Our 2021-2025 Strategic Plan is planned to be updated in 2023 in line with stakeholder suggestions. In-service training and orientations planned in 2021 were also organised in 2022. The "Academic Training and Development Programme", which started to be organised free of charge by ÇOBİLTUM in 2021, continued to be organised in 2022, including train-the-trainer, statistics, scientific research and project writing trainings. A total of 6311 academic and administrative staff and students participated in the trainings organised in 2022, 360 hours of training and 2578 certificates of participation were given. It is planned to continue the relevant training in a sustainable manner by ÇOBİLTUM. In 2022, in cooperation with the Quality Assurance Office and the In-Service Training Branch Directorate of the Personnel Department, many in-service trainings were planned online or face-to-face in order to support the academic / administrative staff of our university to gain today's competencies. The implementation of the planned in-service trainings started in 2023.

Feedback, monitoring, internalisation opportunities and senior management's contribution to these are continuously evaluated. Survey reports measuring quality leadership within the institution are available. The quality assurance awareness of the Rector and all process leaders in senior management and their leadership in the establishment of the institution's internal quality assurance system are at a highly developed level. Based on the attached evidence, our quality assurance commission has also seen that the practices carried out in line with the strategic goals and objectives are monitored and evaluated together with the stakeholders and measures are taken, in this sense, the PDCA cycle has been closed many times, internalised, systematic, sustainable and exemplary practices for other higher education institutions. These processes were also confirmed during the monitoring visit in December 2020 and during the visit carried out during the Programme Accreditation Evaluation process in 2021. There are effective leadership practices spread throughout the institution that 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 2022 improvement reports.

Our university has been an institution with a Strategic Plan culture for years. The performance indicators of our 2021-2025 Strategic Plan are regularly monitored through strategic plan monitoring and evaluation reports and strategic plan surveys, and the necessary improvements are carried out within the possibilities within the process. According to the 2022 Quality Culture and Leadership in Higher Education Survey, the satisfaction rate of the academic and administrative staff of our university with the operation of quality assurance processes is 71%, and the satisfaction rate of the employees with the leadership shown by the Rectorate in the process is 70%. Within the scope of increasing quality awareness by spreading the quality culture throughout the institution, it is planned to prepare a quality assurance bulletin, and 144 units and programmes have organised quality information and training by the quality assurance office and the units of our university. These activities do not include joint meetings with the quality commission and commission meetings held in our units and programmes. In addition, a "Quality Youth Day" event was organised in 2022 in cooperation with the Quality Assurance Office and the Quality and Accreditation Society of our University in order to increase the participation of students studying at our university in quality processes and to create quality awareness, and nearly 500 students were reached with this event. In addition, all administrative and academic units, including research centres, have a quality assurance and internal control tab on their websites. Each unit shares the relevant quality documents and reports publicly, and KVKK, internal control and quality assurance processes are carried out in an integrated manner at our university. In 2021, a cooperation protocol

was signed with Turkcell for YaaniMail infrastructure and YaaniMail e-mail service. In 2022, YaaniMail infrastructure continued to be used.

As explained above, the institution has established internal quality assurance mechanisms and continues its efforts to internalise the quality assurance culture. In this context, the management model and administrative structure of the institution, the elements of check and balance, the polyphony of the relevant commissions and boards and their ability to act independently by taking initiative, the oral or written suggestions of the stakeholders and quality sub-commissions to the Rectorate quality commission, and the quality assurance commission to the Rectorate senior management, Senate, Board of Directors and relevant commissions. The most important members of the quality assurance commission, which has the greatest influence on decision-making mechanisms, are the Rector, Vice Rectors, Secretary General, Head of Strategy Development Department, Application and Research Centres Coordinatorship, Bologna Coordinatorship and Quality Assurance Office.

In this context, in addition to the survey applications, 222 stakeholder meetings and more than 20 alumni meetings were held throughout the institution in 2022. The mechanisms for the participation of our university's stakeholders in decision-making, governance and improvement processes are planned and regularly implemented, and some examples are uploaded as evidence. In order to increase student participation in quality processes in higher education, student representatives and quality ambassadors have been added to the quality assurance commissions of our academic units, and the Quality and Accreditation Student Community continues its active work and the community also carries out joint activities with YÖKAK. In order to increase student participation in the meetings of the Quality Assurance Commission of our university, the president of the Quality and Accreditation Student Community was appointed as a student representative to the Quality Assurance Commission Internal Stakeholder Advisory Board by the decision of the Senate. In addition, the relevant student also worked as a part-time student in the Quality Assurance Office.

As in previous years, meetings were held with the Governorship, District Governors, Mayors, Student Community Presidents, Research Centre Directors, Business World, Department Heads, Journal Editors in 2022, including Quality Management and one-year evaluation of our University. The links of these meetings can be accessed from our university website as well as from our unit web page. In addition, there are academic incentive award system, announcement information system, performance information system, legislation information system and quality module on ÜBYS and the information needed can be accessed through these channels.

The public disclosure and accountability mechanisms of the institution are monitored by the Rectorate, General Secretariat and Corporate Communication Coordination Office and improved in line with stakeholder opinions. Our university has a transparent, accountable and agile management approach. Our Rectorate publicly shares all kinds of institutional performance indicators and reports (<https://kalite.ÇÖMÜ.edu.tr/> and <https://strateji.ÇÖMÜ.edu.tr/>). All relevant units share their performance indicators and reports publicly on the quality assurance tabs of the unit web pages. At our university, findings regarding public disclosure activities are monitored, stakeholder opinions are received, and measures are taken by evaluating the monitoring results together with stakeholders. The public is informed through the home page of our University, the Press and Public Relations Unit within the Corporate Communication Coordinatorship of our University, ÇÖMÜ Media Centre, ÇÖMÜ Newspaper, ÇÖMÜ TV and ÇÖMÜ Radio (Campus FM), ÇÖMÜ announcement information system, and our University's social media accounts, and feedback is also received through these sources. It has been adopted as a principle to inform the public through our relevant unit administrations and/or the Rectorate

throughout our university, which channels and how they will be used have been designed and announced as accessible within the framework of procedures based on the Corporate Communication Coordinatorship and legal legislation. All informing steps are operated systematically. The corporate website is accurate, up-to-date and easily accessible. In this context, the institution's website was updated again in 2022 in a user-friendly manner. In order to ensure this, the IT Department has established the necessary mechanisms based on ISO quality standards and information security standards. In accordance with the principle of transparency, internal and external accountability methods have been designed with an open and participatory management approach.

Strategic plan, self-assessment 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 YÖK, YÖKAK, TÜBİTAK, etc. are monitored, stakeholder opinions are received, IER and improvement reports are prepared are shared publicly on our website (<https://kalite.ÇÖMÜ.edu.tr/>). In summary, public disclosure is adopted as a principle. Information on the quality processes of the institution is evaluated in stakeholder meetings with external stakeholders in the region, local governments, other universities, public institutions, non-governmental organisations, industry and local people. The institution operates public disclosure and accountability mechanisms in line with its defined processes. The most basic evidence of this is the establishment of the Corporate Communication Coordinatorship in 2022 within the scope of improvement and the execution of all related activities in a more planned manner.

In addition to all these, our Rectorate strives to strengthen its institutionalism and become a good example in this regard in our country by integrating institutional risk management processes, occupational health and safety processes, KVKK and MYK processes into the quality assurance and internal control processes it carries out together. In this context, KVKK and FMC studies accelerated in 2022. The management model and organisational structure of the Agency operates in a way to cover the units and areas in general. Practices regarding the management system and organisational structure of the Agency are monitored within the scope of PDCA cycle and efforts are made to improve them in the process when necessary. The current situation can be supported by the evidence presented in this report or that can be seen during the field visit. Senior management and relevant process leaders in the institution are highly motivated to create a quality assurance system culture. The need for change in the institution has been identified and is being actively managed. All processes are monitored through various performance indicators and improvements and the necessity of unrealised improvements are addressed through analysis reports, improvement reports, internal audit reports. All processes are managed in coordination with a transparent, participatory and agile leadership approach and within the budget. In addition to strategies in line with the values and goals of the institution, leaders ensure that lower level employees take initiative through delegation and sharing of authority, and endeavour to manage relationships, time, corporate motivation and stress effectively. An effective communication network has been established between academic and administrative units and management. Leadership processes and internalisation of the quality assurance culture are constantly evaluated. In this context, surveys are conducted regularly. Realised practices are evaluated every 6 months through reports and performance indicators and internal audit, internal evaluation and improvement reports are prepared annually. As a result, the entire internal quality assurance mechanism is spread throughout the institution, monitored and continuously tried to be improved within the scope of PDCA cycle.

Governance model and administrative structure

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

Evidence

- [birim örnekleri.ppt](#)
- [Liderlik ve Kalite, Yönetişim ve İdari Yapı Kanıtları.doc](#)

Leadership

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

Evidence

- [ödüllendirme.jpg](#)
- [Liderlik ve Kalite Güvencesi Kanıtları.doc](#)

Organisational transformation capacity

Maturity Level: Change management practices carried out in line with the purpose, mission and objectives are monitored and measures are taken.

Evidence

- [Kurumsal Dönüşüm Kapasitesi ve Kurum Kültürü Kanıtları.doc](#)

İç kalite güvencesi mekanizmaları

Maturity Level: There are internalised, systematic, sustainable and exemplary practices

Evidence

- [İç Kalite Güvencesi Sistemi Kanıtları.doc](#)

Informing the public and accountability

Maturity Level: The public disclosure and accountability mechanisms of the institution are monitored and improved in line with stakeholder views.

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, Internationalisation, Education-Training, Distance Education, Research-Development and Social Contribution quality assurance policies, PDCA cycles annual and five-year cycles and process calendars, organisation chart of the whole institution, job descriptions, work flow charts, instructions and procedures of all administrative organisations have been determined and these are updated and improved annually and shared publicly on our website. In addition, with a transparent, participatory and agile management approach, strategic plan monitoring reports and surveys, data and analysis reports of our internal control and quality studies, analysis reports of internal and external stakeholder surveys, internal audit reports and the results of improvement reports and evidence are also publicly shared annually.

In addition, all academic units and programmes throughout the institution have created their own strategic plans and strategic plan performance indicators in line with the Rectorate's strategic plan and monitor their strategic plan monitoring annually according to the performance indicator card. In addition, our academic unit administrations submit strategic plan monitoring reports to our Strategy Development Department every 6 months. Our academic and administrative units also prepare administrative activity reports annually and analyse them annually with the performance indicator monitoring card, self-evaluation reports, SLR Evaluation Reports, Unit Internal Evaluation Reports (UER) and Unit Internal Evaluation (UER) Control Reports, and propose the necessary improvements to the Quality Assurance Office in the light of the findings obtained from these reports, stakeholder meetings and stakeholder surveys. The Quality Assurance Office analyses these reports and presents general and specific needs at the Quality Assurance Commission meetings and in the internal audit report.

Our quality assurance commission discusses the necessary changes by taking into account the priority areas, urgency and importance order within the budget and possibilities, taking into account the stakeholder opinions and the results of the survey analysis reports at the management review meeting and informs the senior management of the institution (Senate, Board of Directors, Rector) about taking action. In this way, the maturity level of the mission, vision, strategic goals and objectives of Çanakkale Onsekiz Mart University, and the practices covering all units and fields in line with the 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, PDCA cycle has been implemented in all our units. In this process, all units prepare their strategic plans, performance indicators and improvement plans in line with the strategic plan of our university.

The Quality Assurance Commission monitors the aspects that are open on an annual basis and carries out the necessary improvements. Our Quality Assurance Commission plans and implements the measures to be taken and improvements to be made in line with the reports received from the units. In this way, the PDCA cycle or cycle is closed regularly every year. The fact that the PDCA cycle has been closed for at least three years can be seen more clearly with the evidence obtained in the years 2020, 2021 and 2022 after the establishment of the quality assurance office.

In total, our university has prepared 292 self-assessment reports for 2019 in 2020, 335 reports for 2020 in 2021, and 290 reports for 2021 in 2022. All of these reports were uploaded to the UMIS-ÜYBS software used by YÖKAK and shared on unit websites. In addition, we also have education and training (including distance education), research and development, internationalisation, management system and social contribution policies in line with the general quality assurance policy of the institution. The effects of these policy statements reflected in practices were also observed in the PDP assessment with evidence.

In order to realise its vision, mission and purpose, the Institution plans and implements its strategic goals and objectives in line with its policies. How these and their performance indicators are related to each other has been comprehensively defined in the previous sections. In addition, 222 stakeholder meetings, analysis reports of internal and external stakeholder surveys, and internal evaluation reports, which can be proved with the evidence with tags, and the measurement and evaluation of performance indicators under the name of ÜBYS Performance Evaluation System, Strategic Plan Monitoring Performance Indicators and ÇÖMÜ in Numbers are also carried out throughout the institution during the year. According to the results obtained from these reports, improvements are also implemented within the years and within the possibilities. In the general evaluation carried out 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 be determined to establish a quality assurance system at the University in line with the mission, vision and strategic goals determined, and in the YÖKAK monitoring carried out in December 2020, it was seen that this determination continued with increasing motivation, and this situation was registered with the YÖKAK Institutional Accreditation success in 2021. In the 2021 accreditation evaluation, according to the accreditation report, our institutional score is in the range of 625-645. In the institutional accreditation report; it is understood that our quality assurance system is fully established, the quality policy of the institution has been announced, the mission, vision, strategic goals and objectives of ÇÖMÜ are defined in the Strategic Plan covering the years 2021-2025, all units have adopted the strategic plan goals and monitor their own performance in this direction. In addition to revealing the strengths in the relevant report, aspects open to improvement were also revealed. Efforts to complete the aspects open to improvement are being carried out in the fastest way possible.

In 2022, our institution has accelerated its work without decreasing its motivation. In parallel with this determination, studies are being carried out by ensuring stakeholder participation at all levels in line with the five-year institutional accreditation and the goal of becoming a research university candidate. It can be said that the most important evidence for the current situation is the updating of the members of the Quality Assurance Commission, the activation of the Application and Research Centres Coordinatorship and the Corporate Communication Coordinatorship, the preparation of new directives, new senate decisions, the preparation of new bulletins, the dissemination of ISO studies throughout the institution and the programme accreditation studies reflected throughout the institution.

It is seen that quality assurance practices have been internalised throughout the institution and have been transformed into more systematic practices in stages in the process. It is also seen that the stakeholder participation needed in line with the internal quality assurance system of the institution is provided, and the ties between the business world and our university continue to be strengthened through various collaborations, consultancy, training, projects, publications and protocols. It is seen that the PDCA cycle is closed annually in the Faculty of Medicine, thus accreditation is obtained, serious improvements have been made in distance education, and the aspects of the Faculty of Medicine that are open to improvement in the quality of being a third-stage health institution, which were pointed out in the institutional external evaluation conducted in 2017, have been improved. During the monitoring visit, it was determined that the implementation and implementation performance of the unit strategic plans prepared in line with the strategic plan of our university are regularly monitored using the necessary performance indicators. In this context, it has also been observed that significant progress has been made in the widespread internalisation of quality awareness by all units, and various award and honouring mechanisms are being operated in line with the internalisation of quality awareness by all units. In this regard, the work on the new directive initiated in 2022 continues, and certificates of appreciation were presented by our Rectorate or the relevant unit management to academic and administrative staff in the units that perform especially in quality assurance processes.

The quality policies, related processes, mission, vision statements, strategic plan, strategic goals and strategic performance indicators of our university have been defined and are known by the staff and shared within the institution. In the process, only in 2022, the Quality Assurance Office organised quality information training and meetings for 70 units and programmes within the scope of increasing quality awareness throughout the institution. In addition, awareness-raising posters and brochures were hung in visible places throughout the institution and informative video broadcasts were made in some canteens. There are student representatives and quality ambassadors in all our sub-committees, and the Quality and Accreditation Student Community and the Student

Council also carry out various activities.

These implementation plans, which guide our university to create a special, sustainable future, are regularly measured during the implementation processes and necessary improvements are made by the senior management of the institution. In this sense, it is proved that our University has a Strategic Plan culture and tradition with the strategic plan studies carried out many times with stakeholder participation in a sustainable manner. In addition, short / medium / long term goals, objectives, sub-goals, actions and their timing, prioritisation, responsibilities, covering the current period are planned. While preparing the current strategic plan, the evaluation of the previous one was carried out with the participation of all internal and external stakeholders and accordingly, new performance indicators were determined and annual realisation was monitored, discussed in the relevant boards and necessary measures were taken. This situation can also be monitored in our University's Performance Programmes and Administrative Activity Report.

As a result, the quality assurance policies of our university in higher education are widely implemented and monitored throughout the institution through the Quality Assurance Commission and Quality Assurance Office of our Rectorate, and efforts are made to continuously improve them according to the annual and five-year PDCA cycle and order of importance within the budget and opportunities. All practices 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 outside the senior management. In this sense, our quality assurance commission has seen that the PDCA cycle has been closed many times since 2018 and that there are internalised, systematic and sustainable practices by the relevant units. However, in the 2021 PDP evaluation, it was emphasised that there should be more of these and important suggestions were made to the institution. Following the review of the PDP report, the senior management of the Institution quickly started to make the necessary improvements and announced the improvement needs through widely attended internal stakeholder meetings. In this context, the number of meetings and activities organised to disseminate the quality culture throughout the institution has been increased. The Quality Assurance Office and the Quality Assurance Commission provided more support to the reporting and monitoring activities carried out within our units. The members of the Quality Assurance Commission were given unit-based responsibilities and members were requested to guide the units in the process. The realisation of the Strategic Plan Monitoring of our university in a tagged manner in cooperation with the Quality Assurance Commission, the Quality Assurance Office and the Strategy Development Department has gained sustainability.

As can be seen from the evidence to be seen in the annex and in the field, the institution's mission, vision, strategic goals and objectives, quality assurance policies and procedures and instructions related to PÜKÖ cycles have been defined. These have been determined with stakeholder participation and are known and publicly shared by the employees of the organisation. The relevant objectives and policies are specific to the institution and are updated annually in order to internalise the quality assurance processes of the institution in a more qualified manner and to provide more guidance to create a long-term sustainable future. Updates for 2021-2022 have been updated in accordance with the PDP report.

Apart from these, since a comprehensive revision cannot be made in the 2021-2025 strategic plan before the expiration of the two-year legal period, the legal period is expected to be completed within the scope of the necessary revision. The strategic plan and the institution's quality assurance policy are known and shared by the institution's employees. The policy document is simple and realistic. It outlines a sustainable quality assurance system. The management style, structure, basic mechanisms, central organisation and access to units of quality assurance are clearly defined in the quality assurance directive and PDCA cycles and

cycles, together with the timetable for implementation, and announced to all stakeholders. The concrete results of these policy statements and their effects reflected in practices are monitored through institution-specific performance indicators and the senior management endeavours to improve them. The quality assurance commission and the quality assurance office act as suggestion mechanisms in the context of realising institutional improvements, and it is expected that the quality assurance commission will have more influence on the management mechanisms in order to realise improvements in a short time. Because there are practices in line with the mission, vision and policies throughout the institution. Practices carried out in line with the mission, vision and policies are monitored, and efforts are made to improve them in order of importance within the scope of existing facilities and budget. The strategic plan has been prepared in the institution for years and revised when necessary after the expiry of the legal period and a strategic plan culture and tradition has been established. The strategic plan is monitored every six months, annual realisation is followed and reported, discussed in the relevant boards and necessary measures are taken. The institution has a holistic strategic plan, which is known by its stakeholders, and has practices in line with this plan, and the strategic plan has been monitored and many Evidence have been uploaded. If the address links of the institution or unit web page are not updated, these links are accessible at any time.

In addition, performance management systems in the organisation are handled with a holistic approach and the systems help the organisation to improve continuously in line with its strategic objectives. Performance management is ensured to be accurate and reliable by being supported by information systems. The links of many information management systems such as ÜBYS Corporate Performance Information System, Quality Module, Legislation Information System, BAPSİS, AVESİS etc. used for this purpose have been added as evidence. Performance management, which reflects the strategic perspective of the institution, continues with process-oriented and stakeholder participation. This is evident from the 170 internal and external stakeholder meetings held in 2021 and 215 in 2022.

In addition to YÖKAK Performance Indicators, YÖK Report Card, data are collected every six months within the scope of Strategic Plan Performance Indicators and ÇOMÜ in Numbers, which are institution-specific performance indicators, and are analysed comparatively by the Quality Assurance Office, reported and presented to the Quality Assurance Commission for necessary improvements. In addition, the results of all our internal and external stakeholder surveys are analysed 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 and our evidence, key performance indicators covering the aims, objectives and competencies of the institution are monitored every six months, especially since 2018, and the processes related to them have been defined and shared on our website. Evidence of improvements made in this context is also shared annually on our website. This is an example of the reflection of the measures taken on decisions in a basic sense and contributes to further strengthening this process and spreading it throughout the institution. Because the quality assurance office and the quality assurance commission monitor how the process has changed over the years through various reports (internal audit, improvement, IER, SER, SER Evaluation, IER Evaluation, Education and Training Information Package Improvement, etc.) and make various suggestions for improvement. There is also improvement evidence that the results of this monitoring are used. In summary, the functionality of performance indicators and performance management mechanisms are monitored in the institution and some revisions have been made. Based on the PDP report of our university, activities to improve the process continue to be planned, realised and monitored by the senior management and units of the institution within the possibilities.

Mission, vision and policies

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

Evidence

- [Politikaların İzlenip İyileştirildiğine Yönelik İyi Uygulama Örnekleri.doc](#)

Strategic aims and objectives

Maturity Level: The institution monitors the strategic plan it implements and reflects it to future plans by evaluating it together with the relevant stakeholders.

Evidence

- [Stratejik Amaç ve Hedeflerin İzlenip İyileştirildiğine Yönelik Kanıtlar.doc](#)

Performance management

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

Evidence

- [Kurumsal Performansın İzlenip İyileştirildiğine Yönelik Kanıtlar.doc](#)

3. Management Systems

In line with increasing the number of UN, EU and foreign mission supported research project acceptances, internationalisation and contributing to the development of institutional quality, our university implements procedures, instructions and processes for internationally recognised ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Quality Management System for Educational Institutions, ISO 56002: 2019 Innovation Management System, ISO 37001: 2016 Sustainable Development Management System in Communities, ISO 26000: 2010 Social Responsibility Management System and ISO 10002: 2018 Customer Satisfaction Management System.

Our University Hospital has been awarded the internationally recognised ISO 9001: 2015 Quality Management System, ISO 15189: 2012 Requirements for the Quality and Competence of Medical Laboratories Management System and ISO 10002: 2018 Customer Satisfaction Management System quality accreditations and the International Health Tourism Authorisation Certificate within the scope of health services provided by passing independent external evaluations in line with the efforts to improve the services provided to the society and institutional quality. The Science and Technology Application and Research Centre, which also operates as an experimental laboratory, has been awarded the internationally recognised ISO 17025: 2017 Laboratory Accreditation, which has passed independent external evaluation within the scope of quality assurance studies for the development of the services offered by our University to the society and for research and analysis. The Oral and Dental Health Application and Research Centre of our University has been awarded ISO 9001: 2015 Quality Management System and ISO 10002: 2018 Customer Satisfaction Management System quality accreditations within the scope of the health services it provides by passing an independent external evaluation in line with the efforts to improve the services provided to the society and institutional quality.

Our university, the Department of Building Works has been awarded the internationally recognised

ISO 50001: 2018 Energy Management System quality accreditation within the scope of maintaining education and training activities in line with the United Nations Sustainable Development Goals and Energy Management legislation requirements.

Within the scope of the hotel and restaurant services offered by Dardanos Campus Economic Enterprise, it has been entitled to receive the internationally recognised ISO 9001: 2015 Quality Management System, ISO 18513: 2003 Tourism Services Management System, ISO 22000: 2018 Food Safety Management System, GCP Good Catering Practices, ISO 14001: 2015 Environmental Management System, ISO 45001: 2018 Occupational Health and Safety Management System quality accreditations integrated into the KVKK process.

ÇÖMÜ Nursery and Kindergarten and Multi-Purpose Early Childhood Education Centre (ÇABACAM) provide active service to our academic and administrative staff and the people of Çanakkale. In this process, ÇÖMÜ Nursery and Kindergarten has been entitled to receive the internationally recognised ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Quality Management System for Educational Institutions, ISO 21001: 2018 Educational Organisations Management System quality accreditations by integrating into the KVKK process.

The IT Department of our university has ISO 27001 Information Security Management System and ISO 9001: 2015 Quality Management System certificates. The Department of Information Technologies of our university is among the first departments to receive these quality certificates in our country. All processes at our university are designed in accordance with KVKK and managed by the relevant commission. All necessary processes are defined and there are job descriptions, work flow charts, public service standards tables, internal control standards action plans for all processes and personnel. All necessary defined processes and quality policies have been shared by the Rectorate and the Department of Information Technologies and are also known by our stakeholders.

The institution has various feedback mechanisms and the evidence is presented to your information. The 'Rectorate Communication Centre' (RIMER) information system is used to improve education and training processes, and 24/7 requests, opinions, suggestions and complaints have been concluded in a short time via our website. In 2022, a total of 441 applications were made to RIMER by our stakeholders, including 246 wishes, 30 suggestions, 165 complaints, and nearly 300 of the applications were finalised, which is the biggest indicator of this. ÇOMÜ Support was established to improve IT processes and to find solutions to problems quickly. ÇOMÜ Single Account is used with a single user name and password to benefit from all digital services of ÇOMÜ such as ÜBYS, Eduroam, E-mail, Library, File Sharing, etc. and integrates them with the e-government password.

The main theme of the TS EN ISO 27001:2013 Information Security Management System is to demonstrate that information security management is provided within the human, infrastructure, software, hardware, user information, organisational information, information belonging to third parties and financial resources, to ensure risk management, to measure information security management process performance and to regulate relations with third parties on issues related to information security at Çanakkale Onsekiz Mart University Department of Information Technologies. In this direction, the purpose of our ISMS Policy is; To protect the information assets of Çanakkale Onsekiz Mart University Information Technologies Department against any threats that may occur from inside or outside, knowingly or unknowingly, to ensure accessibility to information as required by business processes, to meet the requirements of legal legislation, to work towards continuous improvement, to ensure the continuity of the three basic elements of the Information Security Management System in all activities carried out:

Privacy: Preventing unauthorised access to important information,

Integrity: Demonstrating that the accuracy and integrity of the information is ensured,

Accessibility: Demonstrating that authorised persons can access information when necessary,

To deal with the security of not only the data kept in electronic environment but also all data in written, printed, verbal and similar media. To ensure awareness raising by providing Information Security Management trainings to all personnel, To report all actually existing or suspicious gaps in Information Security to the ISMS team and to ensure that they are investigated by the ISMS team, To prepare, maintain and test business continuity plans, To identify existing risks by making periodic evaluations on Information Security; As a result of the evaluations, to review and follow up action plans, To prevent any disputes and conflicts of interest that may arise from contracts, To meet business requirements for information accessibility and information systems. The 'Information and Communication Security Guide' prepared within the scope of the Presidential Circular No. 2019/12 dated 06.07.2019 was approved on 24.07.2020 and the Information and Communication Security measures to be followed by public institutions were published. In the field of Communication and Information Security, the Rectorate of our University has signed a cooperation protocol with Turkcell for YaaniMail infrastructure and YaaniMail e-mail service, developed by Turkcell Data Centre engineers with the principle that Turkey's data should remain in Turkey within the scope of complying with these security measures. In 2021, the e-mail infrastructure, which started to be actively used, is still in use.

The system, which has 35 modules in an integrated information system with the University Information Management System (UIMS) used by our university, works efficiently and through this system, the performance indicators of our university are monitored through the Corporate Performance Evaluation Monitoring System. With additional indicators, the performance monitoring criteria named Strategic Plan Monitoring and ÇOMÜ in Numbers are also monitored and reported comparatively. The results of the integrated information management system that supports all processes at our university and the results of its use are monitored, stakeholder opinions are taken and the results of the monitoring are evaluated together with the stakeholders, measures are taken and updates are made in line with the needs/requests. Academic and administrative personnel announcements are made through ÇOMÜ's advertisement system, and human resource applications are also made through this system according to the norm staff planning. ÜBYS Corporate Performance Management System, BAPSİS, AVESİS, ÜBYS quality module, education information system are also used in an integrated manner. All information systems are accessed with a single password through the ÇOMÜ Single Account System and the password can be updated safely and easily.

However, in 2022, ÜBYS legislation, announcement and academic incentives within our university

The process of integrating the studies into the system has been completed. The software related to academic incentive studies was implemented in 2023, and studies for the graduate information system are still ongoing. The academic incentive applications of our academic staff (<https://www.ÇOMÜ.edu.tr/duyuru-21611.html>) were received, evaluated, given feedback and finalised through this system. As can be understood from these, our university has a strong integrated information management system. ÇOMÜ's success in the internal quality assurance policy for the education and training processes implemented in distance education is over 80%. The most important evidence that all these are examples of good

practice is the fact that our university ranks second among the universities that implement distance education best and is the subject of the main news in the national press and the results of the internal and external (ÜniAR) satisfaction surveys.

All personal data recorded digitally during the distance education process by ÇÖMÜZEM and the Department of Information Technologies, which has previously been accredited by obtaining a quality certificate in this regard, are stored, processed and maintained within the framework of international academic and ethical standards within the scope of the Law No. 6698 on the Protection of Personal Data. The senate of our university has taken decisions for student-centred learning, measurement and evaluation in distance and blended education. In this context, ÇÖMÜZEM carries out its activities through Moodle LMS Open Access E-Learning Portal, Adobe Connect and ÜYBS, while our Department of Information Technologies has been conducting distance education course and exam processes through ÜYBS and Microsoft Teams and Microsoft Forms since the pandemic process. Our university's Department of Information Technologies and ÇÖMÜZEM also carry out collaborative studies and provide active technical support when necessary.

Academic Ethics Glossary and Academic Ethics quality policies were also shared. Within the scope of distance education, only authorised lecturers and students can access course and exam information and content. Exam information forms are shared with students before the exams, students are given limited time in the exams and questions are asked in accordance with the system of measuring students' success in the distance education system. Because 200-300 e-mail applications per day by our stakeholders are concluded positively. Informative presentations and videos were prepared for our lecturers and students about distance education and shared with the relevant web pages and corporate e-mails of our stakeholders.

Academic integrity documents for the reliability of measurement and evaluation in distance education have been shared both on the website of our Department of Information Technologies, on the ÇÖMÜZEM website and on the quality assurance website, and were also announced to our stakeholders at the relevant orientation meetings and shared in writing via ÜYBS when necessary.

As a result of a research conducted by ÜniAr, in which eighteen thousand undergraduate students participated, our University stood out in the national press as the 9th most successful university among the state universities that best manage the distance education process. Our university continued to show the same success in the 2022 satisfaction report and registered its satisfaction level, which was B in 2021, as A in 2022.

The Information Management System used by academic and administrative units is integrated and data flow is provided to the quality module quality management processes, especially AVESİS, BAPSİS, ÜYBS, UMİS-ÜYBS Information System and ÜYBS Corporate Performance Evaluation System. User requests and complaints received in this direction are actively monitored and resolved 24/7 by the Department of Information Technologies through the ÜYBS Personnel Support System. As can be understood from this information and the attached evidence, the integrated information management system is monitored and improved in the institution. The most important example of this is that the improvement plans made in 2022 for updating the Graduate Information System, which is ineffective and insufficient in terms of use, started to be realised in 2023.

The efforts to establish the Corporate Risk Management Directive of our university have borne fruit and the draft directive was submitted to the legislation commission for review in 2022.

The number of academic staff, which was 1870 on 31.12.2020, reached 1981 on 31.12.2021 and 2041 as of 08.03.2023. More than 102 research assistants were recruited in 2020, 90 in 2021 and 44 in 2022.

More than 317 administrative staff were recruited in 2020, 153 in 2021 and 61 in 2022. Within the scope of improving the defined processes, the processes related to the lecturers who provide tuition fee education were made more visible and put into practice. Although the number of academic and administrative staff has increased compared to previous years, the need for personnel continues. For this purpose, plans are being made for the realisation of additional staff requests, especially in the areas where they are needed. While making this planning, the balance of the distribution of teaching staff in the programmes, the balance of the distribution of department secretaries in our departments, the insufficiency of administrative/technical staff in our hospitals and the need for promotion of existing staff are taken into consideration as much as possible.

Human resources management practices at our university are monitored and improved by evaluating them with relevant internal stakeholders. We have internalised, systematic and sustainable practices. The processes and criteria for the appointment, promotion and assignment of academic staff have been determined and are open to the public. The relevant processes and criteria are qualified to ensure academic merit and equal opportunity.

Lecturer course load distribution balance is shared transparently in self-evaluation reports and within the unit. The expectations of the institution from the faculty members are observed in the processes secured by job descriptions, work flow charts, public service standards table and internal control standards table that are open to everyone. There are systematic training of trainers activities (courses, workshops, lectures, seminars) for faculty members to learn and use interactive-active teaching methods and distance education processes, and a central structure to undertake / carry out this. Pedagogical and technological competences of the teaching staff are increased. The findings obtained from teaching competence development practices are monitored and improved together with the teaching staff.

Appointment, promotion and assignment criteria defined for all areas of the institution and known by stakeholders are applied and used in decision-making (recruitment, appointment, promotion and course assignments of teaching staff, etc.). The results of appointment, promotion and assignment practices are monitored through performance indicators (Institutional Evaluation Analysis, ÇOMÜ in Numbers, Strategic Plan Surveys, Annual Reports, Unit Internal Evaluation Reports and Self-Assessment Reports).

There are rules and processes regarding academic and administrative staff. These have been announced on our internet addresses and are known by all our staff. Our practices are as fair, meritocratic, participatory and transparent as possible within the scope of the relevant legislation, norm staff and budgetary possibilities in accordance with our quality and corporate governance standards in higher education. Education, performance and merit are the primary criteria and the main goal is to increase competences. Methods and mechanisms have been developed to determine and monitor employee (academic-administrative) satisfaction/complaints/suggestions, and practices are carried out and their results are evaluated (Example: RIMER).

The institution is fair and open in all processes related to the recruitment, appointment, promotion and course assignment of academic staff. Appointment and promotion of faculty members at Çanakkale Onsekiz Mart University is carried out according to the "Criteria for Application, Extension of Term of Office, Appointment and Promotion of Faculty Members". The said principles were published on the University's website <https://personel.ÇOMÜ.edu.tr/akademik-cadre-atama-kriterleri-r7.html> under the title of "Çanakkale Onsekiz Mart University Academic Staff Application, Extension of Term of Office and Performance Evaluation Criteria" and new criteria entered into force as of 2020. In 2022, commission studies were initiated to improve the existing criteria and these studies were finalised in 2023 and it was decided to be implemented as of 2024. There are defined criteria for lecturers who come to the institution to teach from outside (<http://personel.ÇOMÜ.edu.tr/>).

Within the scope of the appointment promotion criteria of our university, criteria such as faculty members conducting research at a universal level in their field of study, transferring these researches to information sharing environments at national and international level and thus contributing to the world of science; organising local, national and international scientific meetings, exhibiting their own work as well as enabling researchers in other disciplines to exhibit their work and contributing to the formation of a scientific discussion environment.

Human resources management strategies are planned according to the norm staff numbers and appointment criteria established by the units within the Personnel Department and Strategy Development Department of our institution, and the follow-up is carried out by our Rectorate and General Secretariat. The salaries and additional course fees of the programme lecturers are covered from the budgets of the units, and the revolving fund revenues are covered from the Rectorate Revolving Fund budget. The salaries of the faculty members are calculated according to the civil servant law numbered 657 and the academic staff salary calculation procedures of the law numbered 2547. Additional course fees of academic staff are regulated according to the Additional Course Procedures and Principles of Law No. 2547.

In order to maintain the professional development of academic staff, the participation of academic staff in national and international scientific meetings is supported every year. Our academic staff participating in Scientific Events representing our university are provided with national and international event participation support once a year, provided that they participate with a paper. Maximum one academic per paper can benefit from the support. However, with the Law on the Amendment of the Higher Education Personnel Law, which entered into force on 14 November 2014, a positive improvement in the salaries of faculty members and assistants has provided an important incentive to attract and maintain qualified teaching staff in our country. Our lecturers also have the opportunity to obtain additional income and equipment through TÜBİTAK and BAP projects. In addition, some of the programme faculty members contribute to scientific studies with the Scientific Research Projects (BAP) of our university and some of them contribute to scientific studies with industrial projects. In addition, based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015, our faculty members receive incentive allowances for academic activities such as projects, research, publications, designs, exhibitions, patents, citations, notices and academic awards.

The practices of encouraging and rewarding the teaching staff of the institution are carried out in a fair and transparent manner as described above, taking into account the competencies of the academic staff. In order to encourage SCI indexed publications, our BAP unit provides more support to our faculty members who commit in this field and these cover all fields. In order to appreciate and honour the performance of the academic staff, an event called ÇOMÜ days is organised once a year and awards are given to those who make the most publications, citations, patents, projects and inventions.

The performance of the teaching staff can be monitored through annual activity reports, programme self-evaluation reports, unit internal evaluation reports and appointment-promotion criteria. Our faculty members contribute to the quality assurance processes of the institution by participating in internal stakeholder meetings. The performance of academic staff is monitored through AVESİS, BAPSİS, YÖKSİS, ÇOMÜ Academic Incentive Application System and ÜBYS, and the number of publications, citations, projects, patents and inventions are dynamically monitored, and appointment and promotion criteria are used as another monitoring mechanism. Additional improvements suggested by the quality assurance commission are carried out in line with the norm staff allocated to our university.

In our university, defined rules and processes regarding human resources management are found

and used within the framework of the legislation, and the necessary needs are met within the framework of ISO and YÖKAK criteria and in line with the norm staffing opportunities offered to our institution. These processes, which are carried out transparently, are known by everyone in the institution. Education and merit are the primary criteria and the main goal is to increase individual and institutional competences. Methods and mechanisms developed to determine and monitor the satisfaction, complaints and suggestions of our academic-administrative staff are implemented. Practices in line with human resources management in the institution are carried out in accordance with defined processes. Human resources management practices in the institution are monitored and improved by evaluating with relevant internal stakeholders.

Opportunities are provided to continuously improve the teaching and learning competences of academic staff. Orientation training is given to the newly appointed staff and this process has become continuous. In line with the demands of our university staff, books are regularly purchased to the library, and the number of scientific databases subscribed to is increased and access to scientific publications is expanded. In-service trainings are provided by Çanakkale Technopark, ÇOBİLTUM, ÇÖMÜZEM, BAP, Foreign Relations Coordinatorship, Library Documentation Department, Personnel Department and IT Department for the individual development of our academic staff. The scope of these trainings can be literature search from databases, publishing in SCI indexed journals, statistical analysis, project writing, content development in distance education, training of trainers, information communication technologies, official writing, communication, KVKK etc. The findings obtained from the practices carried out to improve the teaching competence of the teaching staff of the institution are systematically monitored and the monitoring results are evaluated together with the stakeholders and measures are taken.

In accordance with the improvement recommendations of the quality assurance commission, the practice, which was carried out for the first time in 2020, has gained continuity, and a total of 57 different orientation trainings were organised for our academic and administrative staff who started to work for the first time in 2021. In 2022, 28 different orientation trainings were organised for our academic and administrative staff who started to work for the first time. In cooperation with the In-Service Training Branch Directorate of the Personnel Department and the Quality Assurance Commission, training programmes for academic staff are implemented in line with the quality assurance operation calendar, covering the academic calendar year.

In 2022, our quality assurance office organised nearly 150 information and training meetings. While a total of 80 in-service trainings were organised for our academic and administrative staff in 2021, this number was 75 in 2022. If the number of in-service trainings and orientations held in hospitals is added to these, the number of trainings provided to the personnel exceeds a thousand. In addition to these, the Personnel Department actively continues its annual activities and the relevant performance indicator can be monitored from the improvement evidence on the website of the Personnel Department, our hospitals and the institution's quality assurance website. Regarding the training of trainers, many trainings have been carried out within the In-Service Training Unit of the Personnel Department, Continuing Education Centre, Faculty of Education, Faculty of Medicine and ÇOBİLTUM (<http://egitim.ÇÖMÜ.edu.tr/> - <https://tip.ÇÖMÜ.edu.tr/> - <http://sem.ÇÖMÜ.edu.tr/>). Thus, the number of academic staff participating in the 'Training of Trainers' training, which was attended by 60 staff in 2021, more than doubled to 155 in 2022. In addition to the project cycle, mentor and jury trainings carried out in 2020, our Science and Technology Application and Research Centre (ÇOBİLTUM) also organised a comprehensive training programme called 'Academic Training and Development Programme' consisting of 4 modules on 28 different topics such as training of trainers, quality processes, project writing, publishing within SCI, statistical and econometric analysis, research methods, etc. for the development of our academic staff in 2021. The continuity of the organised programme was

ensured and the same programme was continued in 2022. More than 4000 academic and administrative staff and graduate students benefited from these trainings in 2021. In 2022, 6311 academic/administrative staff and students participated in the trainings.

In addition to this programme, ÇOBİLTUM also organised training activities on EU project opportunities, TÜBİTAK academic supports, Project Cycle Management, National and International Funding Opportunities and Intellectual Rights in 2022 for the development of our academic staff. In addition, in order to increase the competencies of our academic and administrative staff at our university, online trainings of the Presidential Human Resources Office have started to be utilised. VQA qualification trainings have also started to be provided within the budget for the personnel in need.

In line with the human resources policy and strategic goals of our university within the framework of norm staff, there are practices in line with human resources processes and results are obtained from these practices. In addition, relations with trade unions are maintained and collective agreement conditions are applied. The necessary mechanisms for human resources management are secured by regulations. All practices such as recruitment, assignment, promotion, in-service training, etc. of public officials are carried out in accordance with the provisions of the legislation (<http://imid.ÇÖMÜ.edu.tr/> - <http://personel.ÇÖMÜ.edu.tr/>) Trade unions also take active roles in all rights and needs of our personnel. In addition, the process is monitored and improved through satisfaction surveys. For example, the contract with the bank regarding the low promotion that the personnel had previously received was revised in accordance with today's economic conditions.

The satisfaction rate of our university staff with the institution is 75% on average. According to the results of the administrative staff satisfaction survey, 70% of the administrative staff are satisfied with being from ÇOMÜ, and approximately 70% of our institutional staff consider the studies carried out within the scope of quality assurance as beneficial. According to the academic staff satisfaction survey, 80% of the academic staff are satisfied with being a member of ÇOMÜ and 76% of them think that the quality of our University has increased.

According to the results and report of the Quality Culture and Leadership in Higher Education Survey, the satisfaction rate of the academic and administrative staff of our University with the operation of quality assurance processes is 71%, and the satisfaction rate of the employees with the leadership shown by the Rectorate in the process is 70%.

According to ÜniAr research, it is among the leading institutions in terms of satisfaction among higher education institutions in our country. Our university ranks 9th in the TÜMA 2021 and 20022 student satisfaction rankings. This is the most important output and contribution of the quality assurance studies carried out since 2016, a transparent, participatory and agile management approach and efforts to internalise the quality culture.

Services such as cleaning, catering, private security, personnel service rental, vehicle rental, maintenance-repair, support services, etc. are outsourced according to defined procedures and public tender legislation. The effectiveness and accountability of the management is monitored through the realisation of the activities in the strategic plan and the performance achieved as a result of this realisation by monitoring various performance indicators. In addition, various external evaluations carried out during the process have positive reflections on the institution. It can be seen that there are many commissions established by the Rectorate and academic and administrative staff working in these commissions manage the processes within the framework of compliance/approval/audit activities in addition to internal audit and quality measures. Therefore, in order to prevent disruptions in the process, improvements can be made through orientation, in-service training, defined processes, procedures or documents. For example, the

quality of cafeteria service procurement is monitored by a commission established by the SKS Department and necessary improvements are made in the process. The relevant minutes are presented as evidence in the improvements tab of our quality assurance web page. Our Department of Administrative and Financial Affairs also keeps conformity and warehouse record minutes regarding the control and conformity of the quality of the products and services supplied, and examples of these can be seen in the relevant tab.

In order to ensure the quality of all services and goods outsourced at our university, close co-operation with suppliers is carried out, the performance and satisfaction of suppliers are systematically monitored and evaluated together with the relevant internal stakeholders and necessary measures are taken. The relevant procedures are carried out by the Departments of Administrative and Financial Affairs, Health and Culture, and Construction Works. The institution should publish information about all its activities, including education and training programmes and research and development activities, in a clear, accurate, up-to-date and easily accessible manner and inform the public. In this sense, the procurement process, eligibility 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 during the process and improvements are made accordingly. Mechanisms that ensure the suitability, quality and continuity of outsourced support services and goods are operated throughout our university. The mechanisms that ensure the suitability, quality and continuity of services and goods at our university are monitored, improvements are made by receiving feedback from relevant stakeholders, and this internalised process is systematically followed by the relevant department.

In 2022, 95 maintenance, repair and construction improvement activities were carried out by the Department of Construction Affairs. Some of these works are as follows: Dardanos Campus Faculty of Sports Sciences Construction Work, Biga Ağaköy Biga Vocational School building construction work, generator maintenance and repair works in ÇOMÜ campuses, Campus Camera Infrastructure and Landscaping Works, ÇOMÜ Oral and Dental Health UAM C-Block Renovation Works, Ayvacık Vocational School water drainage infrastructure renovation work, Renovation works in the buildings of Biga Ramazan Aydın Campus, basketball-volleyball court ground improvement works in Biga Ramazan Aydın Campus and Dardanos Campus, infrastructure and renovation works of the Faculty of Humanities and Social Sciences, Electrical and Construction Manufacturing Works in ÇOMÜ Faculty of Medicine Terrace and Classroom Departments were carried out. Our zero waste studies continued, and in November 2021, a training and information meeting was organised for our kumr, which is fully integrated into zero waste implementation procedures. The relevant studies continued in 2022, and in 2022, the implementation process started and continues in other units, especially in our Rectorate building. The process of building a 60 KWe Solar Power Plant on the roof of ÇOMÜ Nursery and Kindergarten has been completed and the process of generating electricity from solar energy has started.

In our university, all resources, especially financial resources, are distributed based on research performance. However, it has been determined that more budget and resources are needed for research resources and quality assurance practices within the framework of our institutional accreditation, programme accreditation and research university candidacy goals and achieving our corporate vision. In order to make the institution's achievements in quality sustainable, it has been observed that the process should be continuously embraced by all stakeholders and financial resources should be increased for quality assurance and research and development processes. It has been observed that the physical, technical and financial resources of our university are managed in line with the corporate objectives (social contribution goals and strategy) and in a sustainable manner, and that the relevant practices of the institution are appropriate and valid practices. Efforts have been made to improve the physical and sports facilities provided to our students, and some of them are still ongoing. Completed in 2021, the new building of Biga

Vocational School was started to be actively used as of 2022. In addition, the foundations of the project, which is planned to build a new sports complex for our Faculty of Sports Sciences in 2022, were laid on our Dardanos Campus.

In line with the strategic goals of our university, there are practices regarding the management of financial resources according to defined processes and some results have been obtained from these practices. For the management of financial resources, the Department of Strategy Development and the Department of Administrative and Financial Affairs manage the effective use of resources, taking into account the strategic goals of the institution. A financial portrait is prepared by taking into account the development and growth of the university, the shares allocated from the budget each year, other income and expenses.

Our university has an integrated information management system in which it periodically collects, stores, analyses and uses the necessary information and data to improve its processes in order to ensure the effective management of its managerial and operational activities. The process is also systematically monitored by our Quality Assurance Commission and Quality Assurance Office by using indicators such as Self-Assessment Report, ÜBYS Institutional Evaluation System, ÇOMÜ in Numbers and YÖKAK Performance Indicators and YÖKÖK University Scorecard, and suggestions are presented to the Rector and Vice Rectors for improvement studies. In this process, the opinions of stakeholders related to the processes are taken when necessary, the practices carried out in stakeholders such as the Association of Step Universities or the Association of Thrace Universities are also examined when necessary, and the opinion of YÖK is obtained when necessary.

Practices related to the management of financial resources throughout the institution are carried out in accordance with the defined processes according to the provisions of the relevant legislation. Management processes of financial resources are monitored and improved. The budget is tried to be increased in the process by avoiding wasting public resources, reducing costs, increasing efficiency and performance and requesting additional budget. The Rectorate endeavours to improve all processes and to manage the entire process related to the budget with a better work 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 (Year 2022): Central Budget 1,062,228,342 TL - Student Income 23,038,391.85 TL - Research Income 11,183,866.08 TL - Donations 1,059,347.70 TL - Personnel Expenses 835,552,497 TL - Education Expenses 738,589,170 TL - Research Expenses 10,606,000 TL - Community Service Expenses 82,938,697 TL - Administrative Expenses 110,521,112 TL - Investment Expenses 43,389,350 TL. In addition to these, approximately 350,000 TL was spent by the Strategy Development and Administrative and Financial Affairs Departments 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 carried out. The success rate of the strategic plan targets is around 70%. In 2021, with the new ÇOMÜ Quality Assurance Directive, which was improved in 2021, performance-based budget allocation within the scope of our University's Quality Assurance processes has been made sustainable and secured to the extent that the central budget allows. In 2022, the increase in programme accreditation applications and ISO certifications to increase the quality of our university is the biggest indicator of this.

The institution's mission, vision, strategic goals and objectives, core values, strategic plan performance indicators, quality assurance policies, organisation charts, job descriptions of all staff, work flow charts, public service standards tables of units, internal control compliance action plans, PDCA Cycles and Cycles and PDCA Operation Calendars, quality assurance annual operation processes, quality manual, ISO procedures, instructions and processes are

clear and publicly shared and known by all relevant personnel. All processes are analysed within the scope of institution-specific performance indicators such as performance programmes, annual reports, Strategic Plan Monitoring Reports and ÇOMÜ in Numbers, and reported every 6 months and annually. All improvements made within the scope of the relevant processes are also available on our web page. As a result, in the light of the information conveyed under the heading above, all processes throughout our institution are managed and owned in accordance with organisational charts, job descriptions, work flow charts, quality assurance acceptance statements, and internalised by the institution. The relevant evidence is available in the quality assurance and internal control tab on the web pages of all academic and administrative units throughout the institution, and it can be seen that 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 by all staff. In this context, all relevant processes are managed in line with the defined processes and the actuality of the process flows is monitored annually, together with the relevant stakeholders and efforts are made to improve them.

Information management system

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

Evidence

- [Bilgi Yönetim Sistemlerine Yönelik Kanıtlar.doc](#)
- [BİDB yanıt.pdf](#)
- [KGO Kanıt.pdf](#)

Human resources management

Maturity Level: Human resources management practices are monitored and improved by evaluating them with relevant internal stakeholders.

Evidence

- [İnsan Kaynaklarına Yönelik İyileştirme Destek ve Kanıtlar.doc](#)

Financial management

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

Evidence

- [Finansal Kaynaklara Yönelik Kanıtlar.doc](#)

Process management

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

Evidence

- [Genel Süreç Yönetimi ve İyileştirmesine Yönelik Kanıtlar.doc](#)

4. Stakeholder Engagement

An internal quality assurance system has been established at ÇÖMÜ. With this system, defined processes are reviewed on a planned basis and continuous improvement is ensured. Mechanisms for the participation of internal and external stakeholders of our university in decision-making, governance and improvement processes are planned and regularly implemented, and some examples are uploaded as evidence. All units across our university organise internal and external stakeholder meetings and alumni meetings. In all the processes described in this report, stakeholders are included in the process through internal and external stakeholder meetings, unit and programme quality commission meetings, internal and external stakeholder surveys, academic board, board of directors or relevant commission meetings, quality ambassador and student community participation, participation of students and administrative staff in the quality commissions of institutions, units and programmes, and Rectorate Quality Assurance Commission meetings.

The number of internal and external stakeholder meetings, including those organised by the Rectorate, increased by 30% from 172 in 2021 to 222 in 2022, of which 123 were internal stakeholders and 99 were external stakeholders. In addition, more than 20 alumni meetings were held. In addition to these, 123 meetings and activities were held throughout the institution in order to internalise quality processes and involve stakeholders in the process. These tagged evidences are the clearest examples that the processes for quality assurance are spread throughout the institution and improvements are tried to be made with stakeholders.

At ÇÖMÜ, there are unit and programme quality commissions established to support the work of the institutional Quality Assurance Commission. The Directive clearly defines the authority, duties and responsibilities of institutional, unit and programme quality commissions. Quality commission, stakeholder and continuous improvement meetings, trainings, seminars, conferences, information sessions, surveys, alumni and internal-external stakeholder meetings are actively carried out with a high motivation throughout the institution in order to ensure institutionalisation by disseminating the corporate culture and quality culture. Various sample applications such as posters, brochures, etc. are also available. The quality assurance office was established to carry out all kinds of field work and ISO processes of the quality commission and regularly organises online and face-to-face training and information meetings for units and programmes. In this context, the quality assurance office organised 70 information and training meetings in 2022 alone.

In addition, many surveys were conducted on the basis of institution, unit or programme and reported for improvements. The Rectorate Quality Assurance Commission also took into account the applicable suggestions for improvement at the Management Review meeting and submitted them to the senior management for improvements.

Student participation in quality processes is guaranteed in our quality assurance directive. In order to increase student participation in quality processes in higher education, student representatives and quality ambassadors have been added to the quality assurance commissions of our academic units, and the Quality and Accreditation Student Community, which was established in 2021, carried out more active activities in 2022 to increase student participation in quality processes throughout the university, as well as joint activities with YÖKAK. There is at least one student representative member responsible for quality in all unit quality sub-committees, especially the Rectorate Quality Assurance Commission and Internal Stakeholder Advisory Board. Four students from our university As YÖKAK Institutional Evaluator, YÖKAK has been actively involved in external evaluation processes and many of our students have YÖKAK Quality Ambassador

certificate. These students are among 244 successful students in our country selected by YÖKAK in 2022.

In some of our units, there is a student organisation called quality ambassadorship and these organisations contribute to the management of the relevant unit and this exemplary practice is tried to be disseminated under the leadership of the Quality and Accreditation Community. The Quality and Accreditation Society, which operates throughout our university and is guided under the mentorship of the quality assurance office, actively encourages and supports student participation in quality assurance processes and organises various trainings and events in this context. Some of these events were shared by the YÖKAK Student Commission in 2021 and 2022 as an example of good practice. Aiming to increase the participation of our students in quality processes and to raise awareness, the Quality and Accreditation Society organised a "Quality Youth Day" event in 2022 in cooperation with the Quality Assurance Office. Nearly 500 students participated in this event held in 2022. The event is planned to be held every year in May, making it sustainable in terms of raising awareness. Apart from these, there are nearly 150 student societies at our university and the student council is actively active. In addition, in order to encourage qualified students to participate in the process, efforts are underway to establish a student senate throughout the institution. The first example of this was realised at Biga FEAS.

In addition to these, comprehensive and well-attended orientation programmes have been held for all new students for many years, and students are also informed about quality processes by the relevant academic unit. The orientation programmes are also shared on the unit web pages.

Our General Secretariat holds regular meetings with our administrative units, which are among our most valuable internal stakeholders. With the recommendation of our quality assurance commission, a meeting of the Heads of Departments is held every Monday and the quality assurance office responsible is invited to the meeting in order to support the administrative units, especially in ISO and YÖKAK processes.

Mechanisms for the participation of internal and external stakeholders in decision-making, management and improvement processes are defined throughout the institution. Our Rectorate and all academic units hold regular internal and external stakeholder meetings and stakeholder surveys and report them. The effectiveness, institutionalisation and continuity of the realised participation are monitored. Examples of practices, student and external stakeholder participation and effectiveness in the internal quality assurance system are available. The functioning of stakeholder participation mechanisms is monitored and studies are carried out to increase participation, effectiveness and impact on decision-making mechanisms. The most obvious example of this is the steady increase in stakeholder meetings. In this way, quality assurance processes at our university are tried to be internalised throughout the institution, and improvements are ensured by ensuring the active participation of all relevant stakeholders in the process with a transparent, participatory and agile management approach.

Our students and graduates are monitored through our Student Life, Career and Alumni Relations Coordination Office (OMİK). Since our university aims to ensure that its graduates serve as entrepreneurial and innovative experts who follow the current developments in national and international platforms related to the sectors they will work in, have high communication skills, full self-confidence, as a qualified labour force potential, developments in this direction are followed and it is aimed to train qualified graduates. Stakeholder opinions are taken about how much the graduates have these qualifications, and alumni meetings and surveys are carried out. Student workplace surveys are also carried out in our units to ensure that all programmes achieve their educational objectives and meet the needs of students and society. According to all these data, the mission and educational objectives of our programmes within the scope of achieving their objectives are compatible with the career goals and professional expectations that graduates want to reach. The satisfaction of graduates is evaluated and used in institutional development strategies. Mechanisms for monitoring and updating programme outcomes are in place across programmes. There are graduate monitoring system applications across all programmes in the institution. Graduate

tracking system applications are monitored and updates are made in the programmes in line with the needs.

Our graduate monitoring system has been active since 2017 (<http://omik.ÇÖMÜ.edu.tr/>). Many activities were carried out during the year. The Student Life and Alumni Relations Coordinatorship also has a representative coordinator academic staff in each unit. In this way, it is ensured that the relevant unit operates more effectively. Since the establishment of the Student Life, Career and Alumni Coordinatorship and Alumni Information System, it is seen that first 4,000 and then approximately 10,000 graduates have been registered with this system, and on the other hand, more than 35,000 students have been communicated with through social media.

However, since there were problems with the software and the desired efficiency could not be obtained, it was decided to renew the graduate tracking system software in 2022 within the scope of improvement. The software update studies of the Department of Information Technologies for the needs of the graduate information system affiliated to the relevant coordinatorship were planned in 2022 with the instruction of the Quality Assurance Commission and implemented in 2023. There are also correspondences of our Quality Assurance Commission for this, and the process of realising the relevant improvement continues by our Department of Information Technologies.

During this time, the number of members of our social media accounts has exceeded 35 thousand and the number of members of the telegram accounts of the Student Life, Career and Alumni Relations Coordinatorship has approached 7 thousand. In addition, OMİK organises regular trainings and activities for our students who are willing to invest in their careers in cooperation with the Presidential Human Resources Office, and also organises various alumni meetings and events. In coordination with the Rectorate and OMİK, elective courses such as career management specific to the students' own fields have been included in all our programmes. Relevant evidence is presented for your information.

In order to improve education-training, research-development and information processing processes, two information systems called 'ÇOMÜ Support and Rectorate Communication Centre' (RIMER) have been established, and 24/7 requests, opinions, suggestions and complaints from both these systems and rektorluk@ÇÖMÜ.edu.tr have been concluded in a short time. In 2022, a total of 441 applications were made to RIMER by our stakeholders, of which 246 were requests, 30 were suggestions and 165 were complaints. Nearly 300 of the applications were finalised. The process of other applications is ongoing. In addition, all managers apply an open door policy.

Internal and external stakeholder participation

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

Evidence

- [Paydaş Katılımına Yönelik Kanıtlar.doc](#)

Student feedback

Maturity Level: Practices for receiving student feedback in all programmes are monitored and improved based on student participation. Feedback results are reflected in decision-making processes.

Evidence

- [Öğrenci Geri Bildirimine Yönelik Kanıtlar.doc](#)
- [İlgili Diğer Kanıtlar.doc](#)
- [Öğrenci Katılımına Yönelik Kanıtlar 2.doc](#)

Alumni relations management

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

Evidence

- [Mezun İlişkilerine Yönelik Kanıtlar 1.doc](#)
- [diğer kanıtlar.doc](#)
- [mezunlara yönelik kanıtlar 2.doc](#)
- [KGO iyileştirme Kanıtı.pdf](#)
- [BİDB iyileştirme kanıtı.pdf](#)

5. Internationalisation

First of all, our most important advantage in internationalisation processes is to have YÖKAK Institutional Accreditation, which is also recognised by foreign quality networks as a university with an institutional structure of more than 30 years. In addition, we have many ISO quality accreditations. In addition, 1 of our 11 accredited programmes has international accreditation. Our 3 accredited programmes have been granted the right to use the TQF-MFQ logo in diploma supplements by the Higher Education Council of Higher Education's TQF Board upon the recommendation of the Central Executive Board. In addition, the accreditation process of 16 programmes is ongoing and 5 programmes are preparing for accreditation application. As can be understood from this information, in addition to our corporate logo, our University has internationally recognised quality accreditations for ECTS and Europass Label, YÖKAK Institutional Accreditation Logo, TQF Logo, ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Educational Institutions Quality Management System, ISO 56002: 2019 Innovation Management System, ISO 37001: 2016 Sustainable Development Management System, ISO 26000: 2010 Social Responsibility Management System and ISO 10002: 2018 Customer Satisfaction Management System. With these accreditations, compared to other higher education institutions, ÇÖMÜ graduates have a more prestigious diploma supplement in the international arena. Thanks to these strengths, there are also positive developments in the number of international agreements and international students.

Students in the programmes of our university can study in another higher education institution with Mevlana, Erasmus student programmes or do internship in institutions / organisations in a certain period of their undergraduate education if they fulfil the required conditions such as foreign language, interview, grade point average, etc. There are many higher education institutions with which our university has many agreements on internationalisation. These are actively accessed by our academic counsellors in academic units and on the website of the Foreign Relations Coordination Office. Especially the Erasmus programme,

It is an educational programme of the European Union aimed at encouraging higher education institutions in Europe to cooperate with each other in multiple ways. It provides financial support in the form of grants in order for higher education institutions to produce and implement joint projects with each other and to educate students, administrative and academic staff. Erasmus study mobility is defined as the students of the Higher Education Institution realising one or two semesters of their education in an academic year at a contracted higher education institution in a member country of the European Union. Our undergraduate students who are studying in the first year of the academic year in which the exchange will take place can apply for Erasmus study mobility, but our students should not be 1st year students when the exchange starts. Students studying in the first year of associate degree and undergraduate programmes and graduated students cannot benefit from the study mobility activity. However, students who are in their first year can apply while they are in their first year, but 2nd year students can carry out study mobility.

In order to apply for the Erasmus exchange programme, our students must be full-time students enrolled in a higher education programme 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 programme students must be at least 2.00/4.00. During the application periods, our students make their applications through the link published on the web page of our University (<http://erasmus.ÇÖMÜ.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 with Erasmus University Charter, which is valid for the relevant academic year (e.g. 2021-2022 Academic Year). In addition, our students can also apply for post-doctoral foreign scholarship programmes, Freemover, European Voluntary Service, scholarships awarded by Foreign Countries and Governments and Fulbrigh exchange programme (<http://iro.ÇÖMÜ.edu.tr/>).

Erasmus University Charter (ECHE) 2021-2027 was signed by our Rectorate and started to be implemented rapidly. In this context, Erasmus bilateral cooperation agreements with higher education institutions abroad continue to be renewed. In line with the institution's internationalisation policy, the subjective practices carried out especially for the Balkans are monitored in line with the institution's internal quality assurance system and are evaluated and improved together with stakeholders.

We also carry out activities on internationalisation under the following headings. Increasing the number and quality of our students and staff benefiting from Erasmus programmes, increasing the number and quality of bilateral cooperation agreements, increasing the number of international students enrolled in our programmes, increasing the number of international teaching staff at our University, increasing the number of joint scientific projects (UN, EU, Erasmus+, foreign mission, etc. protocol comprehensive projects), trying to implement Bologna and EQF criteria in every unit, developing education and health tourism policies for the Balkans, continuity of ECTS-Europass label and joint graduate diploma programmes. Apart from these, our activities and projects especially related to the Balkan Countries were carried out in 2020 and 2021 and continued in 2022.

Our university has various international approaches within the framework of exchange programmes, the number of international students, foreign academic staff, the number of international researchers, foreign language graduate programmes, Turkish as a foreign language education programmes, education through UZEM and programmes in accordance with the requirements of Bologna ECTS Information Package. There are 18 foreign academic staff in our university and a total of 2289 foreign students registered from 73 different countries. In addition to our bilateral cooperation and education and training policies for the Balkans, we also have a Health Tourism policy for the Balkans, and ÇOMÜ Hospital has been awarded the International Health

Tourism Authorisation Certificate by the Ministry of Health thanks to its 89.16 bee quality score.

The results and stakeholder opinions related to the management of internationalisation processes in the institution are systematically monitored by the senior management and measures are taken by evaluating them together with stakeholders. There are many academic and administrative units carrying out these activities at ÇOMÜ. All units contribute to the internationalisation policies of the institution by benefiting from our coordinators such as the External Relations Office in harmony with each other. Especially Student Affairs, Personnel, Strategy Development Departments, TÖMER, Foreign Students Office, Foreign Relations Office, etc. carry out this organisational process. Within the scope of improving the defined processes, an international student application system has also been established (<https://iso.ÇOMÜ.edu.tr/>). In addition, our Foreign Relations Office has been strengthened organisationally. Within the scope of improving the process, workshops and information meetings were organised for all units and foreign students. Evidence of these meetings can be found at (<http://iro.ÇOMÜ.edu.tr/> and <http://kalite.ÇOMÜ.edu.tr/>).

Physical, technical and financial resources of the institution are managed in a way to support internationalisation activities and to cover all units. The findings obtained from all these practices are monitored and measures are taken when necessary. Resources are diversified in line with the needs. Related documents and protocols are available at the Strategy Development Department and the External Relations Office. The process is carried out with the shares allocated from the central budget. Apart from these, external resources are utilised through EU project budgets. In this way, plans, trainings, defined processes and improvements can be carried out for monitoring and evaluating the internationalisation performance of the institution. Practices are spread throughout the university. In this context, the annual reports of the External Relations Office are analysed by the Senior Management and new strategies are determined. In particular, in order to improve the process throughout the institution, new faculty members / lecturers authorised in internationalisation were assigned to each of our units by our commission in 2022.

The suggestions of foreign students and lecturers are also evaluated for Stakeholder Engagement. 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 ÇOMÜ a University preferred by Balkan students are starting to be taken more. Thanks to the Balkans Distance Education Course Support Project, which was carried out in cooperation with our university and the Presidency for Turks Abroad and Related Communities, under the leadership of then Vice Rector Prof. Dr. Bünyamin BACAK, we contribute to the education of our compatriots in the Balkans with distance education support. In addition, Turkish NGOs in the Balkans also actively support the project process. In this study, which first started in Western Thrace Turkish Minority Education and was implemented in Western Thrace for 5 years, all Balkan countries have been included in the scope as of the sixth year. Within the scope of the project, only in the 2020-2021 academic year, nearly 1400 students from Balkan countries actively received education. In 2022, this situation continued. It can be seen that with the agreements made with the Balkan countries, distance education and courses are offered to our foreign students in the distance education process and diploma equivalence is also available. Thus, it can be said that approximately 3000 foreign students from 10 Balkan countries receive education at ÇOMÜ.

Within the scope of 2022, it can be seen from the institution's web pages that international agreements have been made throughout the institution. In 2021, our University had 254 active agreements with higher education institutions of 49 different countries, while in 2022, we have a total of 431 active agreements, 316 with 26 different countries under the Erasmus programme, 22 with 14 different countries under the

Mevlana programme, and 93 with 32 different countries within the scope of international cooperation. Among the countries with which we have agreements are Austria, Belgium, Bulgaria, Croatia, Czechia, Finland, France, Germany, Greece, Hungary, Italy, Lithuania, Latvia, Macedonia, Macedonia, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, USA, Palestine, Japan, Russia and other countries. Within the scope of international cooperation agreements, 9 Erasmus, 4 Mevlana and 8 international cooperation agreements were signed in 2020; 15 Erasmus, 1 Mevlana and 9 international cooperation agreements were signed in 2021. In 2022, a total of 234 new agreements were made, 216 of which were Erasmus, 2 Mevlana, 16 international bilateral cooperation. This success once again shows how correct the internationalisation policy of our university and the improvements it has made within the scope of internationalisation are. Because the number of international bilateral agreements of our university, which was 254 in 2021, almost doubled to 431 in 2022.

2022 According to our student satisfaction surveys, the satisfaction level of our students regarding the adequacy of our Erasmus+, Mevlana and Farabi programmes is 73%. The organisational structure for the management of 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 organisational structure is monitored and improved. The follow-up results of our internationalisation practices, further efforts and the establishment of foreign language-oriented programmes and improvements continue to be carried out in the process.

All units contribute to the internationalisation policies of our University in harmony with each other within the framework of our internationalisation policy. Student Affairs, Personnel, Strategy Development Departments, TÖMER, Foreign Relations Coordinatorship, Erasmus Coordinatorship, International Cooperation Unit, International Projects Support Unit, European Voluntary Service Support Unit, Horizon Europa Support Unit, Free Mover Unit, International Student Office, etc. Our academic units carry out this organisational process. The practices carried out in line with the internationalisation policy of the institution are monitored and evaluated together with the stakeholders and measures are taken. Improvements in the organisational structure and staff recruitment have been made in the last two years. Some evidence of improvement has also been presented. In summary, the managerial and organisational structure of internationalisation processes are monitored and tried to be improved.

In addition to these, scientific activities for internationalisation are also carried out within our university. While 10 international symposiums, congresses, etc. were held in 2021, this number reached 20 international activities in 2022. In addition, 123/114 (wos/scopus) in 2020 and 122/117 (wos/scopus) in 2021 were scanned in international indexes with international cooperation by the academic staff of our university. Our university impresses with its internationalisation policy, which it improves step by step, and visits international institutions and organisations or hosts relevant institutions and organisations in our institution in order to reach a higher level in terms of internationalisation. In 2022, our Faculty of Political Sciences visited Silesian University in Opava, Czechia, and in the same year, representatives of the relevant institution were hosted at our university. In addition, our university administration visited North Macedonia, Kosovo and Albania in order to improve the cooperation of our university with the Balkans. In addition, ambassadors/representatives of different countries were hosted at our university and views on bilateral cooperation were exchanged during these visits. As a result, the processes for the internationalisation policy of our university are monitored and improved.

Management of internationalisation processes

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

Evidence

- [Uluslararasılaşmaya Yönelik Genel Kanıtlar.doc](#)
- [Uluslararasılaşma Süreçlerine Yönelik Kanıtlar.doc](#)
- [uluslararasılaşma süreçlerinde iyileştirme örneği.pdf](#)
- [KGO Uluslararasılaşma İyileştirme Kanıtı.pdf](#)
- [Uluslararasılaşma İyileştirme Kanıtı.pdf](#)

Sources of internationalisation

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

Evidence

- [Uluslararasılaşma Kaynaklarına Yönelik Kanıtlar.doc](#)
- [Uluslararasılaşma Kaynaklarına Yönelik Kanıtlar 1.doc](#)

Uluslararasılaşma performansı

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

Evidence

- [Uluslararasılaşma Performansına Yönelik Kanıtlar.doc](#)
- [Uluslararasılaşma Performansına Yönelik Kanıtlar 2.doc](#)
- [Uluslararasılaşma Performansına Yönelik Kanıtlar 3.doc](#)
- [Uluslararasılaşma İyileştirme Kanıtı 1.pdf](#)
- [KGO Uluslararasılaşma İyileştirme Kanıtı 2.pdf](#)

B. EDUCATION AND TRAINING

1. Programme Design, Evaluation and Updating

Within the scope of the new Strategic Plan 2021-2025 prepared with the participation of relevant stakeholders, our university has updated the PDCA Cycle for Education and Training, aiming to continuously improve the quality of education and training processes. All our units and programmes have revised their own tasks, strategic plans, performance indicators and cycles in line with this new cycle, strategic plan and performance targets. Our university's Education and Training Quality Assurance Policy, PDCA Cycle and Cycle, PDCA processes operation calendar and quality assurance 2021, 2022 operation calendar were operated and 2023 calendar was prepared and announced to all our units. The PDCA cycle of the institution is closed in one and five-year cycles. Our university's Education and Training Quality Assurance Policy and PDCA Cycle are operated and known 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 programmes throughout the institution have been established and announced to the public by ensuring compliance with Bologna criteria and TYYÇ.

Our university has been maintaining the ECTS-Europass diploma label since 2015. All information on ECTS applications within the scope of Bologna criteria and TQF is monitored through the Student Information Management System and Performance Evaluation Module. In addition, efforts to obtain the right to use the TQF-NQF logo on our diploma supplements are ongoing, taking into account the higher education qualifications.

Within the scope of PDCA cycle and defined processes, programme teaching plans are improved in line with the necessary needs by taking into account professional qualifications, Bologna criteria, TYYÇ, EQF, NQAP, accreditation criteria, self-evaluation reports and stakeholder opinions. In 2022, the evidence for the improvements in the curriculum plans is presented in the annex of the report (<https://cdn.ÇOMÜ.edu.tr/cms/kalite/files/1283-ogretim-plani-guncellenen-programların-listesi.pdf>)

In addition, improvements to the social transcript, award directive, TQF type determinants and Bologna definitions, which were planned in 2022, started to be realised in 2023. As of 31.12.2022, the Bologna ECTS Information Package occupancy rate of the institution is 93.5% throughout the university. Thanks to the adoption of Institutional Accreditation and programme accreditation studies and the implementation of the improvements recommended by our commission, our information package occupancy rate has been at a high level for the last three years. In addition, within the scope of keeping ECTS information packages up-to-date, studies are carried out every academic year, meetings are held, Bologna ECTS Improvement Guide and Measurement and Evaluation Improvement Guides are used.

In the design of our university's programmes and education programmes, the institutional goals and priorities of our university as well as current local, regional and national needs and goals have been taken into consideration. The information packages of all programmes have been carefully filled in. Every year, the Bologna Coordinatorship organises systemic training and information meetings on the relationship between the education system, learning outcomes and programme outputs. In 2021 and 2022, an online information and training meeting with wide participation was held throughout the institution within the scope of improvement. In addition, in 2022, face-to-face "ÇOMÜ Bologna Information Inputs Training Workshop" and "Vocational Qualifications Authority (VQA) VQA Web Service Portal and Information Meeting on Data Entry" events were held with wide participation.

Apart from these, our Quality Assurance Office shared the Bologna ECTS Information System Guide in 2021 in order to continuously improve the relationship between the Bologna Education Information System and learning outcomes and programme outcomes. In 2022, it also organised a joint training and information meeting with our Bologna Coordinatorship and supported the Vocational Qualifications Authority (VQA) TQF Web Service Portal activities of the Student Affairs Department. The measurement and evaluation guidelines prepared in 2021 in cooperation with our Quality Assurance Office and Measurement and Evaluation Advisory Board were expanded and revised in 2022 and shared with our units via ÜBYS and shared on our unit web page. However, as an improvement in 2022, a measurement and evaluation sub-commission was established in all our academic units. The purpose of this sub-commission is to support the implementation of the measurement and evaluation guidelines published by our Quality Assurance Office and Measurement and Evaluation Advisory Board in their units. In addition, Prof. Dr. Pelin KANTEN, Deputy Chairman of the Quality Assurance Commission, regularly

participates actively in the meetings of the University Education Commission on behalf of the Quality Assurance Commission.

In 2022, 222 stakeholder meetings were held across the institution. Programme designs are carried out with the views of relevant stakeholders. Thus, the design and approval processes of the programmes are systematically monitored, evaluated and improved together with the relevant stakeholders. Some evidence (correspondence and meeting minutes of the Student Affairs Department, Education Commission, Bologna Coordinatorship, Vocational Schools Coordinatorship) are presented in the evidence, and more detailed evidence can be shown during the field visit upon request. Because most of our evidence for correspondence and minutes are registered in the ÜBYS system. The mission-vision and objectives of the institution are taken into consideration when determining programme qualifications. Each unit and programme has prepared their strategic plans in line with the strategic plan of our university and aligned their self-duties with the strategic plans. The institution has designed its programmes in accordance with the objectives and learning outcomes of the curricula. The qualifications of the programmes are defined on the basis of the Turkish Higher Education Qualifications Framework. Programmes with a national core programme prepare their course information packages by taking into account the NQAP, while accredited programmes prepare them by taking into account the accreditation criteria.

In addition, many of our programmes that are considering accreditation are revising their curriculum plans by taking into account NQF alignment and accreditation criteria. Apart from these, all of our active programmes that are graduating graduates have been regularly preparing self-assessment reports in accordance with YÖKAK criteria for 4 years and uploading them to UMIS-UYBS Programme Self-Assessment Module, and if improvement is necessary, they update their teaching plans with the decisions of the education commission within the unit and the Rectorate. The way of expression of the outcomes throughout our university clearly indicates the cognitive, affective and kinesthetic level. Planning on how to monitor the realisation of programme outcomes has been made by the education commission.

In this context, the Higher Education Qualifications Framework has already defined all the necessary qualifications, and the monitoring of compliance with the functioning of accredited programmes is also carried out by the VQA within the scope of the relevant criteria. In order to train professional staff who have sufficient professional equipment, who have adopted the principle of continuous improvement and lifelong learning, and who have the qualifications required by the age and the future, the core tasks of our university and the core tasks of our programmes are updated and continuously improved as stated above in line with the compatible objectives. These core tasks have been adopted by taking the opinions of internal and external stakeholders and have been updated in consultation with all stakeholders when necessary, taking into account regional, national and global developments. While determining the aims, objectives and teaching plan of the programme core tasks, the programme advisor calls the relevant department head, unit manager, lecturers and students of the programme to a meeting and a meeting is organised in which the opinions of internal stakeholders are taken first. Then, in line with the meetings held with external stakeholders and the demands from the industry, the programme's core mission and objectives are updated in accordance with the relevant unit and institution. In this framework, all necessary studies are carried out to enrich our education and training contents, to make them more up-to-date, more understandable, more balanced, more fun and more suitable for business life by taking the opinions of both our current students and graduates. The necessary performance indicators and evaluation questionnaires have been created and are applied in these meetings and / or as a printout to those concerned or through our unit website.

In addition, while updating the education plans at the associate degree level, they are subjected to

another review by MEYOK (Vocational Schools Coordination and Legislation Committee etc. Committees). Under the coordination of MEYOK, the work to create a thematic course pool within the scope of our associate degree programmes started in 2022 and has reached the finalisation stage. With the thematic course pool application, it is aimed to enable our students to take courses from other Vocational Schools other than their own school. To be repeated, the general aim of our programmes is to train qualified graduates who will work in the efficient execution of the production and service activities of public and private sector enterprises and institutions, and who have the characteristics to operate with contemporary, present and future technology. In addition to these, we also have postgraduate and interdisciplinary programmes opened within the scope of university-industry cooperation. It has been seen that these programmes make a significant contribution to the local and regional sense and studies have been initiated to increase their number within the scope of improvement.

All of our programmes aim for their graduates to serve as entrepreneurial and innovative specialists who follow the current developments in the national and international platforms related to the sector in which they will work, have high communication skills, full self-confidence, as a qualified labour force potential. In this direction, students are given theoretical information to increase their knowledge in order to plan the working order that will enable them to make the best use of information and technology, and students are prepared for business and professional life with applied courses. In fact, many of our units have bilateral co-operation and protocols within the framework of university-industry co-operation.

In addition, the Quality Assurance Commission of our Rectorate has internal and external stakeholder advisory boards. The ECTS distribution of these courses is constantly monitored within the framework of the legislation conditions. As can be understood, in the structuring of the educational objectives, our units have taken into account the core tasks of the institution, and these objectives have been updated within the framework of continuous development studies by discussing the evaluations expressed in interviews or meetings held with all stakeholders at different times and reflected in various surveys. The links of the news related to all these are also attached as evidence.

Our university periodically reviews its programmes to ensure that they achieve their educational objectives and meet the needs of students and society. In our university, the outcomes of all programmes are monitored systematically (annually and periodically at the end of the programme period) and in line with institutional objectives (education and training policy and objectives). These monitoring results are evaluated together with stakeholders and updates are made. Defined processes for monitoring programmes have been announced (<http://ogrenciisleri.ÇÖMÜ.edu.tr/>).

It is also monitored through annual activity reports, satisfaction reports and internal evaluation reports of the Institution (<http://kalite.ÇÖMÜ.edu.tr/> - <https://kalite.ÇÖMÜ.edu.tr/akademik-birim-kalite-raporlari-r99.html> - <https://kalite.ÇÖMÜ.edu.tr/memnuniyet-anketleri-ve-sonuclari-r81.html> <https://kalite.ÇÖMÜ.edu.tr/kurum-performans-gostergeleri-r80.html> <https://kalite.ÇÖMÜ.edu.tr/kurum-kalite-guvence-raporlari-r79.html>).

We have a system for monitoring course outcomes (<https://ubys.ÇÖMÜ.edu.tr/> - <https://ubys.ÇÖMÜ.edu.tr/AIS/OutcomeBasedLearning/Home/Index>). The results of these are also published. The social contribution of programme monitoring and updating activities (<http://omik.ÇÖMÜ.edu.tr/>) is monitored through workplace, alumni and external stakeholder surveys, and participation in the process is carried out through surveys and external stakeholder and alumni meetings. The social contribution of the programme update studies and the graduate information system are monitored by the Student Life, Career and Alumni Relations Coordinatorship. For the application for accreditation, the Quality Assurance

Commission and the Quality Assurance Office hold meetings covering all academic units. English preparation is carried out through the School of Foreign Languages (<http://ydyo.ÇÖMÜ.edu.tr/>). Graduates are monitored systematically and in line with institutional objectives (education and training policy and objectives) in all programmes of our university and measures covering all units and programmes are taken according to the monitoring results.

It is also ensured that our university has a strong structure in the preparation and sharing of programme and course information packages and the association of programme outcomes with the TQF. In the design of programmes, physical and technological facilities are taken into account and managed by considering the internal balance. Practices regarding the design and approval of programmes with the participation of stakeholders are systematically monitored and measures are taken by evaluating them together with stakeholders. The educational policy and strategic goals of the institution are evaluated at the beginning and end of each academic year in each academic unit with stakeholder participation. Our academic units receive internal and external stakeholder opinions and suggestions through meetings and surveys. Necessary arrangements are submitted to the Senate of our University during the year. The objectives and outcomes of all programmes and the practices covering all areas related to their compliance with the TQF are systematically monitored and evaluated together with the stakeholders of our academic units and measures are taken. Course outcomes and programme outputs are matched in a clear, understandable, realistic and sustainable manner and internalised in all programmes; in this context, there are institution-specific practices. In this context, there is an application we have prepared on our student information system (<https://ubys.ÇÖMÜ.edu.tr/>). This application can also provide some evaluation results by making this kind of matching. It is an application open to the evaluation of internal stakeholders. Practices regarding the programme structure and balance are systematically monitored in all programmes, and the results of the monitoring are evaluated together with stakeholders, measures are taken and constantly updated. In the distribution of elective and compulsory courses, the principle of maximum 25% elective courses is followed. In 2022, many units started to implement elective courses within the faculty as an improvement. Again in 2022, it was planned to switch to out-of-field elective courses throughout the institution as an improvement, and improvement studies for the process were started in 2023.

The contributions of stakeholders are occasionally included in the board meetings and records of academic units and programmes. The student workload application applied in all programmes is systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken. All processes are monitored for compliance with the institution's mission and education and training policy. The workloads (ECTS), weekly course hours, credits and workload distributions of the programmes at each level have been calculated. Student workloads are updated as needed (<http://ogrenciisleri.ÇÖMÜ.edu.tr/>). In addition, the content and credits of internship, homework, presentation, application and exchange programmes are also announced and implemented. Eurapoass, ECTS diploma supplement labelling is given. 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, by combining the criteria of the Bologna Process, Turkey Higher Education Qualifications Framework, National Core Programme, VQA, TQF-AYÇ qualifications and Accreditation Agencies with the requirements of today and the future, by applying to the opinions of our internal and external stakeholders, decisions to change the teaching plans are taken with the decisions of the departmental board and academic board and sent to our Student Affairs Department, and the proposals prepared with the opinion of the Education Commission and the Department are decided in our Senate held in May. Vocational Schools Coordinatorship (MEYOK) is also involved in this process for our vocational schools. Curriculum plans are updated with the participation of stakeholders, and efforts are made by all programmes to monitor the achievement of programme outcomes and course learning outcomes and to make

improvements. In this context, the list of programmes whose curriculum plans were updated in 2020, 2021 and 2022, the Bologna Education Information Package Improvement Guide, the evidence of the meetings held by our Bologna Coordinatorship during the year are attached for your information.

The aims and objectives of the education programme include the knowledge, skills and attitudes that students are expected to acquire and define the competences and competencies expected from the graduate, which can be actively observed in our programme outcomes. These aims and objectives include all competences to meet professional and social expectations. In addition to these, curriculum updates are also made based on the recommendations 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 for pre-graduation education, all aspects of the programmes, such as relevant competencies, knowledge and skills, as well as appropriate elective courses are also used to gain appropriate attitudes and behaviours. In addition, this is reinforced by technical trips, seminars and conferences in each of our programmes. While setting the institutional aims and objectives of our programmes, defined national and international standards are compared with the educational aims, objectives or outputs, and then sample programmes are discussed in departmental boards, education commissions or academic boards by taking the opinions of internal and/or external stakeholders through some meetings or contacts, and then the suggestions are presented to the Rectorate. This process is resolved in the Senate in May every year and the curriculum is updated. In addition, the Directive on Associate and Undergraduate Practical Trainings was put into practice in 2021. As a result, the outputs are analysed and it is tried to decide to make changes and improvements by taking stakeholder opinions. In this context, especially our Rectorate and related units are in constant contact with external stakeholders. In this way, current developments are followed in order to ensure that graduates serve as qualified labour force potential, follow the current developments in national and international platforms related to the sectors they will work in, have high communication skills, full self-confidence, entrepreneurial and innovative experts, and aim to train qualified graduates in this direction. Stakeholder opinions are taken about how much the graduates have these qualifications, and alumni meetings and surveys are carried out.

More than 20 alumni meetings were held in 2022 alone, and the relevant evidence is presented in the annex and is accessible at (quality.ÇOMÜ.edu.tr). Our units also conduct student workplace surveys to ensure that all programmes achieve their educational objectives and meet the needs of students and society. According to all these data, the mission and educational objectives of our programmes are compatible with the career goals and professional expectations of the graduates.

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 ÇOMÜ in Numbers, in addition to YÖK and YÖKAK. In the structuring of learning outcomes and necessary teaching processes, our Student Affairs Department has determined and shared principles and rules on the basis of units and departments. The actions by which programme-level qualifications can be acquired (qualification-course-teaching method matrices) have been determined and shared publicly. The types of education (formal, blended, distance) in which the qualifications can be acquired according to the differences in the field are defined. The relevance and functionality of the course information packages are monitored and improvements are made accordingly. Learning outcomes of the courses (including blended and distance education) have been defined and a mapping between programme outcomes and course outcomes has been established. The wording of the learning outcomes clearly indicates the cognitive, affective and kinesthetic level foreseen. ECTS value is shared on the web page

and verified by tracking student workload. Internship and professional practical learning opportunities are available and sufficiently assessed within the framework of student workload and credits. The workload-based design also takes into account the diversity that emerges with distance education.

Principles, rules and methods regarding the course distribution of the programmes are defined. The structure of the curriculum is balanced between compulsory and elective courses and between field and non-field courses, and provides cultural depth and the opportunity to get to know different disciplines. The number of courses and weekly course hours are organised in such a way that students can allocate time for non-academic activities. The suitability and functionality of the course information packages developed in this context are monitored and related improvements are carried out in the process within the scope of the one-year and five-year PDCA cycle as described above. Course information packages have been prepared and publicly announced in accordance with the defined processes and are improved in the process by taking into account the necessary trainings, commission-board meetings, stakeholder meetings, quality requirements, national and regional requirements, external stakeholder demands, etc. In 2022 alone, 70 quality assurance information meetings, 2 education information system improvement meetings, 222 internal and external stakeholder meetings and more than 20 alumni meetings were held throughout the institution, and the opinions of stakeholders were also taken through comprehensive satisfaction surveys. The imprinted evidence that stakeholders' opinions were received both in written and verbal form during the process and that efforts were made to involve stakeholders in the process can be accessed at (kalite.ÇOMÜ.ed.tr).

In line with the strategic goals of our university and in a sustainable manner, student surveys are regularly evaluated and monitored at all levels and units. Instructor and course evaluation surveys are conducted through ÜBYS and the results can be seen by the relevant instructor within the scope of improvement. Information on the course learning outcomes and learning outcomes of our students is taken as an evaluation for each course at the end of each semester. In this way, our students evaluate both the course and the instructor and have the chance to test the extent to which they translate these outcomes into achievements. They are also allowed to express their opinions about the course. This information is only seen and monitored by the instructor of the course through ÜBYS and necessary improvements are made.

Within the scope of what has been conveyed, some evidence that there are defined processes, commission-board meetings are held, stakeholders are included in the process and their opinions are received, and then revisions and curriculum updates are made within the scope of the needs are presented in the annex. If the relevant web pages are not updated, it is possible to access the evidence links. Apart from the evidence presented as an annex to the report, there is also evidence that can be seen in the field. Because many documents are registered on ÜBYS.

In previous years, ÇOMÜ Science and Technology Application and Research Centre, Faculty of Engineering Department of Surveying Engineering I and II, Faculty of Engineering Department of Environmental Engineering (English), Faculty of Medicine, Faculty of Education English Language Teaching, Faculty of Sports Sciences Coaching Education Undergraduate Programme have been accredited. In 2022, our university accelerated its efforts towards programme accreditation, and our number of programme accreditations doubled with a 100% increase, and a great success was achieved in this sense. After the studies carried out, our undergraduate programmes of Japanese Language Teaching, Faculty of Education, Geography Teaching, Faculty of Education, Preschool Teaching, Faculty of Education, Classroom Teaching, Faculty of Education, Tourism Management, Faculty of Tourism were accredited in 2022. In addition, in 2022, the Faculty of Theology undergraduate programme; Faculty of Education Mathematics Teaching, Chemistry Teaching,

Science Teaching, Guidance and Psychological Counselling undergraduate programmes; Biga Faculty of Economics and Administrative Sciences International Relations, Economics, Business Administration, Public Administration, Labour Economics and Industrial Relations undergraduate programmes; Biga Faculty of Applied Sciences Finance and Banking and International Trade and Logistics undergraduate programmes; Faculty of Political Sciences Business Administration, Economics, Political Science and Public Administration undergraduate programmes; Faculty of Sports Sciences Physical Education and Sports undergraduate programmes have applied for accreditation and accreditation studies are ongoing. In addition, accreditation applications for the Faculty of Engineering Food Engineering, Faculty of Science Molecular Biology and Genetics (English) undergraduate programmes are in progress. It is expected that the relevant programmes will apply in 2023. Considering that 16 programmes that applied for accreditation in 2022 will be accredited in 2023, a great success will be achieved with an increase of over 100% in programme accreditation. This situation is the most basic indicator that quality assurance processes are institutionally owned and internalised and all processes are carried out in a planned manner. In 2022, academic and administrative units that performed in quality assurance processes were rewarded with academic/administrative staff certificates of appreciation. In addition, the academic staff of our university, who stood out with their academic studies, were also awarded at ÇOMÜ Days.

Statistical indicators related to education and training (courses opened each semester, number of students, success rates, feedback results, course diversity, lab practice, undergraduate/graduate balances, number/reasons for discontinuation, etc.) are periodically and systematically monitored, discussed, evaluated, compared and the development towards quality education is maintained. Incentives and rewards for processes are organised during ÇOMÜ Days, and an institutional award directive has also started to be prepared within the scope of improvement.

Programme accreditation is planned, encouraged and implemented. As of 2024, academic staff who take an active role in quality processes will be able to receive additional points in accordance with the new academic appointment and promotion criteria. In 2021, 335 of our 378 programmes prepared a programme self-assessment report for 2020. In 2022, 291 of our 378 programmes prepared a programme self-assessment report for 2021. We have 16 programmes that applied for accreditation in 2022. Our university has taken it upon itself to allocate funds for programme accreditation and to create additional resources, thus increasing the number of programme accreditation applications.

In order to improve education and training processes, an information system called "Rectorate Communication Centre" (RIMER) has been established, and 24/7 requests, opinions, suggestions and complaints have been concluded in a short time via our website. In 2022, a total of 441 applications were made to RIMER by our stakeholders, of which 246 were requests, 30 were suggestions, and 165 were complaints. Nearly 300 of the applications were finalised. ÇOMÜ Support was established to improve IT processes and to find solutions to problems quickly. ÇOMÜ Single Account, on the other hand, can be used with a single user name and password to benefit from all digital services of ÇOMÜ such as ÜBYS, Eduroam, E-mail, Library, File Sharing and can also be used in integration with the e-government password.

Within the framework of the updated strategic plan of our university and the goal of becoming a research university candidate, great importance is attached to continuous improvement efforts in every field. In this context, within the framework of 'A 2. Improving the Quality of Education and Training Activities', which is reflected in the 2021-2025 Strategic Plan of our university as one of the main strategic objectives, H1.2. Developing infrastructure and facilities related to research and innovation 'H2.1. To increase the quality of education and training activities, H2.2. To increase the quality of education and training activities, H2.3. To continuously improve the quality of distance education activities, H2.3. 4. To improve the learning desire, capacity and satisfaction of students' strategic goals have also been taken into consideration in a way to include distance education

processes within the scope of continuous improvement, and in this direction, our two units managing this process, ÇOMÜ Distance Education Research and Application Centre and ÇOMÜ Department of Information Technologies, have developed the 'Distance Education Quality Assurance Policy' by taking into account the quality assurance policy and strategic goals of our university. The distance education quality assurance policy prepared by the Distance Education Research and Application Centre and the Department of Information Technologies, taking into account the Quality Assurance Policy of our university, is available to all stakeholders. Department of Information Technologies can be accessed via <https://bidb.ÇOMÜ.edu.tr/kalite/uzaktanegitim> and our policy and Distance Education Research and Application Centre can be accessed via <http://ÇOMÜzem.ÇOMÜ.edu.tr/kalite-guvencesi/ÇOMÜzem-kalitepolitikasir22.html> internet addresses.

In 2022, the satisfaction rate of our students with being from ÇOMÜ is approximately 80%. The satisfaction rate of our students with our social facilities is 75%. The satisfaction rate of our students with the Student Information System is 80%. In addition, my university is among the top 10 A level universities in Turkey according to the 2022 ÜNİAR (TÜMA) student satisfaction results. As a result, the performance for the studies within the scope of education-education quality assurance is monitored and improved within the framework of the education-education quality assurance policy and the pukö cycle with satisfaction survey analysis reports, stakeholder opinions, activity reports, SER reports and performance reports according to the quality assurance operation calendar and academic calendar.

Design and approval of programmes

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

Evidence

- [Eğitim Öğretim Faaliyetlerine Yönelik Bazı Kanıtlar.doc](#)
- [Programların Tasarım ve Onayına Yönelik Süreçler ve İyileştirme Kanıtları.doc](#)

Course distribution balance of the programme

Maturity Level: There are practices throughout the institution in accordance with the defined processes regarding the balance of course distribution.

Evidence

- [Programların Ders Dağılım Dengesi Yönelik Kanıtlar 2.doc](#)
- [Ders Dağılım Dengesine Yönelik Kanıtlar 1.doc](#)

Compatibility of course outcomes with programme outcomes

Maturity Level: Compliance of course outcomes with programme outcomes is monitored and improved.

Evidence

- [Ders Kazanımlarının Program Çıktılarıyla Uyumuna Yönelik Kanıtlar.doc](#)
- [Ders Kazanımları ve Program Çıktılarının İzlenmesi ve İyileştirilmesine Yönelik Kanıtlar.doc](#)

Course design based on student workload

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

the student workload.

Evidence

- [Geçtiğimiz Yıla Ait Kanıtlar.doc](#)
- [Güncel Kanıtlar 2.doc](#)
- [Güncel Kanıtlar 1.doc](#)

Monitoring and updating programmes

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

Evidence

- [güncelleme örneği.pdf](#)
- [Program Tasarımı ve Güncellenmesi.doc](#)
- [Program İzlemesi ve Güncellemesine İlişkin Süreç ve İyileştirme Kanıtları.doc](#)

Management of education and training processes

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

Evidence

- [2022 Eğitim Öğretim Faaliyetlerine Yönelik Kanıtlar.doc](#)
- [işleyiş takvimi işletilmesi örneği.pdf](#)
- [Eğitim Süreçlerine İlişkin Yönetim ve İyileştirme Kanıtları.doc](#)

2. 2. Execution of Programmes (Student-Centred Learning, Teaching and Assessment)

Student admissions to our university are made by the student affairs registration office between the dates announced by the principles and academic calendar determined by the Council of Higher Education (YÖK), Student Selection and Placement Centre (ÖSYM) and the Rectorate, together with the required documents. All lateral transfers are made according to the provisions of the Regulation on the Principles of Transferring Between Associate Degree and Undergraduate Programmes, Double Major, Minor and Inter-Institutional Credit Transfer in Higher Education Institutions published in the Official Gazette dated 24/4/2010 and numbered 27561. Horizontal transfers between faculties, colleges and departments affiliated to ÇÖMÜ are made according to the Regulation on the Principles of Transferring Between Associate Degree and Undergraduate Programmes in Higher Education Institutions, Double Major, Minor and Credit Transfer Between Institutions and the principles accepted by the University Senate. In the calculation of the duration of education of transfer students, the time spent in the institution where the students came from is also taken into account. The total period cannot exceed the period specified by law. While being a student in another higher education institution, if they are enrolled in the Business Management Programme with the central placement exam conducted by ÖSYM or transfer according to the success status, they can apply to the student affairs in the first week of the first semester they start their education for the courses they have been successful with CC in the higher education institution they were previously enrolled in, and they can request exemption of these courses. The courses that the student requesting exemption has previously taken are approved by the relevant programme advisor, who approves which courses will be accepted as passed due to equivalence. A student who is enrolled in this way must complete the courses that belong to the semester before the semester in which he / she has been adjusted and from which he / she is not exempt.

The course(s) that the students have previously passed and exempted in formal education programmes outside the University are converted according to the Evaluation of Exams and Evaluation of Grades in Article 22 of the ÇOMÜ Associate and Undergraduate Education, Training and Examination Regulations and are included in the calculation of DNO and GNO. This period is deducted from the maximum period and the student completes the courses in the programme within this remaining period. Those who have graduated from any higher education institution, deregistered, enrolled in our university as a result of exams conducted by the Measurement, Selection and Placement Centre or as a result of special talent exams while enrolled in a higher education institution and who request exemption are evaluated by the relevant administrative boards and the success grades of the exempted courses of the students whose exemption request is deemed appropriate are converted into the success grade in Article 22 of this Regulation. As a result of this, if the total credits of the courses exempted from the current semester are at least half of the total credits of that semester in the programme, our vocational school board of directors is authorized to take courses from the upper semester together with the courses that they have not taken and failed in the semester they were adjusted and the previous semesters. If the student applies in the semester in which the exemption decision is taken, the student who wants to take the exempted course(s) can take it 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 compulsory courses in the curriculum are also held for English I and II courses at the beginning of each semester. Students who pass 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 conditionally successful courses. In order to graduate, students must complete Associate Degree 120 Undergraduate Degree 240 ECTS credits. A student's GPA is also the graduation grade point average.

Also;

a) Provided that they take all courses during an academic year, fulfil the attendance requirement, get at least (CC) in all courses and have not received any disciplinary penalty, the first, second and third of each class of the programme/department they are enrolled in according to the general grade point average (GPA) are accepted as honour students and these students are awarded with a certificate of appreciation at the end of the academic year by the relevant Dean's Office/Directorate.

b) Students who take all the courses within the normal education period, fulfil the attendance requirement, get at least (CC) in all courses and have not been subjected to any disciplinary penalties are accepted as high honour students and these students are awarded with a faculty / college / school / school high honour student appreciation certificate by the Rectorate.

c) Students/students who finish Çanakkale Onsekiz Mart University as the first according to their GPA, provided that they take all courses within the normal education period, fulfil the attendance requirement, get at least (CC) in all courses and have not received any disciplinary penalties, are accepted as high honour students of Çanakkale Onsekiz Mart University and these students/students are awarded with Çanakkale Onsekiz Mart University high honour student certificate of appreciation by the Rectorate. ÇOMÜ has set clear criteria for student admissions, and has defined and published the principles of practice regarding the recognition and certification of diplomas, degrees and other qualifications (<http://ogrenciisleri.ÇOMÜ.edu.tr/>).

Student admission and recognition and crediting of prior learning (Knowledge and skills acquired through formal education, non-formal education and independent learning) The findings obtained from the practices regarding student admission, recognition and crediting of prior learning are systematically monitored and evaluated together with stakeholders and measures are taken

according to the results of the monitoring. All processes are defined and problems arising in practices are evaluated by the Senate with the proposals of the relevant academic units. Stakeholders They are informed on the web pages of the units, our quality web page and the web page of student affairs (<http://ogrenciisleri.ÇOMÜ.edu.tr/>). Diplomas of students who graduated from the university have started to be issued with electronic signature as of January 2020. Necessary regulations and directive amendments have been made on the subject. Student certificates, transcripts, student disciplinary certificates, student course content reports and teaching plan reports were directed by electronic request. In 2020, all institutes were merged and graduate activities were started to be carried out as the Graduate Education Institute. The process of conducting thesis defences online at the Graduate School of Graduate Education, which started during the pandemic period, was continued after the pandemic, and processes such as thesis defence etc. were started to be carried out face-to-face or online in the post-pandemic period. Transfer and international student admissions and evaluations are carried out and evaluated electronically. The findings obtained from the practices regarding the recognition and certification of diplomas, degrees and other qualifications are evaluated. The processes related to these evaluations are defined and announced on the web pages. There are regulations for central placement, horizontal and vertical transfer, double major, minor, exchange programmes, Erasmus+ etc. (<http://ogrenciisleri.ÇOMÜ.edu.tr/>). Although stakeholder opinions are important in this regard, their contributions are limited, especially since external stakeholders do not have sufficient technical knowledge. In summary, principles and rules regarding student admission have been defined and announced throughout our university. These principles and rules are consistent with each other in accordance with the relevant legislation and the practices are transparent.

Document requests such as diplomas and certificates are followed up. Recognition of prior learning (knowledge and skills acquired through formal, non-formal, distance/blended education and independent learning) and Credit is recognised. Horizontal and vertical transfer opportunities are recognised. In parallel with the internationalisation policy, mobility supports, student incentive and educational meetings are organised. All processes are monitored, improved and updates are announced. Approval of qualifications, graduation requirements, graduation decision processes are clearly, 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 regarding diploma approval and certification of other qualifications throughout the institution. Practices are monitored and defined processes are improved.

The findings obtained from the applications related to the measurement and evaluation system designed in all programmes are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken. In addition to regulations and directives (<http://ogrenciisleri.ÇOMÜ.edu.tr/>), ÇOMÜ has a system based on questionnaires to evaluate the quality of education and training. This system covers both instructors and courses (<https://ubys.ÇOMÜ.edu.tr/>). It evaluates the courses on the basis of learning outcomes and course outcomes, and considers 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 the Bologna Education Information System and learning outcomes and programme outcomes. In 2022, it also organised a joint training and information meeting with our Bologna Coordinatorship and supported the Vocational Qualifications Authority (VQA) TQF Web Service Portal activities of the Student Affairs Department. The assessment and evaluation guidelines prepared in 2021 in cooperation with our Quality Assurance Office and Assessment and Evaluation Advisory Board were revised in 2022 and announced on the website and shared with our units. In addition, it was ensured that a measurement and evaluation sub-commission was

established in all academic units in 2022.

In addition, Vice Rector and Vice Chairperson of the Quality Assurance Commission Prof. Dr. Pelin KANTEN regularly attends the meetings of the Education Commission of our University representing our Quality Assurance Commission. In line with the defined processes, the programmes designed and approved are carried out in accordance with the objectives and learning outcomes of the programmes. Legislation, regulations and directives on measurement and evaluation are available at our university and are updated when necessary. Within the scope of updating all programmes before the May Senate, proposals are passed through the relevant commissions and submitted to the Rectorate.

The main principles and rules for assessment and evaluation are defined. Learning outcome, teaching programme (curriculum), the way education service is provided (formal, distance, mixed, open), teaching method and assessment and evaluation are compatible. There are mechanisms for exam implementation and security (formal/online exams, exams for disadvantaged groups). Measurement and evaluation practices in accordance with these principles and rules are carried out throughout our university. In summary, course outcomes are aligned with the programme outcomes across the programmes, course information packages are shared, the design and approval processes of the programmes are systematically monitored and evaluated and improved together with the relevant stakeholders. In addition, our programmes deemed appropriate to be opened in 2022 are also attached. Evidence on all these issues was presented at the monitoring meeting in December 2020 and at the PDP Assessment meeting in 2021.

All our internal and external stakeholders and especially our students and prospective students can easily access the mission, aims, objectives, detailed curriculum and course contents of Çanakkale Onsekiz Mart University from the web page of our programme and also from the University Information Management System. In addition, our first year students are informed in detail about how to access this information in at least one orientation training in the first two weeks of their education. In addition, at the beginning of each semester, the relevant programme advisors inform our first and second year students about our programme's teaching plan, course monitoring and evaluation criteria. In addition, our programme holds advisory board meetings with internal and external stakeholders at least once a year outside the academic board meetings of our department and/or unit. In addition to these meetings, there are surveys that our programme conducts as an output, internal and external stakeholder surveys available on our department's website, evaluation surveys of the workplaces where our students do internships, and graduate student surveys. Apart from these, our programme carries out the necessary test measurements through academic boards, commission meetings, education-teaching information package, annual activity reports, annual internal control reports, 5-year strategic plan performance indicators, programme self-evaluation and unit internal evaluation reports. In addition, in order to develop more professional and subjective online test criteria, our programme heads actively carry out the necessary work together with our unit management and apply surveys to their stakeholders.

In all our units; internal/external stakeholder meetings, implementation of satisfaction surveys, implementation of course/lecturer evaluation survey, all commission meetings (Education, internship, etc.), academic board meetings, participation in the meetings of other commissions of our university and the creation of strategic plan monitoring/internal control/activity report, preparation/updating of job descriptions and work flow charts are the responsibility of the department head and programme advisor and unit manager. In addition, performance indicators are monitored every year and department evaluation surveys are updated annually. In addition to these, a strategic plan survey is conducted every year, analysed and reported. In this context, our programmes have set the main goal of continuing their development based on quality awareness and continuous improvement, thus achieving programme accreditation. The most basic proof of this is the self-evaluation and unit internal evaluation reports that have been prepared consistently for 3 years. On

average, nearly 300 programmes prepare a self-evaluation report every year and carry out an appropriate self-evaluation and have internalised quality and continuous improvement studies in higher education. Our programmes prepare SWOT analyses and PDCA Cycles in these reports and try to update them with stakeholder participation when necessary. Evidence for these are also attached for your information.

In addition, for each Programme Self-Assessment Report and KIDR prepared by all academic unit quality commissions for 2021, a PDR Evaluation Report and KIDR Control Report have been prepared as programme/unit improvement measures, and unit executive summaries are shared with the quality assurance commission, Quality Assurance Office and the public (in the relevant tab on the web page). In addition to these, active studies have started to be carried out by academic units in 2021 and 2022 to increase student participation in determining the improvement measures to be taken to increase the quality of education and training processes. Our units meet periodically with the quality ambassadors groups they have formed within their units and the measures to be taken are determined through participation by making evaluations in a way to shift other areas, especially education and training processes.

As it is understood, ÇÖMÜ ensures that students achieve the objectives and learning outcomes of the programmes during their education. It has adopted a student-oriented and competency-based approach in measurement and evaluation processes. Teaching methods and techniques (active, interdisciplinary, interactive, research/learning oriented) The findings obtained from the current, interdisciplinary, research/learning and student-oriented teaching approach practices that encourage active and interactive student participation in learning-teaching processes are systematically monitored and evaluated together with stakeholders and measures are taken according to the monitoring results. Efforts are being made to make student participation in the courses not only in the form of listen-understand-take notes, but also in the form of student-participation learning-teaching that is directly involved in education. Interdisciplinary interactive elective courses and applications are included in our programmes. Practices are carried out on the teaching of our lecturers and especially on the training of trainers. In addition, Çanakkale Technopark, ÇOBİLTUM, Personnel Department In-Service Training Unit, SEM, UZEM, Bologna Coordinatorship, MEYOK Coordinatorship, Application and Research Centres and Quality Assurance Office make great efforts to develop academic staff, and various in-service training and orientation programmes focused on academic and personal development are organised. In this context, 28 orientation and 75 in-service training programmes were held throughout the institution in 2022. When the orientation and in-service training programmes of ÇOMÜ hospital are added to this number, our in-service training activities exceed thousands. As a result, the findings obtained from the practices carried out to improve the teaching competence of the teaching staff of the institution are systematically monitored and the monitoring results are evaluated together with the stakeholders and measures are taken. The most basic example is the satisfaction surveys conducted after the training (See PDB In-Service Training Unit). Regarding the training of trainers, many trainings have been carried out by the In-Service Training Unit of the Personnel Department, Faculty of Education, ÇOBİLTUM, Continuing Education Centre and Faculty of Medicine. In 2022, a total of 155 academic staff benefited from 'training of trainers' trainings (<https://kalite.ÇÖMÜ.edu.tr/2022-yili-oryantasyon-ve-hizmetici-egitim-faaliyet-r101.html> -<http://egitim.ÇÖMÜ.edu.tr/> - <https://cobiltum.ÇÖMÜ.edu.tr/> <http://sem.ÇÖMÜ.edu.tr/>).

In our university; midterm exams, midterm excuse exams, final exams and make-up exams are held. In addition, summer school can also be opened for some related courses that our students request. 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 exam loads can be changed according to their weight. Our Exams:

a) Midterm Exams / Midterms: at least once for each course. The midterm exam programme is

organised by the administration in the first four weeks of each semester in consultation with the lecturers responsible for the courses and the dates are announced accordingly. Midterm grades are announced at least two weeks before the final exams.

b) End of Semester / Final Exams: It is held within two weeks after at least fourteen weeks of education and training period. Final exam is held for each course. Students who do not participate in the final exam are considered unsuccessful in that course and are given FF as a success grade. The calendar related to the final exams is determined by the University Senate by taking the recommendations of the units. Final exam programmes are prepared by the dean's office and school directorates and announced at least two weeks before the exams. There is no make-up exam for the final exam.

c) Make-up Exams: If the excuses of the students who do not attend the midterm exams due to justified and valid reasons and document their situation within one week after the exam are accepted by the relevant administrative boards, the midterm exams that the student did not attend are held in writing on the date determined by the instructor in that semester. Students who do not take the excuse exams for any reason are not given an excuse exam again.

d) Make-up exams: Those who fail the final exams can take the make-up exams of the courses they failed. Those who do not take the make-up exams are considered unsuccessful and these students are not given a separate exam. Make-up exams are held in the third week after the end of the final exams. No make-up exams are opened for make-up exams. Apart from these, our students who are not successful have 3 different exam rights:

e) Single Course Exam: It is an exam for students who have completed four semesters and are eligible to graduate but cannot pass only one course or pass all courses successfully and do not have a GPA of 2.00..

f) Three Course Exam: It is an exam that is taken in one, two or three courses and is used by students who entered in 2010 and before.

g) Additional Exams : Students who are in a position to graduate at the end of the maximum period of study are entitled to two additional exams for all courses they have failed (with FF-FD-YS letter grades). At the end of these exams, students who cannot reduce the total number of courses they need to succeed in order to graduate to five are dismissed from the university. In general, all exam results are announced within fifteen days by the relevant instructor of the course on the Çanakkale Onsekiz Mart University Student Information System website. After the announcement of the exam results, the exam documents are kept for three years. Students who exceed the absenteeism limit in the courses are deemed to have not attended that course, are not taken to the exams and are considered unsuccessful in that course. Students are also considered absent during the periods covered by the health reports accepted by the relevant boards. The average of 40% of the midterm and semester grades and 60% of the final or make-up exam grades are determined by the relevant instructor and notified to the students in the first two weeks of the course. For each course, the instructor of the course evaluates the final grade of the course in the form of letter and coefficient grades in accordance with the success grade evaluation table by taking the success grades of the students over 100 points 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 D)

E), 40-49 points - FD (Coefficient 0.5, ECTS grade
F), 0-39 points - FF (Coefficient 0, ECTS grade FX),
Satisfactory - YE (Coefficient -, ECTS grade S),
Unsatisfactory - YS (Coefficient -, ECTS grade U),
Absent - DS (Coefficient 0 (for credit courses), ECTS grade NA).

According to this, students

- a) (AA), (BA), (BB), (CB) or (CC) are considered to have passed the course.
- b) If one of the grades (DC) or (DD) is obtained, the student is considered to have passed the course "conditionally".
- c) If he/she has received one of the grades (FD) and (FF), he/she is considered to have failed the course.

In absenteeism and success evaluations of non-credit courses and internships; (YE) is sufficient, d) (YS) is considered unsatisfactory, (DS) is considered absent.

The grade received as a result of taking an exam that he/she is not entitled to take is cancelled.

(YE) and (YS) grades taken from the common compulsory courses specified in subparagraph (1) of the first paragraph of Article 5 of Law No. 2547 and (DS) grades for non-credit courses are not taken into account in the calculation of the weighted grade point average; however, the equivalent of (DS) in credit courses 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 in the final or make-up exam of that course, and those who do not get it are considered unsuccessful (FD and below) regardless of their grade point average. Thus, the success status of our students is monitored by the "Semester / Semester Grade Point Average (DNO)" and "General Grade Point Average (GPA)" values calculated by the grades they have received from the courses and the credits of the courses according to Article 22 of the examination regulations of our university. DGPA is calculated by dividing the sum of the products of the credits of each of the courses taken in a semester and the grades obtained from these courses by the total credits of the same courses, and GPA is calculated by dividing the sum of the products of the credits of each of the courses taken in all semesters and the grades obtained from these courses by the total credits of all courses. In accordance with the new Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulation published in the Official Gazette dated 27/09/2016 and numbered 29840, the following provision is applied for students registered in 2014 and later: "(DC) or (DD) grades and if the GPA is 2.00 and above, it is considered conditionally successful; (DC) or (DD) grades and if the GPA is below 2.00, it is considered conditionally unsuccessful."

In our university, the findings obtained from mature practices related to student-centred measurement and evaluation in all programmes, such as including alternative measurement methods and techniques, including homework, project, remote internship practices, are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken. There are also examples of these practices.

At the end of each semester, our students are evaluated on course learning outcomes and learning outcomes for each course. In this way, our students have the chance to evaluate both the course and the instructor and to test to what extent they translate these outcomes into achievements. They are also allowed to express their opinions about the course. This information is seen and monitored by our instructors and necessary improvements are made. Course-faculty-faculty-programme-general satisfaction surveys, demand and suggestion systems have been developed, relevant survey results are monitored and necessary improvements are carried out under the coordination of senior management. In

all programmes, the findings obtained from the practices related to receiving feedback from all student groups (including different tools with validity and reliability) are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken. As mentioned above, our survey system has been collecting data through UBYS for the last two years and these data are evaluated by our academic staff and relevant academic units (<https://ubys.ÇÖMÜ.edu.tr/> - <https://kalite.ÇÖMÜ.edu.tr/memnuniyet-anketleri-ve-sonuclari-r81.html>).

The evaluation and monitoring of student achievement is accepted as an indicator of achieving the intended goals in teaching. Success is evaluated by monitoring individual exam grades and general averages on a class basis. Counsellors are also responsible for approving students' acceptance of internship placements, forming an internship evaluation and oral exam commission, approving registration renewal, adding and dropping courses, and guiding students to follow the programme they are enrolled in and to solve their problems related to education and university life. In this way, the programmes are actively trying to fulfil their responsibility to follow the success of the students, to provide counselling services, to develop and monitor their qualifications.

In addition, our University's Distance Education Quality Assurance Policy and 2020 Distance Education Supplementary Report have been published. In 2020 and 2021, a total of 277096 materials, 52180 homework, 750 synchronous exams attended by 21732 students and 20889 asynchronous exams attended by 255340 students in total. 2021 Within the scope of improvement studies, there are also online trainings carried out by our distance education centre with the written request of the Quality Commission of our Rectorate. In 2022, in addition to the face-to-face delivery of common courses, there are also common courses conducted in the form of distance education. Trainings, informative presentations and videos on distance education were prepared for all our stakeholders (lecturers and students) and sent to the corporate e-mails of our stakeholders and also shared on our relevant internet addresses.

In the process, the Distance Education Academic Honesty Document was also prepared and put into practice. Thanks to the strong infrastructure of our university, there are graduate distance education programmes before the pandemic. Thanks to the strong infrastructure of our university, thesis defence exams, thesis monitoring committee meetings, courses can be held online, student registrations and graduation certificates can be received online. In the process, our university has added Continuing Education Centre e-certificate, legislation information system, advertisement tracking system where academic and administrative job applications can be received, ÇOMÜ Single Account, RIMER and ÇOMÜ Support system to these systems within the scope of planned improvements. Our Continuing Education Centre has developed a 100% digitalised 'Electronic Certificate Management System' with online course registration, fee payment, asynchronous course access, synchronous course connections, user-based licensable material option, homework management, academician-student communication, course voting, online exam module, digital and e-government option certificates, and approximately 15,000 participants have used this system so far.

The distance education activities of our university continue to be carried out in cooperation with ÇÖMÜZEM (ÇOMÜ Distance Education Research and Application Centre) and ÇOMÜ Department of Information Technologies. Within the scope of ÇÖMÜZEM, 14 graduate departments continue their activities as distance education. In addition, common courses in our undergraduate programmes, especially Atatürk's Principles and History of Turkish Revolution, Basic Information Technologies, Turkish Language, Foreign Language, were carried out through distance education in 2021, and in 2022, both distance and face-to-face courses were implemented in a hybrid format.

While ÇÖMÜZEM carries out all these activities through Moodle LMS Open Access E-

Learning Portal, Adobe Connect and ÜBYS, our IT Department carries out distance education course and exam processes through ÜBYS and Microsoft Teams, Microsoft Stream and Microsoft Office Forms. ÇÖMÜZEM and the Department of Information Technologies also provide e-mail and telephone service for technical problems experienced by our students, as well as online live support for our students and academic staff.

Exam information forms are shared with the students before the exams of the distance education courses, and the students are 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 the evaluation of the students, the application (homework, project, research, e-exam) options determined by YÖK are left to the preference of the instructors. In research project and homework options, instructors analysed homework security by using the Turnitin programme. The instructors who used online exams (e-exams) took security measures such as creating a student-specific exam paper, mixing questions and mixing choices in online exams. In addition, instructors were given the opportunity to access log information records at certain dates and time intervals, and they were able to monitor information such as which student completed the exam at which date and time, how long it took to complete the exam, and which choices they changed. Students were made to sign an honesty text before the exam. The institution managed the pandemic process very well and held classes synchronously or asynchronously without any problems. It was observed that the Departments of Information Technologies and Student Affairs provided 24-hour technical support to students during the distance education process.

ÇÖMÜZEM and the Department of Information Technologies for distance education courses are always with our students and academic staff with online live support as well as providing service by e-mail and telephone for technical problems experienced by our students. Exam information forms are shared with the students before the exams, limited time is given to the students in the exams and questions are asked in accordance with the system of measuring the success of the students in the distance education system. Informative presentations and videos about distance education are prepared for all our stakeholders (lecturers and students) and shared on the relevant web pages and e-mails of our stakeholders. Thanks to the feedbacks made to both units, all necessary actions are taken by the relevant technical staff, and all important decisions required in the administrative sense within the scope of the feedbacks obtained and YÖK decisions are quickly reflected in the decisions of the rectorate of our university and the senate of our university within the framework of organisational agility. In line with the distance education policies, mature, sustainable practices that have been adopted by the entire institution have been developed. These are taken as 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 taken as examples by other institutions. The IT Department of our university is among the first departments in our country to obtain ISO 27001 and 9001 quality certificates and fully implement KVKK processes. In addition, our university has achieved a serious success in distance education throughout our country, which is reflected in student satisfaction surveys.

The findings obtained from mature practices related to student-centred measurement and evaluation in all programmes, such as including alternative measurement methods and techniques, including homework, projects, distance internship practices for both distance education and face-to-face courses, are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken. As mentioned in many main news bulletins, our university ranked second in Turkey among the universities that best manage the distance education process.

According to ÜniAr research, it is among the leading institutions in terms of satisfaction

among higher education institutions in our country (ranked 9th in TÜMA 2021 and 20022 student satisfaction rankings). The 2021 satisfaction survey was conducted on the basis of distance education. In addition, ÇÖMÜ has been the second most successful university in distance education processes.

Regarding distance and blended education processes, the practices covering all units and fields in line with the strategic goals and objectives within the scope of the strategic plan are monitored systematically and in line with the institution's internal quality assurance system. All performance indicators related to distance education processes are monitored systematically and in line with the institution's internal quality assurance system. Since sustainable practices have been adopted by the entire institution, this situation has been reflected very positively in the results of the surveys conducted on internal stakeholders and student satisfaction surveys in a statistical sense. The results obtained are evaluated together with internal and external stakeholders as much as possible under pandemic conditions and used in decision-making and measures regarding performance management are taken with the necessary agility. Because our university was selected as the second university that best implements 'Distance Education' and this situation was even reflected in national news. As a result, monitoring and improvement is carried out for the development and use of learning resources, all relevant mechanisms are monitored, activities are diversified in line with the needs/demands and continuous improvement efforts 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. Document requests such as diplomas and certificates are monitored. Recognition and crediting of prior learning (knowledge and skills acquired through formal, non-formal, distance/blended education and free learning) is carried out. There are mobility supports, student incentives and facilitating measures in parallel with the internationalisation policy, and there may be loss of credits in mobility and it is planned to take measures against this.

The teaching method is focused on interactive learning that makes the student active. In all types of education (formal, distance, blended), student-centred, competence-based, process and performance-oriented interdisciplinary, integrative, case/practice-based approaches that prioritise learning are included in accordance with the nature of that type of education. The focus is on deep learning, student interest, motivation and commitment rather than knowledge transfer.

Formal education processes are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning, covering associate, undergraduate and graduate students. The participation of students in research processes is supported by curricula, methods and approaches. Implementation, control and taking necessary measures are systematically evaluated. Student-centred teaching methods and techniques are applied throughout the programmes in line with defined processes. Student-centred practices are monitored and improved with the participation of relevant internal stakeholders. Student communication with the teaching staff is strong and it is seen that students embrace the institution and satisfaction rates are high.

Student-centred measurement and evaluation is carried out on the basis of competence and performance, and the opportunities for students to express themselves are tried to be diversified. The continuity of measurement and evaluation is ensured through multiple exam opportunities and some process-oriented (formative) methods such as homework, project, portfolio. Examination methods appropriate to course outcomes and types of education (formal, distance, mixed) are planned and implemented. In this context, auxiliary guidelines have been shared by the quality assurance office. There are mechanisms for exam administration and security (formal/online exams, exams for disadvantaged groups). Consistency and reliability of assessment and evaluation practices across time and individuals are ensured. The institution improves its assessment and

evaluation approaches and opportunities based on student-faculty feedback. In summary, there are student-centred and diversified assessment and evaluation practices throughout the programmes. Eleven programmes of our university are accredited and one of them has international accreditation. The accreditation process of 16 more programmes is ongoing and 5 programmes are preparing to apply for programme accreditation. 3 accredited programmes have the right to use the TQF logo on diploma supplements. In addition to our corporate logo on the diploma label of our university, there is information that we have internationally recognised quality accreditations for ECTS and Europass Label, YÖKAK Institutional Accreditation Logo, TQF Logo, ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Education Institutions Quality Management System, ISO 56002: 2019 Innovation Management System, ISO 37001: 2016 Sustainable Development Management System, ISO 26000: 2010 Social Responsibility Management System and ISO 10002: 2018 Customer Satisfaction Management System. With these accreditations, compared to other higher education institutions, ÇÖMÜ graduates have a more prestigious diploma label in the international arena.

There are practices within the plans throughout our university and the approval of qualifications, graduation conditions, graduation decision processes are clearly, comprehensively and consistently defined and shared with the public. There are practices regarding diploma approval and certification of other qualifications at our university. At our university, the approval of qualifications, graduation conditions, graduation decision processes are clearly, comprehensively and consistently defined and shared with the public. Diploma procedures are carried out and monitored in accordance with this defined process.

Student-centred measurement and evaluation and grade appeal processes are defined by regulations, directives and guidelines, and measurement processes are 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 examination opportunities and some process-orientated (formative) methods such as homework, projects, portfolios. Examination methods appropriate to course outcomes and types of education (formal, distance, mixed) are planned and implemented. In this context, auxiliary guidelines have been shared by the quality assurance office. There are mechanisms for exam administration and security (formal/online exams, exams for disadvantaged groups). Consistency and reliability of assessment and evaluation practices across time and individuals are ensured. The institution improves its assessment and evaluation approaches and opportunities based on student-faculty feedback. In summary, there are student-centred and diversified assessment and evaluation practices throughout the programmes.

Teaching methods and techniques

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

Evidence

- [Sürece ilişkin genel kanıtlar ve iyileştirmeler.doc](#)
- [Öğrenci Geri Bildirimleri.doc](#)

Measurement and evaluation

Maturity Level: Student-centred assessment and evaluation practices are monitored and improved with the participation of relevant internal stakeholders

Evidence

- [Kurum Geneli Ölçme Değerlendirme Sistemine Yönelik Kanıtlar ve İyileştirmeler.doc](#)
-

[Ölçme Ve Değerlendirme Sistemine Yönelik Kanıtlar.doc](#)

- [Diğer Eğitim ve Ölçme Kanıtları.doc](#)
- [Öğrenci Merkezli Ölçme Değerlendirme Sistemi Kurulduğuna Yönelik Yönergeler Dışındaki Destekleyici İyileştirme Kanıtları.doc](#)

Student admission, recognition and crediting of prior learning

Maturity Level: Across the institution, there are practices within the plans regarding student admission, recognition and crediting of prior learning.

Evidence

- [Kurum Geneli Kanıtlar ve İyileştirmeler.doc](#)
- [Öğrenci Kabulü Kanıtları ve İyileştirmeleri.doc](#)

Certification of qualifications and diplomas

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

Evidence

- [yetkinliklerin sertifikalandırılması ve diploma.doc](#)
- [TYÇ Logosu kullanım hakkına yönelik 2022 iyileştirme çalışmaları.doc](#)
- [Bıga İİBF İşleyiş takvimi işletilmesi örneği.pdf](#)
- [Kurum Geneli Kanıt ve İyileştirmeler.doc](#)

3. Learning Resources and Academic Support Services

Detailed data on our library resources are presented in the YÖKAK KİDR 3.1 performance indicators table. As of 31.12.2022, our university library has 811,120 printed and 5,375,404 electronic resources. Apart from our Central Library, which provides 24/7 service in our Terzioğlu Campus, which is the main campus of our university, we also have libraries in other campuses of our university. The main ones are the Faculty of Education Library in Anafartalar Campus, the Library in Biga Ramazan Aydın Campus and the Faculty of Theology Library in Çanakkale Martyrs Campus. The findings regarding the learning environment and resources are systematically monitored and the monitoring results are evaluated together with the stakeholders, measures are taken and resources are diversified in line with the needs/demands. In this context, the resources of the Central Library are increased every year. In particular, requests for the purchase of digital resources are evaluated. In addition, it is planned to start carrying out studies within the budget within the scope of expanding the reading areas. There is open access to all our resources. Questionnaires are also applied to our internal stakeholders on the library (<http://lib.ÇÖMÜ.edu.tr/>).

Resources such as classrooms, laboratories, workshops, libraries, studios; textbooks, online books/documents/videos, etc. are of appropriate quality and quantity, accessible and available for students' information/use. The use of learning environment and resources is monitored and improved. In this context, within the scope of quality studies, our central laboratory ÇOBİLTUM started our inventory inventory monitoring and evaluation study throughout our university in 2021 and continued in 2022. In addition, there is a variety of learning resources in distance education and is presented in detail in the relevant report. Our university has a learning management system that can fully meet the needs of face-to-face and distance education, user-friendly, ergonomic, synchronous and asynchronous learning, enriched content development, measurement and evaluation and in-service training opportunities. These are continuously monitored and improved and are presented in the

annex with evidence. The learning environment and resources are orientated towards improving student-student, student-faculty and student-material interaction. Monitoring and improvement are carried out for the development and utilisation of learning resources. Learning resources are managed to provide accessible learning resources of appropriate quantity and quality in all relevant units of our university. The management of learning resources throughout the institution is carried out by considering field-specific conditions, priority areas, accessibility and balance between units.

Evaluation and monitoring of student success at our university is accepted as an indicator of achieving the intended goals in education. Success is evaluated by monitoring individual exam grades and general averages on a class basis. The counselling system is well implemented in academic units. Mechanisms such as student counselling, voluntary counselling, academic counselling and programme counselling have been developed throughout our university. In addition to course counselling, academic counselling commissions are also available in the units of our university. These commissions mentor students and direct them to our units such as Scholarship Accommodation, PDR, Student Life Career Alumni Relations Coordinatorship. Counsellors are obliged to inform, guide and follow the students in every subject from the first year. Programme Advisors are responsible for approving students' internship acceptance, forming an internship evaluation and oral exam commission, approving registration renewal, adding and dropping courses, and guiding students to follow the programme they are enrolled in and to solve their problems related to education and university life. In addition, all academic staff are in close relations with students and guide them. In this way, programmes are responsible for monitoring the success of students, providing counselling services, developing and monitoring their qualifications. Being able to communicate easily with the lecturers in this way and receiving support increases the motivation of our students and significantly increases their satisfaction levels. The information and findings obtained from the practices carried out regarding academic counselling are systematically monitored and evaluated together with stakeholders, and measures are taken or improvements are made when necessary. At least one academic advisor (faculty member / staff member) is assigned for each class, and until graduation, our students follow their course-related work through their advisors and can communicate with their advisors via UBYs.

Our students are subjected to orientation every year and our PDR unit carries out training, events and activities to provide the necessary support. Thanks to the quality ambassador mechanism at Biga FEAS, a Dean's whatsapp group has been created and quality ambassadors can reach the Dean directly at any time and make improvements. The Quality Ambassador application has become more widespread throughout our University as of 2022. Activities to ensure the continuity of the application, especially in our Faculty of Education, continue. In addition, our students are encouraged to participate in academic boards.

In order to take measures based on student feedback, our university-wide practices regarding the participation of our students in quality commissions have been spread throughout the institution and secured with a directive, and there are also application opportunities such as RIMER (Rectorate Communication Centre, rektorluk@ÇÖMÜ.edu.tr), which is accessible 24/7, and the open door policy of the entire administration.

There are nearly 150 Student Societies at ÇÖMÜ 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 held online. In 2022, the activities started to be carried out effectively face-to-face as before (<http://sks.ÇÖMÜ.edu.tr/kultur-sube/ogrenci-topluluklari.html>). As a student-oriented university, we try to support all communities. Offers to establish a community are made through our Senate. Our student council and societies are active, and our Quality and Accreditation Community works in coordination with the Quality Assurance Office and

Quality Assurance Commission throughout the institution. Many students from our university are evaluators in accreditation agencies and 4 of our students are YÖKAK institutional evaluators. The demands and suggestions of our students throughout our university can be responded quickly through multiple channels. For this reason, our university is one of the higher education institutions with the highest student satisfaction in the country. Especially in the academic counselling system, student satisfaction level is at the highest level.

A measurement and evaluation sub-commission has been established in our quality assurance commission and improvements have been made in the monitoring method established for measuring the level of student satisfaction through this commission. In summary, all our practices are systematically monitored and corrective-preventive actions or improvements are carried out by taking the opinions of stakeholders who want to contribute to the process. The extent to which the PDCA cycle is implemented in all our units can also be monitored with the contribution of programme SLR and SLR Evaluation reports and unit BIDR and unit BIDR Evaluation reports.

Social, cultural and sportive activities of appropriate quantity and quality are managed institutionally in all units of our university (support is provided to carry out, administrative organisation is in place, etc.). The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, measures are taken and resources are diversified in line with the needs/demands. In this context, the improvements needed by the Department of Construction Affairs are carried out within the budget and possibilities (See Department of Construction Affairs Improvement Evidence). Physical resources and spaces are managed holistically to provide facilities and infrastructure of appropriate quality and quantity in all units of our university. The results of the use of all facilities and infrastructures are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with the needs/demands. The facilities for students at our university (cafeteria, dormitory, technology-equipped study areas, social areas, etc.) are of sufficient number and quality to meet the needs of our students.

Cafeteria, dormitory, technology-equipped study areas; health, transport, information services, distance education infrastructure are of the quality and quantity appropriate to the needs, accessible and available to students. The use of facilities and infrastructure is monitored and improved in line with the needs. In 2022, 95 maintenance, repair and construction activities were carried out by the Department of Construction Affairs and significant improvements were made in the area. Some of these works are as follows: Dardanos Campus Faculty of Sports Sciences Construction Work, Biga Ağaköy Vocational School building construction work, generator maintenance and repair works in ÇOMÜ campuses, Campus Camera Infrastructure and Landscaping Works, ÇOMÜ Oral and Dental Health U.A.M. C-Block Renovation Works, Ayvacık Vocational School water drainage infrastructure renovation work, Biga Ramazan Aydın Campus AND Dardanos Campus basketball-volleyball court ground improvement work, Faculty of Human and Social Sciences infrastructure and renovation works, ÇOMÜ Faculty of Medicine Terrace and Classroom Departments Electrical and Construction Manufacturing Construction Work has been carried out. Maximum effort is made to keep these facilities up to date with the number and equipment suitable for today. Depending on the increase in the number of students, the facilities are also tried to be increased. In addition, the quality of services provided throughout the institution is monitored through surveys (<http://kalite.ÇOMÜ.edu.tr/anketler.html>).

New activity and sports areas and building improvements have been realised for our students, and the necessary steps have started to be taken in terms of the necessary infrastructure for ÇOMÜ without barriers. It is seen that the sports teams of our university participated in different organisations throughout the year (e.g. "Don't be an Addict, Be an Athlete" Futsal Tournament, TÜB E-Sports Tournament, TÜB Street Basketball Tournament, etc.). Barrier-free university practices at the institution cover all units. There are 65 students in this scope at our university. So far, our directive for

students with special needs has been published (<http://ogrenciisleri.ÇÖMÜ.edu.tr/mevzuat.html>).

These students use their representation rights. Each student has a mentor from the Barrier-Free ÇÖMÜ unit. Many activities have been carried out by our Barrier-Free ÇÖMÜ unit for our disadvantaged students (<https://ekb.ÇÖMÜ.edu.tr/arsiv/etkinlikler>). In addition, trails, classrooms, buildings, building entrances, toilets, lifts and direction signs have been completed on campuses. The management of learning resources throughout the institution is carried out by considering area-specific conditions, accessibility and balance between units. In this context, there are also library resources and building environmental infrastructure development works with Braille alphabet exam facilities and accessibility facilities for our disadvantaged students, and these practices are secured with our directive on equal opportunities in education and detailed evidence is attached as evidence. Our library resources are also constantly endeavoured to be increased. In this context, the necessary updates and improvements are fulfilled within the scope of our facilities and budget. Barrier-Free University applications are also made for newly completed buildings.

In this field, our university's Vocational School of Technical Sciences was entitled to be a candidate for Accessibility in Space in 2021 and was evaluated in 2022. In the process, efforts are continuing to bring the barrier-free flag award to the units of our university. In addition, the demands of the students are received at the meetings held by the relevant unit, the Barrier-Free ÇÖMÜ unit and the Rectorate with our students, and these demands are tried to be fulfilled to the extent possible (<http://ekb.ÇÖMÜ.edu.tr/>).

Our students and graduates are monitored through our Student Life, Career and Alumni Relations Coordination Office (OMİK). In addition, in coordination with this unit and the Rectorate, elective courses such as career management specific to students' own fields have started to be offered in all our programmes. Apart from the career activities carried out by OMİK for our students, career activities are also organised by our academic units (e.g. Faculty of Tourism, Çanakkale Faculty of Applied Sciences, etc.). Academic counselling, guidance, psychological counselling and career services of appropriate quality and quantity provided in all units of our university are managed holistically. In this context, the relevant psychological counselling unit The students also visit each unit of our university during the semester. Adaptation to university life and orientation activities are also carried out for our students. Psychological counselling activities are also provided as a result of various surveys. Academic counselling and psychological counselling practices are systematically monitored at our university.

It can also be seen that institutional PDCA cycles are adopted and implemented by all units. Due to the fact that there were problems with the "Alumni Information System" software, which was implemented within the "Student Life Career and Alumni Relations Coordinatorship" for the follow-up of our graduates, in which more than 20000 graduates were registered, and the desired efficiency could not be obtained, it was decided to renew the alumni tracking system software within the scope of improvement in 2022. In this context, under the coordination of our Quality Assurance Commission, the "Alumni Information System" update studies of the Student Life Career and Alumni Relations Coordinatorship and the Department of Information Technologies are continuing.

ÇÖMÜ Graduates, as a qualified labour force potential, follow the current developments in national and international platforms related to the sectors in which they will work, have high communication skills, full self-confidence, entrepreneurial and innovative experts, and aim to train qualified graduates in this direction. Stakeholder opinions are taken about how much the graduates have these qualifications, and alumni meetings and surveys are carried out. 40 alumni meetings were held in 2021 and 20 alumni meetings were held in 2022. The relevant evidence is presented in the annex and is accessible at the institution's quality.ÇÖMÜ.edu.tr address. Our units also conduct graduate employer satisfaction surveys to ensure that all programmes achieve their educational objectives and meet the needs of students and society. Within the scope of achieving the objectives of our programmes, the compliance of the mission and educational objectives with the career goals and professional expectations of the graduates is monitored, and improvements are made based on stakeholder opinions when necessary. The satisfaction of graduates is evaluated and used within the scope of the institution's development strategies.

Mechanisms for monitoring and updating programme outcomes are in place across programmes. Programme outcomes are monitored through these mechanisms and updated based on the opinions of relevant stakeholders. Evidence for the updated curriculum plans is presented in the annex. There are graduate monitoring system applications across all programmes in the institution. Graduate tracking system applications are monitored and improved in line with the needs. Improvements to the new graduate information system software are the clearest indication of this.

In 2021 and 2022, 500 students across our university benefit from food scholarships, and dormitories and ring shuttle services are offered to our students within the main campus. Our students can work part-time in all areas where our university provides services. Students from the quality community also work part-time in the quality assurance office. In addition, there is a social market called ÇOMÜ Boutique within the Social Responsibility Unit of the Corporate Communication Coordinatorship at our university, and our students benefit from free clothing and goods aid from this unit.

The Psychological Counselling Unit of our university held 15 events in 2020, 14 events in 2021, and approximately 10 events in 2022 (<https://pdrbr.ÇOMÜ.edu.tr/arsiv/haberler>). In addition to all our academic and administrative staff and their families, the unit carries out part-time psychological counselling and family counselling activities in ÇOMÜ Nursery and Kindergarten with 1 psychologist and 1 psychological counsellor.

According to ÜniAr 2022 research, our university is among the leading institutions in terms of satisfaction among higher education institutions in our country (9th place in TÜMA 2021 and 2022 student satisfaction rankings).

Learning environment and resources

Maturity Level: Monitoring and improving the development and utilisation of learning resources.

Evidence

- [2022 Eğitim Öğretim Kanıtları.doc](#)
- [Öğrenme Kaynaklarına Yönelik Kanıtlar.doc](#)
- [Öğrenci Merkezli Öğrenmeye Yönelik Kanıtlar.doc](#)
- [Öğrenci Merkezli Ölçme Değerlendirme Sistemi İyileştirme Kanıtları.doc](#)
- [Süreç Kanıtları ve İyileştirmeler.doc](#)

Academic support services

Maturity Level: Practices regarding the academic development and career planning of students at the institution are monitored and improved with the participation of students.

Evidence

- [Akademik Eğitim Destek, Eğitimcilerin Eğitimi, Akademik ve İdari Personel Hizmetiçi Eğitim ve Oryantasyon Kanıtları.doc](#)
- [Öğrenci Danışmanlığına Yönelik Kanıtlar.doc](#)
- [Öğrencilerin paydaş katılımına yönelik kanıtlar.doc](#)
- [Öğrenci Akademik Destek Eğitimi ve Oryantasyon Eğitimine Yönelik Kanıtlar.doc](#)
- [Diğer Akademik Destek ve Danışmanlık Kanıtları.doc](#)

Facilities and infrastructures

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

Evidence

- [Süreçin Yönetilmesine İlişkin Genel Kanıtlar.doc](#)
- [Yapı İşleri Daire Başkanlığı Birim Faaliyet Raporu.pdf](#)
- [süreçe yönelik paydaş katılımı ve izleme raporları.doc](#)
- [İdare Faaliyet Raporu ve İyileştirme Raporları.doc](#)
- [Tesis Ve Altyapılara Yönelik Geçmiş Yıl Veri ve İyileştirmeleri.doc](#)
- [Tanımlı süreçlere, birim ve tesislere yönelik diğer iyileştirmeler.doc](#)
- [Yapı İşleri Daire Başkanlığı Tarafından Gerçekleştirilen 2022 Yılı İyileştirmeleri Listesi.doc](#)

Disadvantaged groups

Maturity Level: Practices for access to education opportunities for disadvantaged groups are monitored and improved by taking the views of disadvantaged groups into consideration.

Evidence

- [Süreçe Yönelik Kanıtlar ve İyileştirmeler.doc](#)
- [Dezavantajlı Gruplara Yönelik Kanıtlar.doc](#)
- [Dezavantajlı Gruplara Yönelik Uygulama Ve Araştırma Merkezleri Faaliyet Kanıtları.doc](#)

Social, cultural and sportive activities

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

Evidence

- [Sosyal Kültürel ve Sportif Faaliyetlere Yönelik Kanıtlar.doc](#)

4. Teaching Staff

As of 15.03.2023, 2042 academic staff are working at our university. Of these, 1145 are lecturers, 435 are teaching assistants and 462 are research assistants. The management strategies of our university's human resources are planned according to the norm staff numbers and appointment criteria established by the units within the Personnel Department and Strategy Development Department of our institution, and the follow-up is carried out by our Rectorate and General Secretariat. The salaries and additional course fees of the programme lecturers are covered from the budgets of the units, and the revolving fund revenues are covered from the Rectorate Revolving Fund budget. The salaries of the faculty members are calculated according to the civil servant law numbered 657 and the academic staff salary calculation procedures of the law numbered 2547. The additional course fees of the academic staff are regulated according to the Additional Course Procedures and Principles of Law No. 2547. In order to maintain the professional development of academic staff, the participation of academic staff in national and international scientific meetings is supported every year. Our academic staff participating in Scientific Events representing our university are provided with national and international event participation support once a year, provided that they participate with a paper. Maximum one academic per paper can benefit from the support. However, with the Law on the Amendment of the Higher Education Personnel Law, which entered into force on 14 November

2014, a positive improvement in the salaries of faculty members and assistants has provided an important incentive to attract and maintain qualified teaching staff in our country. Our lecturers also have the opportunity to obtain additional income and equipment through TÜBİTAK and BAP projects. In addition, based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015, our faculty members receive academic incentive allowance for academic activities such as projects, research, publications, designs, exhibitions, patents, citations, notices and academic awards received. Books are regularly purchased for the library in line with the requests of faculty members and assistants, and the number of scientific databases subscribed to is increased and access to scientific publications is expanded.

Appointment and promotion of faculty members at Çanakkale Onsekiz Mart University is made in accordance with the "Principles of Appointment and Application for Faculty Membership Positions". These principles have been published on the University's website <https://personel.ÇÖMÜ.edu.tr/akademik-kadro-atama-kriterleri-r7.html> under the title of "Çanakkale Onsekiz Mart University Academic Staff Application, Term Extension, Appointment and Promotion Criteria" and new criteria have entered into force as of 2020. In 2022, studies were carried out to improve the appointment and promotion criteria of our university and the updated criteria were accepted by the relevant commissions and the senate. The updated criteria will be put into practice as of 2024, and the criteria of 2020 are taken into consideration in the current practice. In this framework, in general, the criteria such as faculty members conducting research at a universal level in the field they work in, transferring these researches to national and international information sharing environments and thus contributing to the world of science; organising local, national and international scientific meetings, exhibiting their own work as well as enabling researchers in other disciplines to exhibit their work and contributing to the formation of a scientific discussion environment.

Our academic appointment and promotion criteria have been announced. They are applied by considering merit and justice.

A- To apply for professor positions; Promotion and appointment to professorship are made according to the conditions defined in Article 26 of Law No. 2547. In addition to these, the relevant basic field conditions determined by the University are sought.

B- To apply for Associate Professor positions; Promotion and appointment procedures to Associate Professor are carried out according to the conditions defined in Article 24 of Law No. 2547. In addition to these, the relevant basic field conditions determined by the University are sought.

C- To apply for Assistant Professor positions; The procedures for promotion and appointment to Assistant Professor are defined in detail in Article 23 of Law No. 2547. In addition to these, the relevant basic field conditions are sought.

FOR FIRST TIME APPOINTMENT AS A DOCTORAL LECTURER:

1) Having made at least 1 article in a refereed journal scanned by international indexes within the scope of a doctorate or proficiency in art thesis, and having made at least 1 publication in refereed journals with the quality of a scientific article, provided that it is not produced from graduate theses after doctorate or proficiency in art,

2) To have at least 400 points from the academic activity evaluation and to get at least 50% of this score from items 1-12 of the academic activity evaluation, For reappointment: Taking into account the activities carried out within the completed appointment period; Also;

3) To obtain a total of at least 150 points for a 2-year term extension, at least 225 points for a 3-year term extension, or 300 points for 4 years, and to obtain at least 65% of this score from items 1-12 and at least 15% from items 20-23 of the academic activity evaluation. To have published at least 1 article in a refereed journal scanned by international indexes.

FOR APPOINTMENT AS ASSOCIATE PROFESSOR

- 1) To have obtained 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 whose international validity is accepted by the Council of Higher Education; if the field of science of associate professorship is related to a certain foreign language (for example: English Language Education, English Language Literature, French Language Literature, etc.), to give this exam in another foreign language and to have 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 equivalency table accepted by YÖK will be accepted as valid).
- 2) To have received 500 points from items 1-12 of the academic activity evaluation after the doctorate and to get at least 50% of this score from items 1-5 of the academic activity evaluation (items 1-7 for Fine Arts),
- 3) To have taken part or to be taking part in a scientific project*,
- 4) To have a total of at least 1000 points,

FOR APPOINTMENT AS A PROFESSOR

- 1) To publish an original work based on practical studies or international research in the relevant field of science after receiving the title of associate professor as the main work of professorship, and if the main work is an article, the work is published in journals included in SCI, SCIEExpanded, SSCI, ESCI or AHCI,
- 2) To have received at least 700 points from items 1-12 of the academic activity evaluation for post-associate professorship and to have received at least 50% of this score from items 1-5 of the academic activity evaluation (items 1-7 for the basic field of Fine Arts),
- 3) To have taken part or to be taking part in a scientific project*,
- 4) To have attended and presented at least 2 scientific meetings/demonstrations in his/her field of science after associate professorship.
- 5) To have a total of at least 1500 points, or instead of the above criteria, to have met the criteria for associate professorship developed by the Interuniversity Council in force once again within the period from the date of receiving the title of associate professor until the date of application for the position of professor. The appointment, promotion and assignment criteria of the institution, which are defined for all fields and known by the stakeholders, are applied and used in decision-making (recruitment, appointment, promotion and course assignments of teaching staff, etc.) (<https://personel.ÇÖMÜ.edu.tr/akademik-kadro-appointment-criteria-r7.html>).

The institution is fair and open in all processes related to the recruitment, appointment, promotion and course assignment of academic staff. All processes and appointment and promotion criteria are defined and announced. Applications are made individually through the announcement information system (<https://ilan.ÇÖMÜ.edu.tr/>). The process is carried out by taking into account the priority areas in line with the norm staff needs.

Defined criteria are defined for lecturers who come to the institution to teach from outside (<http://personel.ÇÖMÜ.edu.tr/>). The performance of the teaching staff can be monitored through annual activity reports and appointment and promotion criteria. Our faculty members contribute to these processes by participating in internal stakeholder meetings.

The processes and criteria for the appointment, promotion and assignment of academic staff have been determined and are open to the public. The relevant processes and criteria are qualified to ensure academic merit and equal opportunity. Lecturer course load and distribution balance are

shared transparently. The expectations of the institution from the faculty members are observed in the processes secured by job descriptions that are open to everyone, work flow charts, public service standards table and internal control standards table. There are systematic training of trainers activities (courses, workshops, lectures, seminars, etc.) for all faculty members to learn and use interactive-active teaching methods and distance education processes, and there is a teaching-learning centre structure to undertake/realise this. Pedagogical and technological competences of teaching staff are increased. In cooperation with the Department of Information Technologies, the Department of Library and Documentation, ÇOBİLTUM, Çanakkale Technopark, the In-Service Training Branch Directorate of the Personnel Department and the Quality Assurance Commission, training programmes for academic staff are also implemented throughout the calendar year. Development programmes called "Academic Training and Development Programme" are also organised by ÇOBİLTUM. In addition, some of our academic units also organise training programmes for the professional and personal development of academic staff and the relevant training records are shared on the web page in an accessible way for everyone (e.g. BİİBF -<https://biibf.ÇÖMÜ.edu.tr/e-akademi/mesleki-gelisim-platformu-r122.html> , <https://biibf.ÇÖMÜ.edu.tr/e-akademi/kisisel-egitim-platformu-r141.html>)

The findings obtained from teaching competence development practices are monitored and the results of the monitoring are analysed together with the teaching staff at internal stakeholder meetings and measures are taken. Appointment, promotion and assignment criteria defined for all areas of the institution and known by stakeholders are applied and used in decision-making (recruitment, appointment, promotion and course assignments of teaching staff, etc.). The results of appointment, promotion and assignment practices are monitored through performance indicators (Institutional Evaluation System, ÇOMÜ in Numbers, Strategic Plan Performance Indicators and Questionnaires, Annual Reports, Unit Internal Evaluation Reports and Self-Assessment 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 teaching staff. In this context, awards are organised under the name of ÇOMÜ Days. In addition, the needed comprehensive award directive was started to be prepared in 2022. In addition, our BAP unit provides more support to our faculty members who commit in this field in order to encourage SCI indexed publications and these cover all fields. In order to appreciate the performance of the academic staff at ÇOMÜ and to honour our professors, awards are given once a year to those who have made the most publications, received citations, completed projects, patents, projects and inventions (e.g. ÇOMÜ Days 2022). All data are monitored, evaluated and reported through ÇOMÜ-AVESİS-BAPSİS, ÇOMÜ Performance Evaluation System, Academic Incentive Application Information System and YÖKSİS. Practices are carried out on the teaching of our lecturers and especially on the training of trainers. The findings obtained from the practices carried out to improve the teaching competence of the teaching staff of the institution are systematically monitored and the monitoring results are evaluated together with the stakeholders and measures are taken. In 2022, 155 academic staff received 'Training of Trainers' training. Many practices were carried out within SEM, Faculty of Education, Faculty of Medicine, ÇOBİLTUM and Personnel Department In-Service Training Branch Directorate. (<https://kalite.ÇÖMÜ.edu.tr/2022-yili-orientation-and-service-education-activities-r101.html> - <https://kalite.ÇÖMÜ.edu.tr/iyilestirme-ve-kidr-kanitlari-2022/defined-surecler-veyilestirmeler-r102.html>)

In accordance with the improvement suggestions of our Quality Assurance Commission, a total of 55 academic and administrative staff orientation trainings were organised in 2021, 32 for our academic staff who started to work for the first time and 23 for our administrative staff. In 2020, the application, which was carried out for the first time in 2020, gained continuity, and in 2022, a total of 28 orientation trainings were organised, 17 for our academic staff who started their duties for the first time and 11 for our administrative staff.

The "Academic Training and Development Programme", which started to be organised free of charge by ÇOBİLTUM in 2021, continued to be organised in 2022, including train-the-trainer, statistics, scientific research and project writing trainings. 6311 academic/administrative staff and students participated in the trainings organised in 2022, 360 hours of training and 2578 certificates of participation were given. The relevant training programme is sustainably continued by ÇOBİLTUM. In addition, in 2022, in cooperation with the Quality Assurance Office and the In-Service Training Branch Directorate of the Personnel Department, many in-service trainings were planned online or face-to-face in order to support the academic / administrative staff of our university to gain today's competencies. The implementation of the planned in-service trainings has started as of 2023 (In the relevant programme, the online trainings of the Presidential Human Resources Office have also started to be used in order to increase the competencies of our academic and administrative staff). In addition, it is planned that our General Secretariat will initiate the necessary initiatives for our personnel who are obliged to obtain a professional qualification certificate. In addition to these, the Quality Assurance Office prepares and shares guidelines on measurement and evaluation with the Education Information System, and organises joint information trainings with the Bologna Coordinatorship. Every year, the Bologna Coordinatorship organises systematic training and information meetings on the relationship between the education system, learning outcomes and programme outputs. In 2021, a widely attended online information and training meeting was held throughout the institution within the scope of improvement. In 2022, "ÇOMÜ Bologna Information Inputs Training Workshop" and "Vocational Qualifications Authority (VQA) VQA Web Service Portal and Information Meeting on Data Entry" events were held face-to-face with wide participation. Apart from these, occupational health and safety, hygiene sanitation and first aid trainings are provided to our support services personnel and academic and administrative staff in all our units. In addition, all our academic units, with the support of our research centres, organise many trainings such as research methods, statistical analysis, project writing, publishing in indexed journals in all our units in order to improve the teaching and research competence of our academic staff.

As can be seen from the attached evidence, our university offers various opportunities in a planned and systemic manner to continuously improve the education-training and research-development competences of its academic staff. Orientation training is given to newly appointed staff and in-service trainings are provided in the process. These activities are organised by Çanakkale Technopark, ÇOBİLTUM, ÇÖMÜZEM, SEM, Personnel Department, Application and Research Centres, BAP, External Relations Coordinatorship, Library Documentation Department, IT Department, Quality Assurance Office to support the individual development and career management processes of our academic staff.

The scope of these trainings can be literature search from databases, publishing in SCI indexed journals, project writing, content development in distance education, training of trainers, information communication technologies, etc. In order to increase the quality of education and training at all levels of the University, 32 students have PhDs within the scope of the 100/2000 YÖK programme. The number of students in this programme is also important in terms of increasing university-industry cooperation. The teaching method is focused on interactive learning that makes the student active. Within all types of education (formal, distance, blended); student-centred, competency-based, process and performance-oriented interdisciplinary, integrative, case/practice-based approaches that prioritise learning are included. The focus is on deep learning, student interest and commitment rather than knowledge transfer. Formal education processes are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning, covering associate, undergraduate and graduate students. The continuity of measurement and evaluation

(multiple exam opportunities; some of them are process-oriented (formative), homework, project, etc.) is ensured and output-based evaluation is carried out. Examination methods appropriate to course outcomes and types of education (formal, distance, blended) are planned and implemented. Students' participation in research processes is supported by curriculum, methods and approaches. The implementation and control of all these processes and taking necessary measures are systematically evaluated. Student-centred teaching methods and techniques are applied throughout the programmes in line with defined processes. Student-centred 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 area have been presented in the performance indicators and in the previous headings as evidence.

Criteria for appointment, promotion and assignment

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

Evidence

- [PDB iyileştirme örneği.doc](#)
- [Akademik Yükseltme ve Atama Kriterlerine Yönelik Kanıtlar.doc](#)

Teaching competences and development

Maturity Level: The findings obtained from teaching competence development practices are monitored and measures are taken by analysing the monitoring results together with the teaching staff.

Evidence

- [PDB HE.pdf](#)
- [Öğretim Yetkinliklerinin Geliştirilmesine Yönelik Kanıtlar.doc](#)
- [izleme ve değerlendirme mekanizmaları.doc](#)

Incentives and rewards for training activities

Maturity Level: Incentive and reward practices are monitored and improved.

Evidence

- [comü günleri ödül.jpg](#)
- [Ödüllendirme Mekanizmasına Yönelik Kanıtlar.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 institutional preferences. The effectiveness and success of the management of scientific research and artistic processes are monitored and improvement practices are carried out within the process. The management of research processes and organisational structure throughout the institution are implemented in line with institutional preferences, and the results related to the management of research processes and the operability of the organisational structure are monitored and various improvements are made as can be seen in the evidence.

Our university has prepared its 2021-2025 Strategic Plan with stakeholder participation and while preparing this plan, it has updated its research strategy, Research and Development Policy, Research and Development PDCA Cycle and Environment and annual operation processes and determined the cycle responsibilities. In addition, during the preparation of the 2021-2025 Strategic Plan of our university, academic priorities and priority areas were established according to the UN Sustainable Development Goals, 11th Development Plan, TÜBİTAK Competence Map, Regional Development Agency and the needs of other regional institutions. These were announced on the institution's website to ensure that they are known by the staff and stakeholders. Priority areas of our university are monitored every year (<https://www.ÇÖMÜ.edu.tr/arastirma-politikasi> -/- <https://kalite.ÇÖMÜ.edu.tr/kurumsal-information/universitemiz-kalite-guvence-politikasi-r15.html> - <https://kalite.ÇÖMÜ.edu.tr/ÇÖMÜ-yetkinlik-haritasi-ve-oncelikli-alanlarda-faa-r74.html>).

In addition, the institution's research policy and PDCA cycle are reminded in training and information meetings held within the scope of research and development or quality assurance (<https://kalite.ÇÖMÜ.edu.tr/kurumsal-bilgiler/ÇÖMÜ-puko-dongulerir36.html>).

Our Research and Development Quality Assurance Policy: Within the framework of the priority areas determined in the 2021-2025 Strategic Plan, our university aims to make a qualified scientific and social 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 in line with the mission of becoming a quality-oriented, innovative and entrepreneurial, research-based, internationally strong university and a research university candidate.

In this context, our University has adopted the principle of carrying out qualified and original scientific researches at national and international level by all academic units, supporting qualified scientific studies for priority and interdisciplinary research areas in R&D studies, increasing the academic skills, competence, quality and capacity of human resources to conduct effective research, strengthening relations with the sector by realising protocols, sharing the obtained knowledge with the national and international community through tools with high impact value, and increasing outputs such as patents, registrations, utility models and copyrights.

Managing the Research and Development PDCA Cycle process; Çanakkale Onsekiz Mart

University, with its innovative and entrepreneurial approach, determines its own priority competence areas by taking advantage of the TUBİTAK Competence Analysis of Universities by Field report with the aim of becoming a stronger university in the international arena and a research university candidate with the aim of producing R&D and quality-oriented, application-oriented, multidisciplinary and project-based research, developing sustainable relations with its stakeholders, and supporting academic studies to be carried out in these areas with its 2021-2025 Strategic Plan. In addition, our university aims to continuously improve R&D and innovation activities, increase academic skills, qualifications and capacity to conduct effective research, improve infrastructure and facilities related to research and innovation, increase scientific and innovative outputs that create added value, and increase accessibility to scientific outputs. In these areas, all our academic units, Application and Research Centres, Scientific Research Projects Coordination Unit, Çanakkale Technopark, TTO, ÇOMÜ Science and Technology Application and Research Centre, Rector's Consultancy Responsible for Investments and Projects and Rector's Consultancy Responsible for University-Industry Cooperation continue their activities by increasing university-industry cooperation. Necessary studies, training and support 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, TÜBİTAK, GMKA, Erasmus, etc. In addition, studies are carried out to increase the number of patents, inventions, utility models and design registrations of our university. Library facilities and diversity of databases, IT infrastructure, internet resources, number of computers The diversity of research centres also stands out as a complementary power in the research and development activities of our University. At

our university, projects and collaborations for national, international and regional needs are prioritised. Graduate programmes are established in cooperation with the university and industry in order to improve the human resource capacity involved in the R&D and innovation processes of the companies in the priority sectors in our region. The number and diversity of graduate programmes for priority sectors are increased. Our university has many success stories in this regard, from social sciences to applied sciences. Academic staff and students are supported to increase research capacity and entrepreneurship. Our University, which focuses on research, differentiates itself from other universities in the same position by making a difference with the Technopark where strong and important projects are implemented. At the same time, our University is making important breakthroughs in renewable energy with the effect of location and regional factors. In this framework, Çanakkale Onsekiz Mart University has a research-oriented perspective; Application and Research Units, Unit Research Laboratories, Scientific Research Projects Unit, Experimental Research Application and Research Centre, Astrophysics Research Centre and Ulupınar Observatory, Science and Technology Application and Research Centre, Science, Technology and Innovation Ecosystem Application and Research Centre, Data Analysis Application and Research Centre, Academic Ethics Application and Research Centre, Technology Transfer Office, Protothinks Çanakkale Design and Prototype Development Centre, University-Private Sector, Industry Participation Cooperation Projects, Priority Area Projects; With the perspective of enterprise orientation, Çanakkale Technopark and Patent Unit, it continues its activities for the registration and commercialisation of the products produced as a result of the research activities of innovative units. In this context, the Senate of our University takes various measures within the scope of better and systematic management of the process with new directives such as Intellectual Industrial Property Rights Directive and University-Industry Cooperation R&D Design and Innovation Project / Activities Project Review Directive.

Planning: The university's research and development planning, strategy and policy development activities are carried out by the senior management and relevant units. The aim and objective of the university to become a 'research university candidate' results in the relatively high importance of research and development processes.

Application: Implementation of the research and development plans of the university is carried out by all academic units; Graduate Education Institute, Faculties, Colleges, Schools, Vocational Schools, Application and Research Centres, TEKNOPARK, TTO, ÇOBİLTUM.

Controlling: The control of the university's research and development plans is monitored by the senior management, unit managers, ÇOBİLTUM, Quality Assurance Office and Quality Assurance Commission through relevant performance indicators (YÖK, YÖKAK, TÜBİTAK, Strategic Plan, ÇOMÜ in Numbers) and reports (SDR, KİD and Annual Reports).

Prevention: 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 Strategy Development Department in order to develop research goals and objectives, and the necessary decisions are taken for the necessary improvements and the relevant updates are made and shared with stakeholders.

Our university has set the main goal of continuing its development based on quality awareness. In this context, our aim is to make Çanakkale Onsekiz Mart University "the best university in the region in terms of entrepreneurship and innovation". In this context, our main performance indicators are the number of Web Of Science publications, the number of projects and patents. In the 2021-2025 Strategic Plan of our university, 'A1. Developing R&D and Innovation Activities' is included as a strategic goal, and strategic goals and performance indicators have been determined and published with stakeholder participation in order to achieve this goal. While determining these targets, the UN Development Goals, 11th Development Plan and TÜBİTAK Competence map and the priority areas of our University were taken as examples, 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 research, differentiates itself from other universities in the same position by making a difference with the Technopark where strong and important projects are implemented. At the same time, our University is making important breakthroughs in renewable energy with the effect of location and regional factors.

Our university ranked 41st in the 2019 TÜBİTAK Entrepreneurial and Innovative University Index. In 2020, our university, which did not take place in the top 50 in 2021, took the fruit of the improvements carried out within the scope of quality assurance (patent, project writing, SCI journals publication, research methods, statistical and econometric analysis, BAP budget and project supports, etc.) in 2021. In 2021, it re-entered the TÜBİTAK Entrepreneurial and Innovative University Index in 45th place and took 1st place in the regional ranking. The 2022 ranking has not yet been published. In SCImago Institutions Rankings 2022 - World Universities Social Impact Ranking, ÇOMÜ ranked 244th, 425th in the Innovation Ranking and 436th in the Research Ranking and entered the top 500 universities in the world in 3 different categories. In addition, according to the rankings made by URAP, our university ranks first among the universities in the Thrace region, and ranks in the top 60 in Turkey in general and in the top 50 among state universities. Since 2020, ÇOMÜ has exceeded the previous year every year in the web of science, reaching the highest number of publications and citations in its history. In 2021, 3 faculty members from ÇOMÜ were included in the list of "The World's Most Influential Scientists", which includes 1,150 scientists from Turkey, published by Elsevier, a Netherlands-based publishing company, by taking into account various scientific criteria under the coordination of Stanford University, and 6 faculty members were included in the list with career-long impact and 6 faculty members with annual impact. In 2022, 3 faculty members from ÇOMÜ in the "career-long impact" category and 8 faculty members in the "annual impact" category were included in the same list.

Established in 2020 with the merger of 4 different institutes (Educational Sciences, Social Sciences, Natural Sciences, Health Sciences), the Institute of Graduate Studies has shown great success and has set an example for other institutes by completing quality assurance processes and reports very quickly.

Our Application and Research Centres are periodically monitored according to the indicators of YÖK, YÖKAK, Strategic Plan, etc. by our Quality Assurance Office under the coordination of the Quality Assurance Commission and the Application and Research Centres Monitoring and Evaluation Coordinatorship established in 2021 within the scope of improvement. As a result of the monitoring, necessary improvement measures are taken in order to maintain our University's Research and Development Quality Assurance Policy in a more functional dimension. In this context, as a result of the monitoring activities carried out for application and research centres in 2021 and 2022, 7 of our 52 active centres in 2021, which were found to be non-functional and inactive, were closed and our centres are ensured to contribute to our Research and Development Quality Assurance Policy at the highest level. In the PDP report of our university for 2021, increasing the functionality of our research centres and taking measures for inactive centres are stated as one of the aspects open to improvement for our university. The measures taken by our Quality Assurance Office and Application and Research Centres Monitoring and Evaluation Coordinatorship under the coordination of the Quality Assurance Commission have made a significant contribution to eliminating the aspects open to improvement stated in the PDP report. The evidence includes the activity presentations of our Application and Research Centre (<https://kalite.ÇOMÜ.edu.tr/faaliyetler-ve-dokumanlar/uygulama-ve-arastirma-merkezleri-faaliyet-presentations-r57.html> - <https://kalite.ÇOMÜ.edu.tr/uygulama-ve-arastirma-merkezleri-2022-yili-presentations-r94.html>).

The physical, technical and financial research resources of the institution are sufficient and compatible with its mission, goals and strategies. There is even an increase in the amount transferred to BAP. Therefore, resources are diversified and their adequacy is monitored.

In-university core funds are available and easy to access for those who are new to research, undergraduate and graduate students and those who want to get quick support. Projects, conference participation, travelling, personal funds, and competitive promotion criteria are available to improve research potential and increase motivation. The resources within the university have increased significantly over the years and meet the needs. In line with the mission and objectives, orientation towards external resources is supported. For this purpose, 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 our university's new 2021-2025 Strategic Plan and the Research and Development PDCA cycle, our number of Web Of Science publications and SCI articles for the last 3 years have increased steadily. Since 2020, ÇOMÜ has exceeded the previous year every year and reached the highest number of publications and citations in its history. Our university has provided researchers with the opportunity to offer more BAP support on the condition of publishing in Q1-Q2 journals, increased congress participation support, and added project writing criterion to the appointment and promotion criteria. Thus, research motivation was tried to be further increased. In this way, the average number of Q1-Q2 publications was 250 in 2021 and 285 in 2022.

The institution aims to make effective use of resources such as TUBITAK, EU, GMKA, TUSEB, UDAP, Industrial Organisations, etc. in addition to its budget and BAP resources for research and development activities. In the institution, resources within the university are managed in a way to support priority research areas and are accessible. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with the needs/demands.

Domestic support is monitored by BAP (<http://arastirma.ÇOMÜ.edu.tr/>). In addition, Application and Research Centres, Çanakkale Technopark, TTO, ÇOBİLTUM and Revolving Fund Management Directorate work as support units.

External sources are the supports provided from institutions such as UN, EU, Foreign Mission, TUBITAK, GMKA, UDAP, TUSEB, Projects and Protocols with Industrial Organisations, etc. The foreign ones of these supports are monitored by the External Relations Coordination Office.

In 2022, 10,606,000.00 TL was transferred to BAP resources for research and development infrastructure and development. Of this, 7,071,580,00 TL was spent on R&D activities. With these expenditures, projects both in our priority areas and in other fields were supported and expenditures in the relevant field increased compared to the previous year (<http://arastirma.ÇOMÜ.edu.tr/>). There are directives and implementation principles for the effective use of these resources. Total Financial Value of External Support Projects completed in 2022 is 3,292,171,016 TL. Of these, 1,003,590.00 TL (58-k) and 1,607,177.32 TL (TÜBİTAK), 34,120 euro (Erasmus+). Apart from these, 31 ongoing Erasmus+ and EU-funded projects have a budget of 1,175,446 euro and the ReYou project has a budget of 12 million euro. We also have 428 ongoing BAP, 52 TÜBİTAK and 3 58k projects. In addition to these, the projects of 5 faculty members were entitled to receive support from TUSEB in 2022. The contract signing and account opening processes of the relevant projects are ongoing. In addition to these, alternatives are tried to be multiplied.

We do not have a post-doctoral programme, but we have students who apply to pos-doc programmes of different universities and their outputs are monitored by our external relations coordinatorship. Our External Relations Coordinatorship is working on the realization of post-doctoral research and we also have academic staff who benefit in this regard. There are plans and practices regarding the institution's methods for the use of non-university resources and the establishment of support units,

and necessary improvements are being made.

Our university attaches importance to the creation and realisation of projects that produce added value within the industry-university cooperation under the guidance of the 2021-2025 Strategic Plan, UN Sustainable Development Goals and the Presidency SSB Development Plan. In order to increase research capacity and entrepreneurship, academic staff and especially doctoral students will be supported and increasing the activities carried out with incubation centres will be prioritised. At the same time, sector integrated education is provided in undergraduate and associate degree programmes, which can enable our students to adapt to the business life after university more easily and offer advantages in terms of career. In this way, our students have the opportunity to transform their theoretical knowledge into practice before the end of their education life.

ÇOMÜ carries out studies on its prioritised and successful research areas. These areas are Biotechnology, Environment, Genetics, Food and Agriculture, Polymer, Material Sciences, Nanotechnology, Marine, Aquaculture and Fisheries Technology, Physics, Astrophysics, Aviation and Space 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. By receiving very serious support in these areas, projects, publications, doctoral programmes, etc. are trying to carry out more studies.

With the institution-wide adoption of the institutional accreditation and the goal of becoming a research university candidate put forward by our Rectorate, our research outputs in 2021 reached the highest level. The motivation achieved continued to increase in 2022 with the receipt of Institutional Accreditation, which is one of the goals of our University. Practices related to the research policy, strategy and objectives adopted by all units in the institution are systematically monitored and measures covering all fields and programmes are taken according to the monitoring results. ÇOMÜ wants to become a university that focuses on technological products and innovation and is oriented towards more R&D and project-oriented studies. In this context, it has also started to work to become a "Research University" candidate. The strategic plan has also been renewed in this context. The results and stakeholder opinions related to the management of research and development processes at our university are systematically monitored and measures are taken by evaluating them together with stakeholders.

The management of research and development processes is carried out by the commissions established under the chairmanship of the Rector and the boards formed by the directors of application and research centres. In this sense, our various key indicators and achievements are presented in the annex. Research performance is monitored with various indicators by Teknopark, TTO, ÇOBİLTUM, BAP unit, Revolving Fund Treasury, Patent Unit, Quality Assurance Commission and Quality Assurance Office. At the same time, while collecting data, performance indicators used in the preparation of documents such as Institutional Evaluation Analysis, ÜBYS, ÇOMÜ in Numbers, Strategic Plan Performance Indicators, Annual Report, YÖK University Scorecard, YÖKAK Performance Indicator, KİDR, Self-Assessment Reports are also utilised.

Our research policy, goals, strategy and priority research areas were determined during the preparation of the 2021-2025 Strategic Plan, in which our stakeholders also participated. These are in line with the mission of our university and guide research decisions and activities. Our university's research approach, priorities, its relationship with the education function, the research performance expected from academic staff, the kind of management adopted for research and development, research support units and development goals, institutional research preferences, the institution's leading research focuses, centres of excellence,

especially the research emphases it wants to declare, and these superior centres, which are more agile compared to other units, come to the fore in institutional implementation processes. In this context, our research policy is implemented in a way that is known, adopted and trusted by the employees of the institution. The approaches adopted for 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 have been determined; practices are developing in line with these institutional preferences. The effectiveness and success of research management is monitored and continuously improved. The relationship of research with local/regional/national development goals, socio-economic-cultural contribution, level of national and international competition, awareness, continuity and ownership of research by institutional stakeholders are managed. The impact of research outputs on local, regional and national development goals is evaluated and related improvements are made. There are practices carried out in line with the research policy, strategy and objectives defined throughout the university, practices related to the research policy, strategy and objectives in the institution are monitored and measures are taken according to the monitoring results. In this context, we have internalised, systematic, sustainable practices and these are improved by the relevant commission and senior management with the participation of stakeholders who want to contribute.

In this context, a commission has also been established under the chairmanship of Vice Rector Prof.Dr. Okhan AKDUR in order to increase the studies and outputs for the candidacy of the university as a research university and to make improvements. Our university also has an education and research policy especially for the Balkans. It is seen that the management and organisational structure of research and development processes at our university are implemented in line with institutional preferences and the functionality and related results of this structure are monitored and necessary measures are taken and improvements are tried to be made. In our university, researches are carried out by 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 internalised, systematic, sustainable and exemplary practices, some of which are exemplified above.

Application processes for graduate programmes are online. The number of enrolled students and graduates and development trends have increased over the years and are monitored. New doctoral programmes are also being opened. The institution has a partial policy of inbreeding its own graduates, but researchers are first directed to post-doc studies in order to gain experience and develop themselves, and then they can only be employed in line with the priority needs of the institution within the framework of merit and fairness.

The proportion of researchers with doctoral degrees and the overlap between research objectives and actual studies are monitored by the relevant departments and the Graduate School. Systematic activities such as training, seminars, meetings, workshops, project markets, etc. are carried out to improve the research and development competence of academic staff. Mechanisms to encourage inter-institutional collaborations, interdisciplinary initiatives and joint initiatives that will create synergy are available and effective. In this respect, the examples given in the first section are the most meaningful outputs. There are joint networks and research groups such as the Union of Step Universities and the Union of Thrace Universities. In our university, practices for improving the research competence of academic staff are monitored and the results of the monitoring are evaluated together with the academic staff and measures are taken. In addition, although national collaborations are sufficient in our university, necessary practices are encouraged, monitored and evaluated with the relevant stakeholders to increase joint programmes and joint research activities between institutions at the international level.

Our university has graduate programmes that are compatible with and support research policy, objectives and strategies. The postgraduate education programmes carried out especially in Kale and Doğtaş companies and the postgraduate theses carried out in line with 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 organised to encourage the use of non-university resources. The use of non-university resources in research and development activities is monitored. In these processes, although the balance between the units is tried to be observed, the priority areas of the university are prioritised. In the light of the information provided, processes are improved in line with the budget and existing facilities.

Management of research processes

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

Evidence

[Araştırma Geliştirme Süreçlerinin Yönetimine Yönelik Kanıt ve İyileştirmeler.doc](#)

Internal and external resources

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

Evidence

- [Araştırma Geliştirme Süreçlerinin İç ve Dış Kaynaklarına Yönelik Kanıt ve İyileştirmeler.doc](#)

Doctoral programmes and postdoctoral opportunities

Maturity Level: The institution offers doctoral programmes and post-doctoral opportunities that are in line with and support research policy, objectives and strategies.

Evidence

- [Lisansüstü Öğrencilerin Akademik Gelişimine Yönelik Eğitimler ve Doktora Sonrası İmkanlar.doc](#)

2. Research Competence, Collaborations and Supports

Our university has not only taken the fruits of the practices carried out within the scope of R&D Quality Assurance Policy and PDCA cycle with YÖKAK Institutional Accreditation, Balkan and internationalisation studies, but also successfully carried the research and development quality assurance to a higher bar by being successful in international rankings and ISO external evaluation processes. In 2022, our university started quality accreditation studies for ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Educational Institutions Quality Management System, ISO 56002: 2019 Innovation Management System, ISO 37001: 2016 Sustainable Development Management System, ISO 26000: 2010 Social Responsibility Management System and ISO 10002: 2018 Customer Satisfaction Management System within the scope of conducting education and research activities in order to support its academic staff during the project application process stages in UN, EU, and foreign mission projects and to register institutional quality assurance processes. Our university was the first and only higher education institution in Turkey to apply to the STAR Accreditation Agency with 10 undergraduate programmes. In order to maintain and improve the research competence of academic staff at our university, Çanakkale Technopark, TTO,

ÇOBİLTUM, SEM, UZEM, Library and Documentation Department, IT Department, Personnel Department, Application and Research Centres and Quality Assurance Office organise various seminars, workshops and conferences.

Practices for the evaluation and development of the research competence of academic staff at our university are carried out in a manner covering all fields. Appointment and Promotion criteria are applied (<https://personel.ÇÖMÜ.edu.tr/mevzuatlar/akademik-kadro-appointment-criteria-r7.html>).

At our university, multiple research activities and practices such as intra-institutional and inter-institutional collaborations at national and international level, participation in research networks with research units and establishing collaborations are carried out to cover all fields (<https://www.ÇÖMÜ.edu.tr/arastirma-merkezleri>). In order to support its research infrastructure, ÇÖMÜ carries out joint studies with the laboratories and research centres of other universities. All academic staff benefit from these opportunities (<http://merkezlab.ÇÖMÜ.edu.tr/>).

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

In line with the improvements recommended by our Quality Assurance Commission and the staffing opportunities allocated to our University, 102 research assistants were recruited in 2020, 90 in 2021 and 44 in 2022. In accordance with the improvement suggestions of our Quality Assurance Commission, a total of 55 academic and administrative staff orientation trainings were organised in 2021, 32 for our academic staff who started to work for the first time and 23 for our administrative staff. In 2020, the application, which was carried out for the first time in 2020, gained continuity, and in 2022, a total of 28 orientation trainings were organised, 11 for our academic staff and 11 for our administrative staff who started their duties for the first time. In 2022, in cooperation with the Quality Assurance Office and the In-Service Training Branch Directorate of the Personnel Department, many in-service trainings were planned online or face-to-face in order to support the academic / administrative staff of our university to gain today's competencies. The implementation of the planned in-service trainings started in 2023. The "Academic Training and Development Programme", which started to be organised free of charge by ÇOBİLTUM in 2021, continued to be organised in 2022, including train-the-trainer, statistics, scientific research and project writing trainings. 6311 academic/administrative staff and students participated in the trainings organised in 2022, 360 hours of training and 2578 certificates of participation were given. Apart from the "Academic Training and Development Programme", ÇOBİLTUM also organises training programmes to increase the research competence of academic staff. In 2022, ÇOBİLTUM organised 56 hours of trainings in different specialities other than ÇOBİLTUM "Academic Training and Development Programme". For example, Project Cycle Management Training, National and International Funding Opportunities Training, Introduction of TÜBİTAK Academic Supports, EU Project Opportunities Training, Patent Valuation and Commercialisation Processes Training. In 2021, in order to increase the competencies of our academic staff, the online trainings of the Presidential Human Resources Office were also started to be utilised.

In 2022, as in 2021, the Graduate Student Congress was organised as a member of the Union of Trakya Universities. Within the Union of Thrace Universities, work has started to organise a project market hosted by our university and it is planned to be held in April 2023. As of 2021, within the scope of improving the processes, the transition process of BAP Undergraduate Student Research Project (LÖAP) Support application was implemented and put into practice in 2022 with the amendment of BAP Application Principles. The relevant project type; It is a type of project that

successful students enrolled in formal education programmes of the units of our university where undergraduate education is given for 4 years or more can benefit with an upper limit of 10 Thousand TL + 2 Thousand TL (Travel for Congress Purposes). It is a type of project support created to create R&D cultures, to encourage research activities and to encourage research. Faculty members of our university will make the application as an executive. Thus, the number of student-faculty interactive projects will be increased for our undergraduate students. In addition, our university encourages participation in the TÜBİTAK 2209-A programme, which supports our undergraduate students and faculty members to carry out research in cooperation. Some training activities are carried out within our units in this context (e.g. Faculty of Education, Faculty of Political Sciences). In 2022, ÇOMÜ became the 16th university to receive the most support in the TÜBİTAK 2209-A University Students Research Projects Support Programme, to which 82 universities applied and 174 universities were entitled to receive support.

Apart from the BAP Undergraduate Student Research Project (LÖAP) Support, Independent Research Projects (62,500 + 7,500 (Congress travel) = 70,000 TL), Thesis Projects (Master's Degree: 37,500 + 7,500 (Congress travel) = 45,000 TL, PhD, Speciality in Medicine and Dentistry, Proficiency in Art: 50.000 + 7.500 (Congress travel) = 57.500 TL), Rapid Support Projects (25.000 TL), Industry Cooperation Projects (maximum university contribution of 262.500 TL), Advanced Research Projects (256.000 + 7.500 (Congress travel) = 263.500 TL), Co-financed Scientific Research Projects (375.000 TL (up to a maximum of 10% of the main project budget)). In 2022, with the improvement made in the application principles, new project support types were added as well as the upper limits of project support were increased. At our university, projects and collaborations for national, international and regional needs are prioritised by conducting widespread impact analysis. There are many success stories in this regard from social sciences to applied sciences at our university. In order to bring the business world and faculty members together, visits to the business world are organised together with Teknopark and trainings are given to the teaching staff in this direction. Technopark's efforts to encourage faculty members to develop products continue to increase.

With the initiative of the Department of Urban and Regional Planning, Faculty of Architecture and Design, a cooperation protocol was signed between ÇOMÜ and NETCAD Academy. With this protocol, NETCAD software will be used free of charge for educational purposes by students and faculty members in all faculties of ÇOMÜ. Students will be able to benefit from NETCAD Campus Training Certificate Programmes with a 90% discount. With the cooperation, events such as technology days, symposiums and workshops will be organised at ÇOMÜ campuses throughout the year.

The first Academic Ethics Application and Research Centre in Turkey was established at our university and high-budget Erasmus KA2 projects with international participation have started to be carried out to prevent plagiarism in universities. The most important of these is the project titled "International Partnership on Plagiarism Prevention in Universities", which is funded by the Social Sciences and Humanities Research Council of Canada with a budget of 2.5 million Canadian Dollars, in which ÇOMÜ Academic Ethics Application and Research Centre represents our country and consists of 9 countries, 33 institutions and 55 researchers, including the United States of America, Belgium, Czech Republic, France, England, Canada, Portugal and Slovenia. 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 centre, a dictionary of academic integrity was published. This success is an indication that the studies carried out at our university to increase the quality of higher education also contribute to internationalisation. The Academic Ethics Application and Research Centre organised the Academic Integrity Doctoral Summer School in 2022. Lecturers from Canada, the USA, the UK, Sweden and the United Arab Emirates participated in the relevant summer school programme, and PhD students were trained by

the instructors for a week on academic integrity.

In 2021, our Rectorate realised important university-industry cooperation protocols with many famous companies in the field such as Uluova Süt Ticaret A.Ş., Kale Holding A.Ş., Doğtaş A.Ş., Dardanel Önentaş Gıda San. A.Ş., Ministry of Health Istanbul Provincial Directorate of Health, Yaşık Makina, Polifarma AŞ, Facebook, Turkcell, etc. It has carried out important university-industry cooperation protocols with many famous companies in its field and started to operate these protocols. Facebook, which also incorporated Instagram and WhatsApp, opened one of its Regional Community Centres called Facebook Station in Çanakkale Technopark. In 2022, the protocol realisation process continued, and in this context, Damen Shipyards Antalya Deniz Araçları San. Tic., GESTAŞ A.Ş., ELİT Chocolate, and other important university-industry cooperation protocols.

The "Protothinks Çanakkale Design and Prototype Development Centre" project, which is supported within the scope of the Financial Support Programme for the Development of Industrial Infrastructure of the South Marmara Development Agency (GMKA), is of great importance in terms of technological developments with the feature of being the "First Design and Prototyping Centre of the Region". This is because all early-stage, SME and design-production companies, academics and students in the region will be able to receive technical support in prototype and design development.

In the field of energy, the project titled "Renewable Youth Energy/RE-YOU (Renewable Youth Energy/Yenew You) Operation", which was deemed worthy of support within the scope of the European Union Instrument for Pre-Accession Assistance (IPA), is being carried out in cooperation with Balıkesir University with the support of the South Marmara Development Agency. The project is a first in Turkey as there is no authorised certification body in the field of Renewable Energy in Turkey. Accreditation applications to the Vocational Qualifications Authority and TÜRKAK have also been made in this important project, which aims to provide unemployed young people between the ages of 18-29 in TR22 South Marmara Region with the necessary qualifications to be employed in the renewable energy sector and to increase the employment of unemployed young people in institutions in the field of renewable energy. An accredited Global Wind Organization (GWO) training centre will be established in the Continuing Education Centre of both universities and all kinds of basic safety trainings will be provided in the field of wind energy. As of 2022, the audit process has started and it is planned that ÇOMÜ SEM will be the authorised institution to provide GWO approved Basic Safety Training (BST) by 2023. After becoming an authorised institution, GWO Basic Safety Training (BST) registrations will be opened in 2023 and as soon as possible, trainings will be provided to unemployed young people between the ages of 18-29 in TR22 South Marmara Region to gain the necessary qualifications to be employed in the renewable energy sector.

Many project activities are carried out by the academic staff of our university within the scope of 58 K projects/protocols. With these protocols within the scope of university-industry cooperation, 8 projects were carried out in 2022 and 5 of these projects were completed. The industrial organisations that carried out projects in cooperation are as follows: Syngenta Agriculture San. Tic. A.Ş., Gemak Gıda Makineleri ve Tic. A.Ş., Sööz Karavan San. Tic. Ltd. Şti., Atiye Laçın Gıda Tur. San. Tic. Ltd. Şti., Dibako Food Machinery San. and Tic. Ltd. Şti., Misya Su Ürünleri San. ve Tic. A.Ş., Ece Boya Kimya Sanayi ve Tic. A.Ş.. 58 Within the scope of K projects/protocols, our faculty members carry out various projects every year and produce qualified publications scanned in national and international indexes from these projects carried out with the support of industrial organisations.

In addition to the Non-Thesis Master's Programme of the Department of Business Administration,

which has been carried out by the Department of Business Administration of Biga Faculty of Economics and Administrative Sciences in cooperation with Kale Group and Doğtaş Kelebek Furniture since 2017, another graduate programme was added in 2020. In this context, the Department of Industrial Management and Digital Transformation Non-Thesis Master's Programme (B.Ö.) started education for the first time in the fall semester of the 2020-2021 academic year. These programmes continue within the scope of university-industry cooperation with the participation of Kale Holding A.Ş. and Doğtaş A.Ş. employees, one of the leading enterprises in our region. In addition, Prof. Dr. Nazan YELKİKALAN, one of our Quality Commission Members, was appointed to take part in the Civil Society Advisory Board established by the Ministry of Interior General Directorate of Relations with Civil Society. The relevant faculty member has been contributing to the work of the relevant Board since 2020. In 2022, the Civil Society Organisations Application and Research Centre was established within our university under the leadership of our relevant faculty member. This Application and Research Centre supports the activities of the Ministry of Interior - General Directorate of Relations with Civil Society. In addition, the Çanakkale Civil Society Guidance Workshop was held by our relevant unit in 2022 in cooperation with the Ministry of Interior-Directorate General for Relations with Civil Society. More than 120 representatives of associations and NGOs in Çanakkale participated in the event.

Within the scope of the 2022 Technical Support Programme of the South Marmara Development Agency (GMKA), our university received support for two projects. Within the scope of these supports, training was given to our academic staff on Patent Valuation and Commercialisation Processes of ÇOMÜ. In addition, ÇOMÜ Ezine Vocational School Ezine Region Milk Quality Improvement for Technical Staff Advanced Validation and Qualification Competence Training Project was also carried out.

Theoretical and practical trainings were provided to the members of the Commodity Exchange within the scope of the 'My Future is My Profession' theme of the Ministry of Industry and Technology in the project titled "ÇOMÜ-ÇTB Joining Hands to Increase the Qualification of Vocational Staff in Quality Food Production" supported by the South Marmara Development Agency (GMKA) in partnership with Çanakkale Commodity Exchange and ÇOMÜ Çanakkale Faculty of Applied Sciences.

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

In this context, our young entrepreneur students within our university are seriously supported by the faculty members of our University, Science and Technology Application and Research Centre (ÇOBİLTUM) and Çanakkale Technopark with the coordination of our Rectorate. In this context, the Technology Ambassadors Project was implemented in 2022 under the leadership of ÇOBİLTUM. Within the scope of the project, it is aimed to support young people who are interested in technology and innovation sociologically, psychologically and technically, and to make each student a project-oriented individual with an entrepreneurial spirit. In this context, workshops and panels have been held (e.g. Back to Campus). In addition to this project, Algan Technology Team (UAV Team), IEEE ÇOMÜ student group, ÇOMÜ Digital Game Arts Society, ÇOMÜ Google Developer Student Club are supported under the leadership of ÇOBİLTUM. With these supports, it is ensured that students and academic staff develop projects in co-operation and are also supported by Teknopark.

The academic staff and students of our university won a total of 28 medals and awards, 17 in 2020, 6 in 2021 and 5 in 2022 (ISIF, OFEED) at the International Invention Fairs (ISIF, OFEED) they participated in with the inventions they developed as a result of their research and development

activities.

In 2021, the students of our University are achieving success with the projects they carry out with their counsellors. Within the scope of TÜBİTAK 2209-A University Students Research Projects Support Programme, 17 students from Çanakkale Onsekiz Mart University Faculty of Education and Faculty of Arts and Sciences in the 1st semester of 2021, and 14 students from the Faculty of Arts and Sciences in the 2nd semester of 2021 within the scope of 2209-B University Students Research Projects for Industry were entitled to be supported with their projects. In 2022, within the scope of TÜBİTAK 2209-A- University Students Research Projects Support Programme, our university became the 16th university to receive the most project support among 182 universities with 66 project support.

Lecturer from the Pharmacy Services Programme of the Vocational School of Health Services of our University. İlke Karakaş and Biology Department students Leyla Buse Sağır, Neslihan Tokman, Sude Çardak and Tuğba Delikaya and academic advisor Prof. Dr. Nurcihan Hacıoğlu Doğru, the bioNNova team made it to the finals in the Biotechnology Innovation Competition idea category at Teknofest 2022 with the work titled "Biodeisinfectant" among 3592 teams. In addition, in the 2242 University Students Research Project Competition, where a total of 583 project applications were made in the fields of Smart Cities and Transportation, Information and Communication Technologies, Education, Energy and Environment, Food and Agriculture, Machinery Manufacturing and Automotive, Health, Defence, Space and Aviation, Social Innovation and Entrepreneurship, which was organised by TUBITAK for the tenth time this year, "The Use of Cartoons in Primary School Mathematics Course Teaching" prepared by Zehra Gül Çiçek, Merve Felek and Ebru İşözen under the supervision of our faculty member Assoc: Pırl Cartoon Film Example" has been qualified to participate in the final competition in 2022.

The performance of academic staff is monitored through institution-specific strategic plan monitoring and evaluation reports, ÇOMÜ in Numbers, Course and Instructor Evaluation Surveys, AVESİS, YÖKSİS, and ÜBYS Institutional Performance Evaluation system. The number of publications, citations, projects, patents and inventions are dynamically monitored, and the appointment and promotion criteria updated in 2020 are used as another monitoring mechanism. In 2022, the appointment and promotion criteria were reorganised taking into account the needs, and the updated version will be implemented as of 2024. Faculty of Education, Faculty of Medicine, ÇOBİLTUM, Teknopark TTO, Continuing Education Centre, Distance Education Centre, 45 Application and Research Centre, Library and Documentation Department, IT Department, Quality Assurance Commission, Quality Assurance Office, etc. Many trainings such as writing domestic and international projects, patent applications, publishing in SCI indexed journals, scanning literature by using databases with off-campus access, training of trainers, content preparation in distance education, orientation, quality assurance, ÜBYS and UMIS ÜYBS training, etc. have started to be provided to the academic staff by our units such as our units, and the number of publications has naturally increased with the strategic goals set by each unit and department in their own strategic plans. In this context, our efforts to ensure that research outputs are for social benefit will continue to increase with a higher motivation with the quality leadership of our Rector Prof. Dr. Sedat MURAT with an agile, transparent and participatory management approach. Studies for the realisation of the project market hosted by our university within the Union of Thrace Universities have started and it is planned to be held in April 2023.

Systematic activities such as training, workshops, project markets, etc. are carried out to improve the research and development competence of academic staff. The institution has plans and mechanisms for multiple research activities such as joint programmes 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 academic staff throughout the institution and improvements are made within the budget and possibilities.

Research competences and development

Maturity Level: In the institution, practices for improving the research competence of academic staff are monitored and the results of the monitoring are evaluated together with the academic staff and measures are taken.

Evidence

- [Araştırma Yetkinliklerin Gelişimine Yönelik Kanıt ve İyileştirmeler.doc](#)

National and international joint programmes and joint research units

Maturity Level: Joint programmes and joint research activities are carried out at national and international level throughout the institution.

Evidence

- [ulusal ve uluslararası ortak programlara yönelik kanıtlar.doc](#)
- [2022 Uluslararasılaşma Faaliyetleri.doc](#)

3. Research Performance

The research activities of the institution are monitored, evaluated and compared with the targets on an annual basis. (See Strategic Plan Monitoring Reports, ÇOMÜ in Numbers 2020-2021 and 2021-2022 Evaluation Report) The recognition of the institution's focus areas within the university, its recognition outside the university; international visibility, expertise, and alignment with the goals are systematically analysed with stakeholder participation in revision processes (see 2021-2025 Strategic Plan Performance Indicators, UN Sustainable Development Goals Indicators, TUBITAK Competence Map Based ÇOMÜ Priority Areas) Academic incentives and recognition mechanisms are used on the basis of performance. The quality assurance directive and the newly prepared award incentive directive guarantee the process. In addition, certificates of appreciation are given to those who perform in quality assurance studies, and the policy of honouring faculty members who achieve success with their academic studies is maintained.

Institution-specific performance indicators are monitored every 6 months and reported annually. In addition, comparative reports, stakeholder meetings and surveys contribute to the improvement of the process. Thus, the mechanisms established to monitor and evaluate the research and development performance of academic staff throughout the institution are used and necessary measures are taken. In these processes, AVESİS, BAPSİS, YÖKSİS, ÜBYS Institutional Performance Evaluation System, Academic Incentive Application Information System, ÜBYS, Strategic Plan Monitoring, ÇOMÜ in Numbers, ÖDR and KİDR reports are used. In this way, the mechanisms created to monitor and evaluate research performance throughout the institution are actively used and improvements are made. In particular, our units and programmes are obliged to monitor the performance indicators of their strategic plans throughout the year.

In general, within the one-year and five-year PDCA cycle processes and workflow calendar, where the research performance of the institution is monitored, the results of both meetings and surveys with the relevant stakeholders are evaluated within the academic calendar and the attached evidence for improvement is generated. Measures such as awarding Q1 category publications with a serious monetary incentive through BAP, increasing the number of databases and providing training to academic staff on publication in SCI indexed journals, database usage and statistical analysis are tried to be taken. In addition, with the update of BAP

Implementation Principles in 2022, many improvements were made and resources were increased significantly compared to previous years.

As of the end of 2022, the number of graduate students is 6049. The number of doctoral students is 786, the number of master's students is 5263, and the number of graduate distance education students is 1280. The number of doctoral graduates is 593 in total. As of the end of 2022, there are 1993 academic staff in our university, 1116 of them are faculty members and 462 of them are research assistants. The ratio of faculty members and research assistants is close to 3/1 on average. The number of YÖK Doctorate 100/2000 Scholarship Programme students is 32. The research performance of our university is continuously monitored systematically from many different sources and joint commissions, and efforts are made to develop and continuously improve it. ÇOMÜ has reached the highest number of publications and citations in its history by exceeding the previous year every year since 2020 in web of science. With 671 wEB Of Science publications in 2020, 764 in 2021 and 762 in 2022, our University reached the highest level in its history. Thus, the number of Web Of Science publications per faculty member at our University has reached the average of research universities as 0.70 and 0.53 in terms of the number of SCI, ESCI and AHCI publications. The number of WOS citations of the institution is 882. ÇOMÜ WOS h-index is 11.

In general, the Total Number of National Patent Applications is 48, the Total Number of International Patent Applications is 16, the Number of Invention Notifications received in 2022 is 6, and the Total Number of Invention Notifications is 116. In addition, 5 national patent and 3 trademark applications were made from our University in 2022. 5 national, 2 international patent registrations and 3 national utility model registrations were made in 2022. Faculty members of our university received a total of 15 international awards in 2022. As of the end of 2022, the number of Çanakkale Technopark companies is 57, and the number of companies of our university faculty members in our Technopark is 23. As of the end of 2022, 428 BAP and 52 TÜBİTAK projects are being carried out at our university. In our university, 1 EU project was completed in 2022 and 31 EU projects are actively ongoing. In 2021, 1 UDAP supported project was supported. 1 externally supported project was carried out and continues to be carried out under the leadership of GMKA (RE-You Project). In addition, in 2022, 5 R&D projects based on university-industry cooperation (Article 58/k of Law No. 2547) were completed and 3 of them are ongoing within the Directorate of Revolving Fund Management.

Our University participated in the ISIF'22 International Invention Fair, which was held for the 7th time this year with the support of the Ministry of Industry and Technology, Turkish Patent and Trademark Office, International Federation of Inventors Association (IFIA), World Intellectual Property Organisation (WIPO), European Patent Office (EPO) and Technology Team Foundation of Turkey and has the title of being the international invention fair with the highest number of visitors in the world, and returned with 1 gold, 2 silver, 1 bronze and 1 WIPO Best National Invention award.

Our university measures/evaluates its research activities through strategic plan monitoring and evaluation reports, ÇOMÜ in Numbers, BAPSİS, AVESİS, ÜBYS and YÖKSİS, as well as through annual activity reports, SER, IER and surveys, and then takes measures for improvements. In order to monitor and evaluate the research and development performance of academic staff, applications covering all areas are regularly monitored and improvements are made by evaluating the monitoring results together with stakeholders. Academic Incentive Application Information System is one of these applications. The infrastructure facilities needed to increase research performance are constantly being developed within the central budget and facilities, the shares allocated to projects are increased, and practices such as academic incentives to increase the performance of researchers are tried to be carried out as

practices that honour them with events such as ÇOMÜ Days, etc. In this context, a rewarding directive, which has been started to work since 2022, is also being completed.

Practices for monitoring and evaluating research performance at the institution are carried out in a way to cover all areas and units (including research centres). It is monitored whether research activities achieve their objectives. Internal stakeholder meetings are held on how to make the necessary improvements by analysing annual reports, SER and IER Self-reports. In particular, the senior management takes decisions for improvement in the commissions where the rector or vice-rector is also present. Thus, it can be seen that there are practices for monitoring and evaluating the research budget performance of the institution. Research budgets are supported by the general budget and the shares transferred to BAP. Considering the increasing needs over the years, the allocated budgets are also increasing.

The research performance of each academic staff (researcher) is monitored through BAPSIS, AVESIS and ÜBYS. The relevant processes are guided by the Quality Assurance Commission, BAP Unit, External Relations Coordinatorship, Graduate School and ÇOBİLTUM. Research performance is monitored and evaluated on an annual basis and used in line with institutional policies. Outputs, average values of the group and scatter are shared transparently and can be monitored through institutional evaluation analysis and our AVESIS page. It is ensured that performance evaluations are systematic and permanent. In order to reinforce this, additional indicators called ÇOMÜ in Numbers have been added. The research activities of our university are monitored and evaluated on an annual basis, compared with the targets, and the reasons for deviations are discussed at the relevant commission and board meetings and necessary measures are taken. The awareness of the institution's focus areas within the university, awareness outside the university; international visibility, analysis of expertise claim issues, and compliance with the targets are systematically analysed. In this context, efforts are made to increase the performance required for institutional accreditation and research university candidacy. In this way, it is ensured that performance evaluations are systematic and permanent. Changes in the research budget over the years, its share in the total budget, and changes in the components of state appropriation/national competitive funds/international competitive funds are monitored. These are also stated and monitored in detail in the YÖK Scorecard. The compatibility of these quantities with the mission and goals of the institution, successes and failures are evaluated and continuous improvement processes are tried to be internalised throughout the institution. In summary, the research and development performance of academic staff is monitored and evaluated and improved together with the academic staff. 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, all these are processes based on continuous improvement that are difficult and labour-intensive to increase the research potential of a public institution with central budget constraints. The determination, effort and success of the Rectorate of our university in managing the process expresses how valuable the road travelled is and how the results of our process improvement studies are obtained.

Monitoring and evaluation of research performance

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

Evidence

- [Kurum Araştırma Performansının İzlenmesi ve İyileştirilmesine Yönelik Sistemli ve](#)

Evaluation of lecturer/researcher performance

Maturity Level: The research and development performance of the academic staff is monitored, evaluated and improved together with the academic staff.

Evidence

- [Araştırmacı performansının değerlendirilmesi ve ödüllendirilmesine yönelik kanıtlar.doc](#)

D. SOCIAL CONTRIBUTION

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

Our university has a quality assurance policy, quality assurance PDCA Cycle, PDCA Cycle and process operation calendar for social contribution processes. The management and organisational structure of the institution's social contribution processes are improved year by year. For example, while the Rector Advisor Responsible for Social Responsibility Projects was appointed in 2020-2021, within the scope of the improvements planned to be carried out in 2022, the Corporate Communication Coordinatorship and the Social Responsibility unit were established within the relevant coordinatorship. The management and organisational structure of social contribution processes is in line with the institution's social contribution policy. Responsible persons are identified in the PDCA cycle. The management and organisational structure of social contribution processes throughout the institution are implemented in line with institutional preferences. The operability of the structure is monitored annually with the data obtained by the quality assurance office within the scope of YÖKAK Performance Indicators, YÖK Report Card, Strategic Plan Monitoring and ÇOMÜ in Numbers, and related improvements are carried out annually.

In 2021, our university has 261 budgeted and unbudgeted social responsibility projects and activities carried out by its students and academic staff. In 2022, 281 budgeted and non-budgeted social responsibility projects and activities were carried out by students and academic staff. Within the scope of improving the defined processes, the Rectorate of our university appointed a Rector Advisor Responsible for Social Responsibility Activities and established a Corporate Communication Coordinator and Social Responsibility Unit at the beginning of 2022. The Social Volunteers Student Community was institutionalised and started to work in coordination with the Social Responsibility Unit. Students were enabled to take part in the unit as part-time students. In addition to carrying out social responsibility activities by the Social Responsibility Unit of our university, many informative meetings have been held by the unit to raise awareness of social contribution in the units, staff and students of our university.

With the establishment of the Social Responsibility Unit of the Corporate Communication Coordinatorship of our university, ÇOMÜ Boutique unit, which has been carrying out social contribution activities at our university for years, has been connected to this unit. In 2022, 16 budgeted and unbudgeted social responsibility projects were carried out by the relevant social responsibility unit. In addition to the activities carried out by the relevant unit, it also serves as a free open market for our students with ÇOMÜ Boutique. With this service, ÇOMÜ Boutique provides free clothing, supplies and household goods to our students. In 2022, a total of 1373 times of food, 1372 times of clothing, 520 times of household goods were provided to our students, and a total of 2811 students benefited from this service free of charge. All projects, except for 16 projects/activities carried out by the social responsibility

unit, were carried out within the academic units of our university. One of the most important reasons for the large number of social contribution activities carried out by students and academic staff within the academic units of our university is the increase in the number of "volunteering studies", "Community Service" and "social responsibility" courses in the teaching plans of the programmes. In 2021, the Faculty of Medicine, Faculty of Dentistry, Biga FEAS, Faculty of Education, Çan School of Applied Sciences included "volunteering studies", "Community Service" and "social responsibility" courses in their curriculum plans, while in 2022, with the addition of the same courses to the curriculum plans of the Faculty of Political Sciences, Biga Vocational School and other academic units, the number of academic units with "volunteering studies", "Community Service" and "social responsibility" courses in their curriculum plans became 13. In addition, our university communities and student council also carry out many activities and social responsibility activities. Within the scope of social contribution activities of our university, activities are organised for the social inclusion of disadvantaged individuals. While 30 activities were carried out in 2021 for the inclusion of disadvantaged groups, 80 activities were carried out in 2022. In this field, apart from the academic units of our university, our centres such as Women and Family Studies Application and Research Centre, Child Education Application and Research Centre, Disabled Athlete Training Application and Research Centre, Oral and Dental Health Application and Research Centre and Health Application and Research Centre carry out effective activities. In 2020 and 2021, 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 and Training, our Rectorate provided the books needed for the education and examination processes of our visually disadvantaged students and a special printer that prints Braille Alphabet through the institutions it cooperates with. The Application and Research Centres of our University are of great importance in terms of social contribution. Many news, project activities and activity presentations of approximately 45 Application and Research Centres are presented as evidence for the social contribution activities of our university.

During the pandemic period, ÇÖMÜ Hospital operated as the only pandemic hospital in the city in 2020 and 2021. After the pandemic period, our University Hospital continues to serve the region effectively. In 2022, the IVF Centre, Dialysis Unit with 11 units and Hyperbaric Unit started to operate within our Hospital. In addition, our Oral and Dental Health Centre Hospital started to operate in 2021 and started to operate effectively in 2022. In 2022, health services were provided to 557,268 patients with 457 physicians within our ÇÖMÜ Hospital and 17,175 patients with 20 physicians within our Oral and Dental Health Centre Hospital. In 2022, health services were provided to 574,443 patients with 477 physicians in total within our university hospitals. Within the scope of increasing the quality of health services provided to the society, our ÇÖMÜ Hospital successfully completed the Ministry of Health Quality Standards in Health audit and received an SDQS Quality Assessment Score of 89.16 out of 100. The process of obtaining ISO 9001: 2015 Quality Management System, ISO 10002: 2018 Customer Satisfaction management system, EN ISO 15189: 2012 Medical Laboratory - Requirements for quality and qualifications certificates, which were initiated in 2021 within ÇÖMÜ Hospital, has been successfully completed. Within the body of ÇÖMÜ Hospital, efforts have started to obtain the Health Tourism Authorisation Certificate issued by the Ministry of Health, which must be obtained in order for health institutions wishing to carry out health tourism activities in 2022 and companies with Group A agency certificate to carry out health tourism activities. The ISO quality certification process, which was initiated in 2021 for the Oral and Dental Health Application and Research Centre Hospital, which started active activities in 2021, was successfully completed and ISO 9001: 2015 Quality Management System and ISO 10002: 2018 Customer Satisfaction management system certificates were obtained. In addition, our university has managed to obtain ISO 26000: 2010 Social Responsibility Management System within the framework of carrying out social contribution and social responsibility activities and ISO 10002: 2018 Customer Satisfaction

Management System quality certificates within the framework of ensuring student satisfaction.

In 2022, 500 students have benefited from food scholarships, and dormitories and ring shuttle services are offered to our students within the main campus. Our students can work part-time in all areas where our University provides services. In addition to these, there is a social market called ÇOMÜ Boutique, which operates within the Social Responsibility Unit of the Corporate Communication Coordinatorship, and our students benefit from free clothing and goods aid from this unit. In addition, the Psychological Counselling Unit of our University carries out support activities for our students and organises trainings. In addition to all our academic and administrative staff and their families, the unit carries out part-time psychological counselling and family counselling activities in ÇOMÜ Nursery and Kindergarten with 1 psychologist and 1 psychological counsellor. ÇOMÜ Nursery and Kindergarten and Multi-Purpose Early Childhood Education Centre (ÇABACAM) also provide active services to the staff of our University and the people of Çanakkale on our main campus. In order to increase the quality of social contribution activities within ÇOMÜ Nursery and Kindergarten, the ISO Quality certification process was initiated in 2022 and successfully completed. In this context, ÇOMÜ Nursery and Kindergarten continues its activities with ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Educational Institutions Management System, ISO 21001: 2018 Educational Organisations Management System quality certificates, which are internationally recognised by IAS, IAF and WAS accreditations. The ISO Quality certification process covering the hotel and restaurant services provided by the Dardanos Campus Economic Enterprise, another unit of our university that supports social contribution activities, was initiated in 2022 and successfully completed. At the end of the process, ISO 9001: 2015 Quality Management System, ISO 22000: 2018 Food Safety Management System, ISO 14001: 2015 Environmental Management System, ISO 45001: 2018 Occupational Health and Safety Management System, GCP Good Catering Practices quality certificates, which are internationally recognised by IAS, IAF and WAS accreditations, were obtained within the Dardanos Campus Economic Enterprise.

In 2022, the Civil Society Organisations Application and Research Centre was established within our university. Within our relevant research and application centre, support is provided to the activities of the Ministry of Interior-Directorate General for Relations with Civil Society. In addition, the Çanakkale Civil Society Guidance Workshop was held in 2022 by the relevant unit in cooperation with the Ministry of Interior-Directorate General for Relations with Civil Society. More than 120 representatives of associations and NGOs within the province of Çanakkale participated in the event.

The State Conservatory of our University published a booklet of scientific and artistic activities and a conservatory catalogue covering the years 2021-2022. With these events, it is also aimed to realise social responsibility and make social and cultural contributions. One of the most important of these activities is the Autism and Music Summer School project organised by our State Conservatory in 2022. The "We are a team" project, carried out in cooperation with our Faculty of Sports Sciences and the Ministry of Youth and Sports, is also an important example.

Many awareness-raising activities based on Women and Family Studies continued to be organised by the Women and Family Studies Application and Research Centre of our university in 2022. Some of these events are as follows: "Combating Violence against Women" Panel, March 8 Women TEDx Programme, Women and Media Seminar Series Programme, Business-Family Life Panel, Women Entrepreneurship Stories Panel and Dynamics of the Future: Strong Women Programme.

Monthly exercise programmes for individuals over the age of 65 continued to be carried out

throughout the year by our Healthy and Active Ageing Studies Application and Research Centre. Within the scope of the project carried out within the Çanakkale Vocational School of Technical Sciences, memory support software was developed for the elderly. In cooperation with the Faculty of Dentistry and the Oral and Dental Health Application and Research Centre Hospital, dental examinations were carried out for children coming from Çanakkale Provincial Directorate of Family and Social Services' Love Homes.

In addition to the above-mentioned exemplary projects, many social contribution activities for stray animals, environmental awareness, disadvantaged groups by our academic units and staff, especially our students, within the scope of the relevant courses or outside the courses realised.

Social contribution activities are also carried out by our units to improve the service processes of Public Institutions. In this field, 17 activities were carried out in 2022. In this context, Gelibolu Piri Reis Vocational School lecturers contributed to the development of the Gelibolu District Strategic Plan (2022-2026). Ezine Vocational School lecturers supported the development of Bozcaada Tourism Master Plan. In cooperation with the faculty members of our Faculty of Engineering and AFAD, UDAP Project No. Ç-19, Monitoring of Local Earthquake Activity in Northwest Anatolia Ayvacık Edremit Region and Imaging of Underground Structure, was carried out. Our faculty members working at Lapseki Vocational School and Faculty of Engineering have carried out various projects in cooperation with the General Directorate of Agricultural Research and Policies. Our Faculty of Medicine has carried out various projects with Çanakkale Municipality, Çanakkale Provincial Health Directorate and Green Crescent.

In order to sustain the social contribution activities of our university, physical, technical and financial resources of appropriate quality and quantity are provided by considering the balance between units, data on the use of resources are regularly monitored through our Quality Assurance Office, and improvement suggestions are presented to the senior management and other relevant units (research centres, coordinatorships, etc.) by the Quality Assurance Commission and the Quality Assurance Office, thus the PDCA cycle is operated. Our social contribution processes are also monitored by the Strategy Development Department, and within the scope of the central budget and opportunities, we try to allocate a share from the annual general budget for our relevant centres according to priority areas, importance and demand. In addition, the general public and private sector can also provide various supports for these activities. Thus, our university manages physical, technical and financial resources in terms of quality and quantity within the scope of sustaining its social activities by considering the balance between the units. In summary, internal and external resources are tried to be created and budgeted and non-budgeted social responsibility projects and social responsibility activities are carried out. The activities carried out in line with the social contribution strategy and goals of our university are periodically monitored by our Quality Assurance Office, and continuous improvement efforts are made within the framework of meetings held with the relevant units and the Rectorate.

Management of social contribution processes

Maturity Level: The results related to the management of social contribution processes and the operability of the organisational structure are monitored and measures are taken.

Evidences

- [1_1_Toplumsal katkı süreçlerinin yönetimi.docx](#)

Sources

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

Evidences

2. Social Contribution Performance

The practices and PDCA cycle related to the social contribution policy, goals and strategy adopted by all units at our university are systematically monitored and measures covering all areas and programmes are taken according to the monitoring results. One of our strategic goals is to increase the quality of health services for the benefit of the community (<http://hastane.ÇÖMÜ.edu.tr/>). In addition, support is provided for local development through trainings required by the society and joint projects with the industry. Many activities are carried out in the fields of agriculture, especially olives, cheese and dairy products, animal husbandry (<http://ÇÖMÜsam.ÇÖMÜ.edu.tr/>) as well as tourism (<http://turam.ÇÖMÜ.edu.tr/>), archaeology (<http://sualti.ÇÖMÜ.edu.tr/>) and history (<http://beuam.ÇÖMÜ.edu.tr/>) in the Çanakkale region.

Breakthroughs have been made in the field of health and especially in the care of the elderly. Intensive activities are offered for disadvantaged groups (<http://cokamaclimerkez.ÇÖMÜ.edu.tr/>). Trainings are provided through the Continuing Education Centre (<http://sem.ÇÖMÜ.edu.tr/>). Projects are carried out for women, children and young people (<http://kam.ÇÖMÜ.edu.tr/>, <http://ÇÖMÜcem.ÇÖMÜ.edu.tr/>).

In addition, regional contributions on environmental and earthquake issues are taken into consideration (<http://daum.ÇÖMÜ.edu.tr/>, <http://cevsam.ÇÖMÜ.edu.tr/>). We also address our sensitivity to the world we live in (<http://dekum.ÇÖMÜ.edu.tr/>). Our other research and application centres and activities (<https://www.ÇÖMÜ.edu.tr/arastirma-merkezleri>) can be reached.

In 2021, our university has 261 budgeted and unbudgeted social responsibility projects and activities carried out by its students and academic staff. In 2022, 281 budgeted and non-budgeted social responsibility projects and activities were carried out by students and academic staff. Within the scope of improving the defined processes, the Rectorate of our university has appointed a Rector Advisor Responsible for Social Responsibility Activities and established a Corporate Communication Coordinator and Social Responsibility Unit at the beginning of 2022. In 2022, the Civil Society Organisations Application and Research Centre was established within our university.

In 2021, students at the Graduate Education Institute, Faculty of Education, Biga Faculty of Economics and Administrative Sciences, Faculty of Science and Letters and Faculty of Medicine of our University also have studies or application courses for students to carry out social responsibility projects. In 2022, with the addition of the same courses to the teaching plans of the Faculty of Political Sciences, Biga Vocational School and other academic units, the number of academic units with "volunteering studies", "Community Service" and "social responsibility" courses in their teaching plans became 13.

With the establishment of the Social Responsibility Unit of the Corporate Communication Coordinatorship of our university, ÇOMÜ Boutique unit, which has been carrying out social contribution activities at our university for years, has been connected to this unit. In 2022, 16 budgeted and unbudgeted social responsibility projects were carried out by the relevant social responsibility unit. All projects other than the 16 projects/activities carried out by the social responsibility unit were carried out within the academic units of our university. In addition, our university communities and student council also carry out many activities and social responsibility activities. Within the scope of social contribution activities of our university,

activities are organised for the social inclusion of disadvantaged individuals. While 30 activities were carried out in 2021 for the inclusion of disadvantaged groups, 80 activities were carried out in 2022. In this field, apart from the academic units of our university, our centres such as Women and Family Studies Application and Research Centre, Disabled Athlete Training Application and Research Centre, Oral and Dental Health Application and Research Centre and Health Application and Research Centre carry out effective activities. In 2022, 1108 hours of training was carried out within SEM, TÖMER, Lifelong Learning Centre, ÇOBİLTUM etc. of our university. 9136 people participated in these trainings. It has been determined that there has been a significant increase in the relevant data of our University in 2021 and 2022 compared to previous years. There are plans, defined processes and practices for monitoring and improving social contribution performance throughout our university, and meetings are held by our relevant units for improvement. In addition, improvements are monitored through meetings held under the chairmanship of the Rector during the year. Meetings are held with our internal and external stakeholders and feedback is received (<http://kalite.ÇOMÜ.edu.tr/>). Some of our social contribution activities are budgeted and non-budgeted social responsibility projects, and the resources allocated to them can be internally and externally supported. In addition, our academic staff also carries out social projects for our students. Apart from these, our Scholarship and Housing Coordinatorship, Student Life Career and Alumni Relations Centre, Barrier-Free ÇOMÜ unit, psychological support unit and the social market in our university also provide great support to our students who are internal stakeholders. In addition to these, the resources (financial, physical, manpower) allocated to other social contribution activities through our research centres and academic units have been identified, shared and institutionalised, and these are monitored and evaluated.

In summary, the social contribution policy of our university expresses the approach of the institution in a holistic manner. Social responsibility (free services; contribution to social and cultural life, contribution of the university to city life; promotion and popularisation of science to society, budgeted and non-budgeted education, seminars and social responsibility projects), knowledge and technology transfer (contracted research, consultancy, service, project to industry; contracted research, consultancy, service, project to public institutions; participation in policy development, sharing of expertise), entrepreneurship, innovative companies, intellectual property, patents, trademarks, facility management (rental income, laboratory services, etc.), training, courses, certificates, diplomas within the framework of continuing education and lifelong learning, and other institution-specific issues, and we have a general quality policy that summarises their place in the institution, goals, strategies, mechanisms, organisational structure, annual budgets or rates, trend over the years, development framework. Social Contribution performance is monitored and tracked by the Quality Assurance Office through institution-specific Strategic Plan Performance Indicators Monitoring Reports and ÇOMÜ in Numbers performance indicators, in addition to YÖKAK Performance Indicators and YÖK Report Card. In addition, our indicators, monitoring, comparison with targets and improvement mechanisms are also monitored by our relevant units (research centres, coordinatorships, etc.) whose web addresses are given in the appendix. The social contribution policy of our university is constantly being improved by considering the management of the social contribution processes of the institution and the organisational structure of the institution by considering the balance between the units.

In 2022, with the establishment and active operation of the Social Responsibility unit of the Corporate Communication Coordinatorship of our University in 2022, it has become our most important unit responsible for the operation of the Social Contribution PDCA Cycle and its operation calendar. In addition to carrying out social responsibility activities by the Social Responsibility Unit, the unit organised many informative meetings to raise awareness of social contribution in the units, staff and students of our university, which is an important proof of its contribution to the process. In addition,

within the framework of more effective and efficient work of our research centres, Application and Research Centres Monitoring and Evaluation Coordinatorship has been established and the centres have been allocated to three vice-rectors according to the relevant fields. In addition, in the stakeholder (Academic/Administrative Staff, Student and External Stakeholder) satisfaction surveys of our University, questions were included to determine the satisfaction of Social Contribution Activities and it was seen that the satisfaction of our stakeholders with the Social Contribution activities of our University was at a high level. The relevant satisfaction surveys and analysis reports of the survey results are presented in the evidence file. As a result, the results related to the management of social contribution processes and the operability of the organisational structure of 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 of the organisation is monitored and improved by evaluating with relevant stakeholders.

Evidence

- [2_1_Toplumsal katkı performansının izlenmesi ve değerlendirilmesi.docx](#)

E. CONCLUSION AND EVALUATION

Strengths

Institutional quality studies started in 2016, the institution's PDCA cycle has been actively operated since 2018, and the institution's PDCA cycle has been closed especially in 2020, 2021 and 2022. To be among the first 16 higher education institutions accredited in our country by receiving YÖKAK Institutional Accreditation on the 30th anniversary of the institution. Our university is among the first 4 accredited higher education institutions in the Marmara Region and is the first and only university accredited in the Step Universities Union and the Thrace Universities Union. The number of accredited programmes has increased significantly to 11 and the accreditation process of 16 programmes is still ongoing. In addition to this, 5 more programmes are preparing to apply for the accreditation process. One of our programmes has international accreditation and 3 programmes have obtained the right to use the TQF logo on the diploma supplement. In addition to our corporate logo on the diploma supplement of our university, there is information that there are quality accreditations for ECTS and Europass Label, YÖKAK Institutional Accreditation Logo, TQF Logo, ISO 9001: 2015 Quality Management System, ISO 29990: 2010 Education Institutions Quality Management System, ISO 56002: 2019 Innovation Management System, ISO 37001: 2016 Sustainable Development Management System, ISO 26000: 2010 Social Responsibility Management System and ISO 10002: 2018 Customer Satisfaction Management System. With these accreditations, ÇÖMÜ graduates have a more prestigious diploma supplement in the international arena compared to other higher education institutions. The momentum achieved in quality processes has also affected the internationalisation performance of the institution. Continuation and further development of education and health tourism policies especially in the Balkans. The scores of the accredited programmes of the university have increased and more qualified students prefer the institution. The increase in the number of foreign students in some accredited programmes and the doubling of the number of bilateral partnerships of the university with international higher education institutions.

The fact that there is an understanding of quality spread and owned throughout the institution and that the senior management, especially the Rector, cares about and owns the quality

assurance processes, and that the members of the senate are also interested in these processes, and that 125 meetings have been held in terms of internalising the processes. Attaching importance to the participation of stakeholders in the process. The number of internal and external stakeholder meetings increased significantly and reached 222. 281 budgeted and non-budgeted social responsibility projects were carried out. Almost all of the programmes defined in the UMİS -ÜYBS programme self-assessment module prepare a Self-Assessment Report every year and try to make improvements in their programmes. The fact that all units prepare strategic plans, strategic plan monitoring (once a year) and unit internal evaluation reports is the most basic indicator that quality studies have been internalised and spread throughout the institution. In addition, the institution serves as a role model for many higher education institutions, especially the university unions of which the institution is a member, with good practice examples.

Publishing a booklet in which regional good practice examples are shared and preparing a quality assurance bulletin within the institution. Stable and sustainable increase in success in almost all quality assurance processes, especially in the period from 2019 to the present. The presence of quality tabs on the unit web pages and the public sharing of all information, documents and reports on these pages, the establishment and operation of quality commissions and infrastructure on unit and programme basis, an exemplary quality assurance directive and legislation infrastructure and comprehensive quality and internal control documentation infrastructure, the participation of internal and external stakeholders in the institution in a way to cover all units, the institution's effective use of internal and external stakeholder participation in decision-making processes, The Quality Assurance Office has set an example for other higher education institutions in our country and provides consultancy support to many higher education institutions in our country, including senior management, the Quality Assurance Office has organised many internal and external training and information meetings. The office provides important support to the Quality Assurance Commission in its field, the work of the Quality and Accreditation Community is shared by the YÖKAK Student Commission and shown as a good practice example, students are YÖKAK evaluators and take part in the quality assurance office. The infrastructure related to the quality assurance system, education, distance education, research and development, social contribution, internationalisation and management system has been established, there are defined processes in the design, implementation and updating of education and training programmes and stakeholders participate in this process, Bologna Information Packages have been completed to a large extent throughout the institution with an occupancy rate of over 93% and are available on the institution's website, The fact that distance education satisfaction is very high in the institution during the pandemic process, the devoted work of academic and administrative staff in this process, the high satisfaction rate of students and academic and administrative staff, the fact that our university ranks high in TÜBİTAK student projects and is among the top ten higher education institutions in our country in student satisfaction. The accessibility of the academic staff, the high level of satisfaction of the students in terms of the relations between students, academic staff and administrators, the richness of associate, undergraduate and graduate programmes that will contribute to regional and local development, the fact that the new structuring of the institute has made a significant contribution to the increase in the quality of education and training and student satisfaction, Lab, library etc. services are open to the use of students, the institution has made cooperation protocols with the public and private sector in order to increase the research competence of the institution and actively conducts them, the diversity of research centres and the existence of studies that take into account local-regional characteristics, the number of publications has increased with the training and incentives provided by the institution, The university's contribution to local and regional development is at an advanced level with important collaborations, the goal of being an entrepreneurial and innovative university has been internalised and embraced throughout the university, the projects of associate and

undergraduate students are also supported by the university's BAP unit, the existence of postgraduate interdisciplinary programmes (agricultural economics, energy resources and management, etc.) has a positive reflection on research activities, Technopark and TTO are active in the institution, research performance is gradually increasing, there are hospitals serving the whole region, the richness of continuing education centre trainings, e-certification. The existence of graduate interdisciplinary programmes (agricultural economics, energy resources and management, etc.) reflects positively on research activities, Technopark and TTO are active in the institution, research performance is gradually increasing, hospitals serving the whole region, the richness of continuing education centre trainings, the diversity of e-certificate programmes, the production of social projects that support the regional cultural heritage of the institution, the implementation of projects that contribute to local producers and contribute to increasing employment, broadcast human resources management and in-service training practices throughout the institution, and the studies of the application and research centres that have an impact on the social and cultural development of the society, The strengths are that the managers exhibit constructive leadership, they are solution-oriented and accessible, the authorities and responsibilities are clear - the activities carried out are in line with the objectives of the institution, there is a strong communication within the framework of quality assurance studies, there is an infrastructure that enables flexible management with common sense and stakeholder participation, there are common human resources practices throughout the institution, there is institutional belonging, there is an integrated information management system that is widely used both in terms of fields of activity and user profile, and giving importance to KVVK and information security processes.

Areas Open for Improvement

Although the infrastructure for quality assurance studies has been established, monitoring and improvement studies throughout the institution are not carried out with full participation, the budget is limited, there is a need for academic and administrative staff, the opportunities for promotion in administrative staff are limited, Performance indicators should be designed in such a way that they can clearly monitor the reason for the existence of the institution and expand it with a participatory and inclusive understanding to include all services and policy documents, programme and laboratory accreditation studies should be expanded to cover more units, the graduate follow-up system is not used effectively, especially the contribution of graduate feedback to achieving the university's policy goals cannot be measured, and it takes a long time to meet the needs of the graduate information system and directives. Although there are many opportunities for interdisciplinary course selections, double major and minor and foreign language preparation programmes, the institution does not use this opportunity effectively. The lack of sufficient awareness throughout the institution within the scope of obtaining the right to use the TQF logo. The fact that the number of programmes offering education in a foreign language is small and this weakens the potential of attracting international students. In addition to Erasmus agreements, the institution is not sufficiently effective in making international joint diploma or double diploma agreements. The fact that the selection of elective courses outside the department is not allowed in the institution constitutes an obstacle to personal development, which is a requirement of today's higher education, the high number of students per faculty member in some programmes, and although academic incentive rewarding is included in the directive, there is no rewarding related to education in practice.

The fact that alumni meetings are not organised with wide participation and are not evidenced by minutes. Failure to adequately embrace the need for better design and definition of relations with alumni, one of the most important stakeholder groups. The need to update the strategic plan, to include institutional risk and scenario management mechanisms in the strategic plan, and to establish a policy on gender equality. Low participation of academic and administrative staff in

train-the-trainer training, academic development training and other in-service trainings and orientations without a senate decision. The lack of In-Service Training records and minutes showing that the In-Service Training Unit of the Personnel Department carries out the trainings on a planned basis, training minutes and evaluations are not carried out, satisfaction surveys are not applied to the participants of the trainings and no documents are given to the participants. Appointing an Energy Manager in accordance with ISO 50001 Energy Management System and Legal obligation, if this manager is not appointed from within the organisation, having an Energy Audit carried out by a consultant firm licensed by EMRA and appointing an energy manager to the buildings, identifying significant energy use in accordance with OEK since energy monitoring and measurement cannot be carried out, Periodic maintenance plans and maintenance forms are created for all devices subject to maintenance in the institution and these are filled in by the relevant department in accordance with the 50001 standard, measurement systems for electricity and natural gas consumption areas are established, (analyser, calorimeter, counter, etc.), calibration plan is created for all devices subject to calibration in the institution and the relevant devices are visited to calibration companies and their reports are obtained.), creating a calibration plan for all devices subject to calibration in the institution and obtaining the reports of the relevant devices by going to the calibration companies, although it is seen that the need for urgent completion of the processes by the Department of Construction Works is seen, the process has not been sufficiently owned due to budget constraints. Within the scope of quality assurance processes, although the web page and documentary deficiencies for academic units and application and research centres have been notified to the relevant units, the process has not been fully operated due to personnel constraints. Graduate self-assessment reports are more sloppy than undergraduate reports. Although all processes are internalised throughout the institution, since the processes are tried to be carried out with full participation on a voluntary basis, the fact that some units do not own the monitoring and improvement studies for various and different reasons stands out as the weaknesses of the institution, and it is thought that these areas open to improvement can be eliminated in the last year before the 5-year YÖKAK institutional accreditation evaluation.