INTERNAL EVALUATION REPORT

ÇANAKKALE ONSEKİZ MART UNIVERSITY

2023

SUMMARY

Çanakkale Onsekiz March University Internal Evaluation Report (IER) for 2023 has been prepared in order to present the processes and activities of the institution "Leadership, Governance and Quality", "Education and Training", "Research and Development" and "Social Contribution" with a holistic approach, taking into account the Guide for Preparing the Internal Evaluation Report (version 3.2) of the Institution prepared by the Higher Education Quality Board (YÖKAK).

COMU 2023 IER has been prepared through assessments of University Quality Assurance Commission, Quality Improvement and Institutional Monitoring Coordination activities, COMU IER 2022, IERs of academic units, Self-Assessment Reports (SAR), SAR and IER Control/Evaluation Reports and Executive Summaries, Administrative Unit Activity Reports, Strategic Plan Monitoring and Evaluation Practices, COMU Data by Numbers, YÖK and YÖKAK performance practices, Stakeholder Satisfaction Survey Results, Comparative analyses, Stakeholder feedback, relevant regulatory documents etc. In the process of preparing the report, the Institutional Accreditation Report (KAR) and the Decision Letter for the year 2021 prepared by YÖKAK for our institution within the scope of the Institutional Accreditation Program (KAP) have been an important guide.

Our university aims to convert its conditional institutional accreditation to full accreditation. The planning, execution, monitoring, and prevention activities carried out in the 2023 IER of our University are included in detail. During the preparation process of the draft report, support was received from the relevant units on the basis of a participatory approach, IERs and SARs prepared by the units were examined, the draft IER for 2023 was evaluated by sub-teams consisting of members of the Quality Assurance Commission of our University and finalized by the Quality Assurance Commission. The finalized IER for 2023 was uploaded to the YÖKAK system after it was approved by the University Senate.

INFORMATION ABOUT THE INSTITUTION

Information about the Institution

1. Contact Information

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2. Historical Progress

Founded on 03.07.1992 with Law No. 3837, Çanakkale Onsekiz Mart University started its education and training life with the newly established Çanakkale Vocational School and Biga Vocational School, as well as the Faculty of Education transferred from Trakya University in the 1992-1993 academic year. Having completed its 31st anniversary in 2023, the organizational development of our University over the years is as follows:

• In 1993-1994 academic year, Faculty of Arts and Sciences, Vocational School of Health Services, School of Tourism Management and Hotel Management

• In 1994-1995 academic year, Institute of Science and Social Sciences, Biga Faculty of Economics and Administrative Sciences, Ayvacık, Bayramiç, Çan, Ezine, Gelibolu and Yenice Vocational Schools

• In 1995-1996 academic year, Faculty of Theology and Faculty of Engineering-Architecture, Faculty of Fisheries,

Faculty of Agriculture,

- In 1996-1997 academic year, Faculty of Fine Arts, School of Health
- In 1998-1999 academic year, School of Physical Education and Sports, Gökçeada Vocational School
- In 2000-2001 academic year, Faculty of Medicine, Lapseki Vocational School
- In 2008-2009 academic year, Gökçeada School of Applied Sciences
- In 2009-2010 academic year, School of Foreign Languages
- In 2010-2011 academic year, Institute of Educational Sciences, Institute of Health Sciences, Faculty of Communication, School of Applied Sciences
- In 2012-2013 academic year, Faculty of Marine Sciences and Technology, Faculty of Architecture and Design, Faculty of Political Sciences, Faculty of Tourism, Çanakkale Vocational School of Social Sciences, Çanakkale Vocational School of Technical Sciences, Çanakkale School of Applied Sciences, Vocational School of Marine Technologies
- In 2015-2016 academic year, Faculty of Dentistry
- In 2017-2018 academic year, Biga Faculty of Applied Sciences
- In 2018-2019 academic year, Faculty of Health Sciences, Faculty of Sports Sciences
- In 2019-2020 academic year, Çanakkale Faculty of Applied Sciences
- In 2020-2021 academic year, Institute of Graduate Studies in 2020-2021 academic year
- In 2021-2022 academic year, Çan Faculty of Applied Sciences, Faculty of Science, Faculty of Humanities and Social Sciences
- In 2023-2024 academic year, Faculty of Music and Performing Arts

Our university has a total of 37 educational units, including the Institute of Graduate Education, 21 Faculties, 2 Colleges, 1 State Conservatory, 13 Vocational Schools under a single roof. At the same time, we have 37 Research and Application Centers.

Our university continues to carry out all its activities with the motto "All Together, Forward".

3. Mission, Vision, Values and Goals

The Quality Assurance System operations of our university were carried out in line with our mission, vision, core values, goals and objectives determined in accordance with the COMU Strategic Plan 2021-2025 in all processes until the end of 2023. Our mission, vision, core values, goals and objectives that we have adopted within the scope of the relevant plan are as follows:

Our Mission:

"To be a quality-oriented and innovative university"

Which raises pioneering and entrepreneurial individuals in their fields; produces R&D-oriented, practice-oriented, multidisciplinary and project-based research; develops sustainable relationships with its stakeholders.

Our Vision:

"To be a strong university in the international arena"

Which aims for quality-oriented development and research-based understanding, with its libertarian, innovative, and entrepreneurial approach.

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 Worthiness

- Belonging

- Environmental Awareness

- Democratic Participation

- Freedom of Thought and Expression

- Ethical Behavior

- Respect for Universal Values

- Respect for Differences

- Initiative, Innovation and Creativity

- Accountability

- Cooperation, Solidarity and Sharing

- Quality Culture

- Integration with the City

- Transparency

- Embracing History and Geography

- Productivity

- Lifelong Learning

Our Strategic Aims:

A 1. To Develop R&D and Innovation Activities,

A 2. Improving the Quality of Education and Training Activities,

A 3. To Develop Services for the Benefit of Society and the Environment,

A 4. Improving Institutional Reputation and Strengthening Institutionalization.

Our Strategic Objectives:

O1.1. To increase academic skills, qualifications and capacity to conduct effective research,

O1.2. To improve infrastructure and facilities related to research and innovation,

O1.3. To increase scientific and innovative outputs that create added value,

O2.1. To improve the quality of education and training activities,

O2.2. To increase the standard of education and training activities,

O2.3. To improve the educational and instructive qualifications of academic staff,

O2.4. To improve students' willingness, capacity and satisfaction with learning,

O3.1. To improve the quantity and quality of services for the society,

O3.2. To develop sustainable projects and practices for the benefit of the environment,

O4.1. To increase institutional visibility,

O4.2. To increase the accessibility of scientific outputs,

O4.3. To protect, develop and sustain the institutional culture,

O4.4. To improve internal fulfillment, communication and cooperation.

Due to the proposal to update the strategic plan activities in the KAR (mission, vision, goals, objectives and policies) in a holistic and relational manner and the low level of target achievement as a result of the strategic plan monitoring activities carried out systematically, the need to renew the strategic plan of our University arose. In this context, the necessary improvement activities were carried out with a participatory and holistic approach, and the 2024-2028 Strategic Plan of our University was put into practice as of 2024.

A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

2. Management Model and Administrative Structure

Within the scope of the mission, vision, core values and policies determined in the 2021-2025 Strategic Plan of our university, it has adopted a quality and sustainability-oriented management model in the process of creating value within the scope of Quality

Assurance, Education-Training, Research-Development, Social Contribution and Management System activities, and continues to implement the management model in a sustainable manner with the mission, vision, core values and policies determined within the scope of the renewed 2024-2028 Strategic Plan.

In the Management Policy adopted within the scope of the 2021-2025 Strategic Plan, our university has adopted the principle of carrying out the processes effectively, accountably, justly, in accordance with universal and institutional values; providing institutionalization and increasing stakeholder satisfaction with a management approach that supports accreditation and the development of human resources, agile quality leadership (A.1.1.1). Within the scope of the renewed 2024-2028 Strategic Plan, the Management Policy, which was created with the participation of our stakeholders who participated in the "Policy Development Commission" and "Policy Development Workshops"; in general, it is adopted as a principle to support the quality leadership approach, stakeholder participation in decision-making processes, operating a performance-based reward and incentive system, digitalization in processes, ensuring corporate culture, strengthening university-city-industry and NGO collaborations, being a university sensitive to society and the environment, strengthening all dimensions of education processes, and supporting institutional structuring for R&D and P&D activities that create added value. (A.1 .1.2). Our Management Policy (A.1.1.14), which was approved by the Senate, was connected with our University's 2024-2028 Strategic Plan goals, objectives and performance indicators with a holistic approach and published publicly on the website.

For more than 30 years, our University, which has been operating in the fields of "education and training", "research and development" and "social contribution", has established its academic and administrative organization chart. The academic structure of our university consists of 21 faculties, 2 colleges, 13 vocational schools, 1 graduate education institute, 37 application and research centers, 3 department heads and 18 coordinatorships affiliated to the rectorate (A.1.1.3). Its administrative structure consists of 8 departments, as well as the Directorate of Revolving Fund Management, Legal Consultancy and Information Access Unit (A.1.1.4). On August 4, 2023, with the Presidential Decree published in the Official Gazette No. 32269 on August 4, 2023, the "Faculty of Music and Performing Arts" was established and efforts are underway to carry out the activities of our State Conservatory through the newly established faculty, and part-time State Conservatory education for primary and secondary education is still continuing. In addition, various coordinatorships were established in accordance with the directives adopted by the Senate in 2023 (e.g. Digital Transformation Office Coordinatorship (A.1.1.5), Sustainability Office Coordinatorship (A.1.1.6), Quality Development and Institutional Monitoring Coordinatorship (A.1.1.7), etc.).

The job descriptions and workflows of the units of our university have been determined and published in the "Quality Assurance and Internal Control/Internal Control" menu on the unit web pages. According to Law No. 2547 on Higher Education, the management and decision-making bodies of our University are: Rector, University Board of Directors and University Senate. In order to support the decision-making bodies, different commissions/boards (e.g. Education Commission (A.1.1.8), Quality Assurance Commission, etc.) also operate effectively. In the senior management of our university, there is also a vice-rector for Research and Planning, Education and Training, and Administration. The units for which the vice-rectors are responsible have been determined and publicly published on the institutional website. Çanakkale Onsekiz Mart University Health Application and Research Center (COMU Hospital), Oral and Dental Health Application and Research Center (DİSMER), Personnel Department are directly under the direct supervision of the Rector. In the organization of academic units, the senior supervisor is the Dean or Director, and the governing bodies consist of the Institute/Faculty/School Board and the Institute/Faculty/School Board of Directors (A.1.1.9). In our Application and Research Centers, the senior supervisor is the Center Director and the administrative body is the Center Board of Directors (A.1.1.10).

As adopted as a principle in the management policy of our university, the active participation of internal and external stakeholders in decision-making processes is supported.(Stakeholder participation is explained in detail in section A.4.1). Necessary improvements are continuously made to increase the effectiveness of stakeholder participation in decision-making processes (e.g. inclusion of Administrative Staff Representatives in the Internal Stakeholder Advisory Board of the Quality Assurance Commission, etc.). As adopted in the management policy of our university, importance is attached to strengthening institutional belonging and institutional culture and internal stakeholders are brought together in systematically organized social events (A.1.1.11).

At the meeting of the Quality Assurance Commission dated 27.02.2023, it was decided to work towards the establishment of National and International Advisory Boards in order to contribute to the development of the activities of our University (A.1.1.12). Within the scope of the relevant decision, action was taken to establish University Stakeholder Advisory Boards in accordance with the Senate Decision dated 01.03.2024 and numbered 07/03, and in this context, Çanakkale Onsekiz Mart University Advisory Boards Directive was put into effect (A.1.1.13). Within the scope of the relevant directive, advisory boards were established (A.1.1.15) and published on the institutional website.

Quality assurance, education and training, research and development, social contribution activities, especially the governance processes of our university, are systematically monitored through strategic plan monitoring practices, Administrative Activity Reports, IERs, etc. and shared openly and transparently with the public on the website. Related processes are systematically monitored through stakeholder satisfaction surveys and monitoring results are also publicly available on the website.

Current Status: Practices regarding management and organizational structure of the institution are monitored and improved.

Evidence

- [(3)A.1.1.1.2021 2025 Management Policy.pdf](#)
- [(4)A.1.1.2.2024 2028 Management Policy.pdf](#)
- [(3)A.1.1.3. Academic Organization Chart.pdf](#)
- [(4)A.1.1.4. Administrative Organization Chart.pdf](#)
- [(3)A.1.1.5. Digital Transformation Office Coordination Directive.pdf](#)
- [(3)A.1.1.6. Sustainability Office Coordination Directive.pdf](#)
- [(3)(4)A.1.1.7. Quality Assurance Directive.docx](#)
- [(3)A.1.1.8 Education Commission.pdf](#)
- [(3)A.1.1.9. Academic Unit Organization Chart Faculty of Education.docx](#)
- [(3)A.1.1.10. Center Organizational Chart.docx](#)
- [(3)A.1.1.11. Social Activity Example.docx](#)
- [(4)A.1.1.12. Decision of Quality Assurance Commission.pdf](#)
- [(4)A.1.1.13. Advisory Boards Directive.doc](#)
- [(4)A.1.1.14. New Management System Policy 24.pdf](#)
- [(4)A.1.1.15. International Advisory Board.pdf](#)

3. Leadership

The quality assurance system activities of our university are internalized and implemented by our internal and external stakeholders. In order to complete the two-year conditional Institutional Accreditation to full accreditation, improvement practices are systematically carried out within the scope of strengthening the quality culture. The activities of our university in all fields until 2024 were carried out with the mission "To be a quality-oriented and innovative university" determined by the Strategic Plan 2021-2025 and the "Agile, Leadership Approach and Quality Assurance Policy" (A.1.2.2) as emphasized in the Management System Quality Assurance Policy (A.1.2.1) adopted within the scope of the same strategic plan. 2024-2028 Strategic Plan (A.1.2.3), which was put into practice in 2024, continues to be carried out within the scope of our core value of "Quality-Oriented Institutional Culture" (A.1.2.3), our goal of "Strengthening Quality Culture and Institutional Resources" (A.5), our "Quality Assurance Policy" (A.1.2.4), which emphasizes the adoption of sustainability in quality processes, and our "Management System Policy" (A.1.2.5), in which we adopt the principle of adopting a leadership approach to the operation of quality processes.

Except for the senior management of our university, the understanding of leadership and coordination is adopted in all academic and administrative units, boards and commissions, and practices are carried out within internalization, authority responsibility sharing and motivation (A.1.2.6; A.1.2.7). Quality assurance activities throughout the institution are carried out by the Quality Assurance Commission determined by the University Senate in accordance with the COMU Quality Assurance Directive (A.1.2.8), the Internal Stakeholder Advisory Board appointed by the Rector, the Assessment and Evaluation Board, the Student Quality Commission consisting of unit student representatives, and the Quality Development and Institutional Monitoring Coordinatorship, which reports to the Rector and the Vice Rector in charge. The Quality Assurance Commission, Advisory Boards and Student Quality Commission systematically hold meetings where quality studies are evaluated, and the minutes of the meetings are published publicly on the unit website. Within the scope of the relevant directive, unit quality assurance commissions under the chairmanship of the unit supervisor in all academic/administrative units and Program Quality Assurance Commissions under the chairmanship of the program manager in all programs within the academic units have been established in order to carry out the quality assurance activities of our university in a coordinated manner (A.1.2.9). Meetings are held systematically by the unit quality assurance commissions to evaluate the quality studies, and the minutes of the meetings are publicly published in the "Quality Assurance and Internal Control" menu on the unit website. Under the coordination of Unit Quality Assurance Commissions and Program Commissions, Strategic Plan monitoring studies, preparation of IER, self-assessment reports, activity reports and other activities (orientation, in-service training, etc.) are carried out regularly every year. In order to guide the improvement activities to be carried out within the units, IER Executive Summary and SAR Executive Summary reports are prepared under the leadership of the unit supervisor every year and published on the relevant menu (Quality Assurance and Internal Control/Internal Control sub-tab) on the website of the units and on the website of the Quality Development and Institutional Monitoring Coordinatorship. Although a small number of academic units did not complete the IER preparation process in 2021, all academic units prepared the IER and IER Control Forms in 2022 and 2023. Likewise, 294 programs in 2022 and 296 programs in 2023, which graduated within the academic units, prepared SAR and SAR control forms. In 2023, it is planned to complete the processes of the missing programs as soon as possible. When the studies and reports carried out in recent years are monitored, it can be said that the determination that "The quality culture in the institution has been internalized in the institution" replaced the determination that "It has been observed that the quality culture in the institution has not yet been sufficiently internalized on the basis of units" stated in the KAR (p. 10) is an indicator of the evidence for these studies.

In addition to fulfilling its administrative duties, the senior management of our university leads improvement efforts in all processes of the university. In this direction, it actively takes part in the planning, implementation, monitoring and improvement processes together with internal and external stakeholders and leads this process (A.1.2.10; A.1.2.11; A.1.2.12).

There is effective communication between the senior management and academic and administrative units. The senior

management attends the academic general assembly meetings held by the units every academic semester and makes detailed performance evaluations. (A.1.2.13) In parallel with the academic general assemblies, administrative general assemblies are also held and opinions are exchanged on improving administrative service processes and working conditions of the staff. (A.1.2.14) Apart from academic and administrative assemblies, evaluation meetings and events (such as holiday celebrations) are also organized between the senior management and units/staff (A.1.2.15).

In addition, the senior management of our university leads its students, one of its most important stakeholders, with its strong communication skills. Established in 2023, the Student Quality Commission held its first meeting under the chairmanship of the senior management. In order to realize the sociocultural development of students at the desired level at our university, the senior management has shown active leadership in the process of transforming student societies, which currently cannot operate effectively enough, into student clubs by taking the opinions of internal and external stakeholders. In 2023, for the first time, comprehensive Orientation Programs were organized for our students at the unit and institution level. Senior management holds regular meetings and frequently meets with students through visits to social areas such as dining halls and libraries (A.1.2.16).

In our university, institutional accreditation, program accreditation, laboratory accreditation and ISO Quality Certification studies are given importance and necessary incentive mechanisms are operated to spread accreditation studies throughout the institution. COMU Quality Assurance Directive defines the duties of the Quality Assurance Commission and the Quality Development and Institutional Monitoring Coordinatorship to promote program accreditations and to carry out institutional accreditation processes (Art.7, Art.17). The related incentive processes are explained in detail in section B.1.5. The practices of the relevant incentive mechanisms have been reflected in the field, and while there was a total of 6 program accreditations in 4 different academic units during the KAP evaluation process carried out in 2021, a total of 15 programs in 5 different academic units were entitled to receive accreditation as of 2024. In 2023, site visits were carried out within the scope of the accreditation processes of 5 undergraduate programs of Biga Faculty of Economics and Administrative Sciences, 2 undergraduate programs of Biga Faculty of Applied Sciences and 1 undergraduate program of Faculty of Political Sciences, and the interim report process is ongoing (A.1.2.17). With the program accreditation of the relevant programs, the number of academic units with program accreditation is expected to increase to 8 in a short time and the number of programs with accreditation is expected to increase by 50% to 23. As of 2024, efforts are also underway for our Faculty of Theology to be accredited by the Theology Accreditation Agency (İAA). As of 2024, one more program has applied for accreditation and the accreditation renewal process of 7 programs has been initiated.

In addition to program accreditation practices, activities for the institutional accreditation process are also carried out. In this context, there is strong communication between the senior management of our University and YÖKAK. In November 2023, the senior management of our University paid a courtesy visit to the President of YÖKAK, Prof. Dr. Ümit Kocabıçak, and an invitation was sent to participate in the Quality Workshop planned to be held. On 29.01.2024, the conference "All Together Forward for Institutional Quality", where YÖKAK President Prof. Dr. Ümit Kocabıçak was a speaker, was held with wide participation. On the same day, a meeting of the Quality Assurance Commission of our University was held under the chairmanship of YÖKAK President.

Within the scope of higher education activities within our university, ISO 9001:2015 and ISO 50001:2018 quality certificates, which started in 2021, were finalized and internationally recognized quality certificates were obtained. Efforts to translate the relevant quality certificates to TURKAK (Turkish Accreditation Agency) are ongoing. In addition, our University has ISO 29990:2010, ISO 26000:2010, ISO 10002:2018, ISO 37101:2016, ISO 56002:2019 quality certificates within the scope of associate, undergraduate, graduate education and scientific research. The Department of Information Technologies holds TURKAK-approved ISO 27001:2013 and ISO 9001:2015 quality certificates. COMU Hospital (ISO 9001:20215, ISO 10002:2018, EN ISO 15189:2012) and DİSMER (ISO 9001:2015, ISO 10002:2018) quality certificates were completed in 2022. Our university SEM (Continuing Education Center) received the GWO certificate, which allows it to carry out training within the scope of the RE-You (Renewable Youth Energy) project in 2023, and TS EN ISO/IEC 17024:2012 quality certificate in 2024. ÇOBİLTUM (Science and Technology Application and Research Center) has TS EN ISO/IEC 17025:2017 quality certificate approved by TURKAK. The Children's Home and Kindergarten, which is affiliated to the Economic Enterprise operating on the Terzioğlu Campus of the University, has ISO 9001: 2015, ISO 29990: 2010, ISO 21001: 2018 quality certificates. Within the scope of hotel and restaurant services within the Dardanos Campus Economic Enterprise of our university, ISO 9001: 2015, ISO 22000: 2018, ISO 14001: 2015, ISO 45001: 2018 and GCP Good Catering Practices quality certificates have been obtained. In addition, ISO 14001: 2015 - Environmental Management System quality certificate was also obtained within the scope of Higher Education Studies in 2023. (Click here for the certificates.)

Within the scope of internalizing quality processes, the University operates an award and incentive mechanism. Within the scope of the Quality Awards Category (Second Section/d) in the COMU Awards Directive, stakeholders are given the Quality Development Award, Education-Training Quality Award and Program Accreditation Award. (A.1.2.18)

Leadership processes and the internalization of quality culture at our university are systematically monitored and improved through the Leadership and Quality Culture survey. In 2022, the overall satisfaction rate of stakeholders with the quality leadership of senior management and quality and accreditation studies was monitored as 70.5%. (A.1.2.19) Taking into account the monitoring result, in 2023, our University started to prepare and publish a "Quality Assurance Studies" bulletin twice a year, including the quality assurance studies carried out throughout the year, in order to support stakeholders to internalize the Quality Assurance Culture (A.1.2.20). In addition, in order to raise awareness of quality assurance studies, to increase awareness of quality assurance studies, to

increase awareness of quality assurance studies, to increase awareness of quality assurance studies, to increase awareness of quality assurance studies, to increase awareness of quality assurance studies, to increase awareness of quality assurance studies. In addition, in the Quality Assurance Commission meeting dated 03.08.2023, it was decided to prepare online "Quality Assurance System Training" contents for academic and administrative staff in cooperation with COMU Continuing Education Center (SEM) in order to increase awareness of quality assurance studies, contribute to the internalization of the institution's quality culture, and provide theoretical and practical information for studies in the field of quality assurance. The prepared trainings were published in January 2024 in a way that stakeholders who completed the training will be given e-participation certificates. There are 13 training videos on Quality Assurance System, Leadership, Governance and Quality, Education and Training, Research and Development, Social Contribution, SWOT Analysis Practices, PDCA Cycle Practices, Strategic Plan Preparation and Monitoring, SAR and IER Preparation, Bologna Course Information Package Filling Practices, Stakeholder Participation in Quality Processes. 860 administrative and 1010 academic staff registered for the trainings and 598 administrative staff and 710 academic staff completed the training and received certificates of participation. According to the results of the training evaluation survey applied to stakeholders at the end of the trainings, the satisfaction level of administrative staff was 81.4% and 84% of academic staff (A.1.2.21; A.1.2.26). According to the 2023 Leadership and Quality Culture Survey results, the overall satisfaction rate of stakeholders with the quality leadership of senior management and quality and accreditation studies increased compared to the previous year and reached 77.7% (A.1.2.22). The increase in the satisfaction rate shows that the improvement efforts have been adopted by our stakeholders.

The Vice Rector in charge of Quality Assurance at our university also serves as a board member of the Association of Higher Education Quality Agencies of Central and Eastern European Countries (CEENQA) and Vice President of the Association for Evaluation and Accreditation of Teaching Programs. In addition, 30 academic/administrative staff and 6 students working in different units of our university are in the evaluator pool of YÖKAK or independent accreditation organizations authorized by YÖKAK (A.1.2.23). In addition, our academic/administrative staff and students were encouraged to participate in evaluator trainings in line with the recommendations of YÖKAK President Prof. Dr. Ümit Kocabıçak at the conference held at our university (A.1.2.24; A.1.2.25).

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (3)A.1.2.1.2021 2025 Management System Policy.pdf
- (3)A.1.2.2.2021 2025 Quality Policy.pdf
- (3)A.1.2.3.2024 2028 Strategic Plan.pdf
- (3)A.1.2.4.New 2024 Quality Assurance Policy.pdf
- (3)A.1.2.5.New Management System Policy.pdf
- (3)A.1.2.6.Academic Organization Chart.pdf
- (3)A.1.2.7.COMU Administrative Chart.pdf
- (3)(4)A.1.2.8.COMU Quality Assurance Directive.pdf
- (3)A.1.2.9.Program Commissions.pdf
- (4)A.1.2.10.Planning Process Active Participation Example.docx
- (4)A.1.2.11.Execution Process Active Participation Example.docx
- (4)A.1.2.12.Monitoring and Improvement Active Participation Example.docx
- (3)(4)A.1.2.13.Academic Board Example.pdf
- (3)(4)A.1.2.14.Administrative General Boards.xlsx
- (3)(4)A.1.2.15.Other Activities.docx
- (3)(4)A.1.2.16.Student Management Activities.docx
- (3)A.1.2.17.Accredited and Ongoing Accreditation Programs.docx
- (3)(4)A.1.2.18.Board of Directors Decision on Award.pdf
- (4)A.1.2.19.2022 Questionnaire of Quality Leadership.pdf
- (3)(4)A.1.2.20.Quality Bulletin.pdf
- (5)A.1.2.21.Quality Education.docx
- (4)A.1.2.22.2023 Survey of Quality Culture.pdf
- (4)A.1.2.23.Accreditation Evaluator Unit.pdf
- (4)A.1.2.24.Medek (Vocational Education Evaluation and Accreditation Association) Evaluator Article.pdf
- (4)A.1.2.25.Yökak Evaluator Article.pdf
- (5)A.1.2.26.Satisfaction Survey on Education of Quality Assurance.pdf

3.   Institutional Transformation Capacity

In order to continue its entrepreneurial, innovative and sustainable activities in today's rapidly changing and digitalized world, our institution focuses on institutional transformation by following the changes in line with the requirements of the present era. A comprehensive institutional transformation is the implementation of the renewed 2024-2028 Strategic Plan. The mission, vision and core values set out in the 2021−2025 Strategic Plan of our institution have been renewed in the 2024-2028 Strategic Plan, and together

with the indicators created to achieve long-term goals, they constitute a good example of the understanding of institutional transformation in planning and management processes.

The previous Institutional Accreditation process contributed significantly to the continuous development and transformation of our institution. The Quality Assurance Office, which served within our institution, was transformed into the Quality Development and Institutional Monitoring Coordinatorship with the Senate Decision No. 18/28 dated 26.10.2023. (A.1.3.1) This coordinatorship helps to encourage the accreditation process by providing guidance and communication support to the relevant programs in program accreditation processes as well as monitoring the institutional accreditation process. In this way, our institution increases its institutional transformation capacity and strengthens its quality management processes. In 2023, within the framework of change management, our departments of Labor Economics and Industrial Relations, Economics, Business Administration and Public Administration and International Relations within the Biga Faculty of Economics and Administrative Sciences have completed site visits for the relevant undergraduate programs by the Social Humanities and Basic Sciences Accreditation and Rating (STAR) Association and final accreditation decisions are awaited (A.1.3.2).

In order to increase the efficiency and capacity of the activities to be carried out in line with our 2024-2028 Strategic Plan during the institutional transformation process, various coordinatorships have been established within our institution and these units carry out their activities in accordance with quality processes. The Digital Transformation Office Coordinatorship Directive (A.1.3.7) was put into effect with the Senate Decision dated 10.11.2023 and numbered 19/03 in order to lead the digital transformation in accordance with the goals, policies and strategies of the institution and to mediate the provision of digital university services. Similarly, Sustainability Office Coordinatorship and Green Transformation Coordinatorship were also established and started their activities.

Monitoring and Evaluation Coordinatorship of Research and Application Centers, which operates to monitor and periodically evaluate the activities of the Research and Application Centers affiliated to the Rectorate of COMU. As a result of the evaluation, the Board of the relevant Coordinatorship submits to the Senate its opinion on the closure of the center with justification about the center that it does not see benefit in the continuation of its activities. (A.1.3.3) Within the scope of the Coordinatorship's monitoring activities, 5 centers were closed in 2022 and 8 centers were closed in 2023 with the approval of the Council of Higher Education (A.1.3.4). The Board also evaluates the opening proposals of the centers planned to be opened and submits the proposals to the senate (A.1.3.5).

In line with the decision taken by the Senate of our University due to the Covid-19 pandemic, educational activities were successfully carried out during the pandemic process with synchronous and asynchronous distance education method based on the existing and renewed technological infrastructure in the 2020-2021 Academic Year. In the satisfaction survey conducted by the University Research Laboratory (ÜniAr), an independent research company, COMU ranked second among the state universities that best managed the online education process. (A.1.3.6) Due to the Kahramanmaraş-based earthquake on February 6, 2023, the online education model was reintroduced in the Spring Semester of 2023. Our university's rapid adaptation to extraordinary circumstances and its transition to alternative methods such as online education can be considered as a reflection of the global transformation process.

Our institution supports digital transformation in education. A Metaverse Platform has been established to serve in the field of education, Metaverse Education Module has been developed and improvement works are ongoing. At Çanakkale Onsekiz Mart University, this platform, which provides students with an interactive and innovative learning experience outside of traditional classroom environments, is seen as an important step in digital transformation in higher education. (A.1.3.8) In addition, the fact that our Rector gave the first introductory lecture on the relevant platform demonstrates his role and leadership in the digital transformation of the university. Within the scope of the "Open and Distance Learning" course of COMU Faculty of Education, our students designed their own Metaverse universes (A.1.3.9). It is planned to incorporate the developed pilot membership models into the curricula of the Faculties of Medicine, Dentistry and Engineering as a teaching method.

In the process of global transformation, environmentally friendly practices are supported with the principle of sustainability. In this context, in order to increase the number of solar power plants on the campuses of our university, studies have been initiated for the installation of unlicensed solar power plants within the framework of the Public and Municipal Renewable Energy Project (KAYEP) supported by the Ministry of Environment, Urbanization and Climate. The project application process for the curation of unlicensed solar power plants for 12 different locations determined on the campuses of our university has been completed and the approval stage has been reached (A.1.3.10).

Our organization has successfully realized a global transformation in R&D activities. During this transformation process, important steps were taken to strengthen the infrastructure and services supporting R&D activities, such as improving the laboratory infrastructure. (A.1.3.11) In addition, mentoring services for project preparation were organized throughout the year to increase the efficiency of R&D activities. In order to improve the efficiency and quality of activities, the performance criteria set in the 2024-2028 Strategic Plan were improved compared to the previous plan. In addition, innovative steps such as the introduction of new criteria in academic appointment and promotion criteria have also contributed to R&D activities. These examples are indicative of the successful global transformation of our institution in the field of R&D.

Current Status: Change management initiatives carried out in line with the purpose, mission and objectives are monitored and measures are taken.

Evidence

- (3)(4)A.1.3.1.Quality Assurance Directive.docx

- [(4)A.1.3.2.Biga Faculty of Economics and Administrative Sciences IER 2023.pdf](#)
- [(4)A.1.3.3.Central Closure Decisions.pdf](#)
- [(4)A.1.3.4.Closure Official Gazette.PNG](#)
- [(4)A.1.3.5.Application Form, Invitation, Opening Decision, and Declaration.pdf](#)
- [(4)A.1.3.6.Report on Üniar Satisfaction Survey.docx](#)
- [(3)(4)A.1.3.7. Digital Transformation Coordinatorship Directive.pdf](#)
- [(4)A.1.3.8.Report on COMU Metaverse.docx](#)
- [(4)A.1.3.9.Metaverse Unit Articles.docx](#)
- [(4)A.1.3.10.Institutional Transformation GES (Solar Power Plant).docx](#)
- [(4)A.1.3.11.Chemical Engineering Lab Opening.docx](#)

4.   Internal Quality Assurance Mechanisms

The quality assurance processes of our university are carried out in accordance with the mission, vision and core values of the institution. Until 2024, the quality processes of our University were carried out in line with the 2021-2025 Strategic Plan prepared with a participatory approach and the Quality Assurance Policy, Research / Development Quality Assurance Policy, Social Contribution Quality Assurance Policy, Education and Training Quality Assurance Policy, Internationalization Quality Assurance Policy, Management System Quality Assurance Policy and Distance Education Quality Assurance Policy adopted within the scope of the plan. As of 2024, it continues to be carried out within the scope of the 2024-2028 Strategic Plan, which was renewed with a participatory approach due to the low level of achievement of the goals and objectives within the scope of the Strategic Plan 2021-2025 monitoring studies and the quality, education, research and development, social contribution, internationalization, management system and sustainability policies prepared in a holistic manner with a participatory approach adopted in line with the plan. (explained in detail and with evidence in A.2.1.). PDCA Cycles are actively operated at every stage of quality assurance processes.

The existence of our University's Quality Manual strengthens the processes of conducting internal quality assurance mechanisms. Prepared in 2016, the Quality Manual was updated within the scope of the ISO documentation process initiated in 2022, taking into account the improvement suggestions (p.41) specified in the KAR. The relevant document was revised in 2024 due to changes in the institutional structure and changes in the Strategic Plan. (A.1.4.1) Procedures, job descriptions and workflows for the functioning of all units within our university are known by everyone and are published on the unit's internet "Quality Assurance and Internal Control / Internal Control" menu.

The activities to ensure the quality assurance of our university were carried out by the Quality Assurance Commission, Quality Assurance Commission Advisory Boards, Unit Quality Assurance Commissions and Quality Assurance Office in accordance with the "COMU Quality Assurance Directive" until 26.10.2023. In order to ensure that quality assurance processes are carried out in a more coordinated manner with all stakeholders, COMU Quality Assurance Directive was renewed on the relevant date, taking into account the improvement proposal (p.41) stated in the KAR. (A.1.4.2) With the renewed directive, the Quality Assurance Office was transformed into a coordinatorship with a structural change and started to continue its activities as the Quality Development and Institutional Monitoring Coordinatorship (Art.17). In addition, in order to support the participation of administrative staff in quality processes and decision-making processes, at least 1 administrative staff from each department was given the power to represent the "Quality Assurance Commission Internal Stakeholder Advisory Board" (Art. 9/3). With the same directive, a Student Quality Committee consisting of student representatives from the academic unit quality assurance commission, student club representatives, foreign student representatives and disabled student representatives was established (Art. 11). In addition, program quality commissions were established in academic units (Art. 16), and the practice of full/alternate member representation was initiated to ensure the continuity of the representation of the programs in the unit quality assurance commissions. (A.1.4.3. Art. 14) Information about the members of the institution's Quality Commission and the Quality Development and Institutional Monitoring Coordinatorship staff and commission activities is shared on the unit website. In 2023, 6 Quality Assurance Commission meetings were held, 1 of which was a Management Review, and 49 improvement decisions were taken. In 2024, two commission meetings were held, the first of which was chaired by YÖKAK President Prof. Dr. Ümit KOCABIÇAK, and 28 improvement decisions were taken. With the change in senior management in June, commission meetings started to be held systematically every month. The Student Quality Commission held its first meeting on 29.12.2024 under the chairmanship of our Rector. (A.1.4.4) Members of the Quality Assurance Commission and Advisory Board of our University are responsible for the coordination of quality processes in academic units. In this context, as of 2021, the members of the commission and advisory boards are assigned responsible units to ensure coordination between the Academic Units and the Quality Assurance Commission. Considering the determination in the KAR (p.7), in order for the Quality Assurance Commission to act more holistically with the units, the number of members in the commission and advisory boards has been increased as of 2023 and the majority of the members have been assigned a peer unit responsibility. In the process, commission/advisory board members held evaluation meetings with the units they were responsible for and ensured the functioning of quality assurance mechanisms (A.1.4.5).

The functioning of the quality assurance system of our university is planned and carried out according to the "Quality Assurance Operational Calendar", which has been prepared annually since 2021 and announced to all stakeholders via the website, official letter and unit visits. In the relevant calendar, the actions to be carried out by academic units, their timing and responsible

persons are determined in detail (A.1.4.6).

For the operation of the PDCA cycles of our university, in addition to control and monitoring activities such as preparing the IER, monitoring the performance indicators of COMU in Numbers every 6 months, annual monitoring of YÖK and YÖKAK Performance Indicators, conducting Strategic Plan monitoring studies, preparing the Administrative Activity Report, preparing the Presidential Performance Report, Unit Activity Report, Strategic Plan Monitoring, Self-Assessment Report (SAR), SAR Control Form and Executive Summary, Unit IER, SAR Control Form and Executive Summary, etc. are prepared in all academic units. reports and documents are prepared (A.1 .4.13; A.1.4.14). Administrative units prepare unit activity reports. In addition, these monitoring reports are shared publicly on the websites of the Quality Development and Institutional Monitoring Coordinatorship and the relevant units.

Stakeholder participation mechanism is also actively carried out in the operation of the PDCA Cycle. All units, including the Rectorate, systematically organize stakeholder meetings/visits and share the minutes of the relevant activities with the public under the "Quality Assurance and Internal Control/Stakeholder Relations" menu. Stakeholder satisfaction surveys regarding the activities of our university are also conducted electronically through UBYS (Electronic Document Management System) at the Rectorate and through different platforms at the units. The results of the institutional stakeholder satisfaction survey are shared publicly on the website of the Quality Development and Institutional Monitoring Coordinatorship. In addition to meetings and surveys, wishes, suggestions and improvement requests are received from all stakeholders through the Campus 7/24 system and are meticulously followed up by the relevant units.

Decisions regarding improvement activities in line with monitoring reports and stakeholder feedback are taken by the relevant boards and commissions, especially the Quality Assurance Commission. In order to contribute to the development of quality culture in our institution, trainings are given to our academic and administrative staff at regular intervals by the Quality Development and Institutional Monitoring Coordinatorship. (A.1.4.7) At the Quality Assurance Commission meeting dated 03.08.2023, it was decided to prepare online "Quality Assurance System Training" contents for academic and administrative staff in cooperation with COMU SEM (Continuing Education Center). The prepared trainings were published in such a way that stakeholders who completed the training as of January 2024 will be given e-participation certificates. (A.1.4.8) According to the results of the training evaluation survey received from stakeholders at the end of the training, the satisfaction level of administrative staff was 81.4% and the satisfaction level of academic staff was 84% (A.1.4.9).

The studies carried out within the scope of internalizing quality processes are rewarded within the scope of the "Quality Awards" included in the COMU Award Directive (Second Part/d) and the staff is encouraged to work. (A.1.4.13) Program accreditation studies, which are seen as an important part of the quality assurance system at the university, are also given importance (A.1.4.10).

Our university provides the procedures and principles regarding the principles, policies and programs to be implemented in order to eliminate the risks that will prevent the realization of the goals and activities determined for strategic objectives in accordance with the provisions of the Institutional Risk Management Directive (A.1.4.11) adopted by the Senate Decision No. 08/05 dated 06.07.2023.

In the Quality and Leadership survey conducted in 2022, the level of stakeholders' "Awareness of the Existence of the Quality Assurance Commission" was 70.6%, while it was 84.2% in 2023; the level of "Awareness of the Existence of the Quality Assurance Office/Quality Development and Institutional Monitoring Coordinatorship" was 72.8%, while it was 81.6% in 2023. According to the same results, the satisfaction level of stakeholders in terms of being encouraged to participate in quality processes increased from 71.2% to 75.8% (A.1.4.12).

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (3)(4)A.1.4.1.Quality Handbook.docx
- (3)(4)A.1.4.2.Quality Assurance Directive.docx
- (3)(4)A.1.A.3.Unit Quality Commission.pdf
- (3)(4)A.1.4.4.Student Quality Commission Meeting.docx
- (3)(4)A.1.4.5.Unit Commission Member Responsibilities. pdf
- (3)A.1.4.6.Qualitative Operation Schedule.pdf
- (4)A.1.4.7.Quality Culture Meetings.pdf
- (3)(4)A.1.4.8.Quality Assurance Education, SEM (Continuing Education Center).docx
- (4)A.1.4.9.Satisfaction Report for Quality Assurance Education.pdf
- (3)A.1.4.10.Accredited Programs.docx
- (3)A.1.4.11.Institutional Risk Directive.docx
- (4)A.1.4.12.Survey Results for Quality Leadership in 2023 and 2022.pdf
- (3)A.1.4.13.Award Directive.docx

- [(5)A.1.4.14.IER Control Form 2023.doc](#)
- [(5)A.1.4.15.SAR Control form 2023.doc](#)

5. Public Disclosure and Accountability

Public disclosure and accountability activities at our university are carried out through the Rectorate, General Secretariat and Institutional Communication Directorate. Taking into account the recommendations stated in the KAR (p.39, 46), the Institutional Communication Directorate was established with the adoption of the "Directive on Institutional Communication Directorate" (A.1.5.1) for the coordinated execution, monitoring and improvement of mass media accounts under a single roof with the Senate Decision dated 06.07.2023 and numbered 08/06. With this directive, the Corporate Communications Coordinatorship, which was operating in a narrower scope, was abolished and the Directorate was established and Institutional Communications started to operate in a broader scope. When the organizational chart stated in the directive of the relevant directorate is examined: Public and External Stakeholder Relations Unit, Media Relations Unit, Scientific Events Unit, Protocol Unit, Social Responsibility Unit, Visual Communication Design Unit, Content Production and Management Unit, Radio and Television Unit, and Social and Digital Media Unit (A.1.5.2). A coordination board has also been established, which operates under the director and makes the necessary recommendations and suggestions for the creation and development of the university's institutional communication model, the management of institutional communication in accordance with the strategic plan, and the provision of institutional communication between university units.

All activities of our university are shared with the public through the institutional website, COMU TV, KampusFM, COMU Newspaper and Institutional Social Media accounts. On the institutional website, all events, news, announcements, social responsibility and social contribution projects, scientific research and education projects are classified and reported in separate categories. The use of these platforms is constantly updated and easily accessible. In addition, each unit of our university has its own web pages and social media accounts. The creation and monitoring of these accounts are organized according to the principles communicated to the units by the Institutional Communication Directorate (A.1.5.3). The number of institutional news in the media was monitored within the scope of the Strategic Plan 2021-2025 (A.1.5.8) (A.4 H4.1 HG 4.1.3). Within the scope of the recommendations stated in the KAR (p.39, 46), our institutional website was renewed to be user-friendly and interactive in 2023.

Annual reports, performance programs, financial statements, institutional financial status expectations report, performance indicators tracking table, investment monitoring and evaluation reports, administrative activity reports and unit activity reports of our university can be easily accessed from the "Reports" top tab on the website of COMU Strategy Development Department and are shared with the public in transparency (A.1.5.4). In addition to this, each unit's budget analysis, unit risk assessment report, self-assessment and control reports, executive summaries, institutional internal assessment reports, institutional internal assessment control reports and IER executive summaries are shared transparently with the public in the "Internal Control" tab under the "Quality Assurance and Internal Control" top menu on the official website (A.1.5.5).

In addition, Institutional Quality Assurance Reports, satisfaction surveys and result reports are shared with the public on the website of the Quality Development and Institutional Monitoring Coordinatorship. The "Quality Assurance and Internal Control" tab on the websites of the units is systematically monitored by the Quality Assurance Commission and deficiencies are reported and communicated to the units and necessary improvements are requested (A.1.5.6). In addition, the Secretariat General, Quality Development and Institutional Monitoring Coordinatorship and Institutional Communication Directorate carried out a study in 2023 to update the English content of unit websites and to eliminate deficiencies in order to increase the international reputation of the institution, which is included in the strategic plan of the institution (A.1.5.7). The English content of the websites of the units was also monitored and necessary steps were requested to be taken to improve them.

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

Evidence

- [(3)A.1.5.1.Directorate of Institutional Communications Directive.docx](#)
- [(2)A.1.5.2.Organizational Chart.jpg](#)
- [(2)(3)A.1.5.3.Management Principles for Social Media Accounts.pdf](#)
- [(3)(4)A.1.5.4.Strategy Department Reports.docx](#)
- [(3)A.1.5.5.In-Unit Control Tab.docx](#)
- [(4)A.1.5.6.Improvement of Unit Website and Quality Assurance.pdf](#)
- [(4)A.1.5.7.Unit Website English Improvement.pdf](#)
- [(4)A.1.5.8.Number of News Articles in the Media.jpeg](#)

2. Mission and Strategic Goals

1. Mission, Vision, and Policies

The mission, vision and policies of our university are defined and shared publicly on our institutional web pages. Our

university determined its "mission and vision" for the first time as an institution with the 2008-2021 strategic plan and has updated its "mission and vision" in all strategic plans since then according to the needs of the period. Our activities in 2023 were carried out in line with our mission and vision developed in the Strategic Plan 2021-2025. The relevant mission and vision were created in a way that is specific to the institution and guides the activities (A.2.1.2), taking into account the stakeholder opinions participating in the preparation process of the Strategic Plan 2021-2025 (A.2.1.1).

The mission of our university within the scope of the Strategic Plan 2021-2025 is: *"To be a quality-oriented and innovative university that educates pioneering and entrepreneurial individuals in the field, produces R&D-oriented, application-oriented, multi-disciplinary and project-based research, develops sustainable relations with its stakeholders"*. Its vision is: *"To be a strong university in the international arena with its libertarian, innovative and entrepreneurial aspect; quality-oriented, development-oriented and research-based"*. In addition to the institutional mission and vision of our university, our academic units also create their own mission and vision within the scope of strategic plan studies and publish them on their institutional web pages (A.2.1.3). Within the scope of the Strategic Plan 2021-2025, mission, vision and policy documents were created by taking stakeholder opinions and completed the process with meetings held in 2020 (A.2.1.2).

In line with the mission and vision we adopted within the scope of the Strategic Plan 2021-2025, Quality Assurance Policy, Research and Development Quality Assurance Policy, Social Contribution Quality Assurance Policy, Education and Training Quality Assurance Policy, Internationalization Quality Assurance Policy, Management System Quality Assurance Policy and Distance Education Quality Assurance Policy were prepared and implemented (A.2.1.4). In addition, the Information Security Management System Policy (A.2.1.5) was prepared and implemented after the Department of Information Processing obtained the ISO 27001:2013 Quality Certificate, and the Energy Management Policy (A.2.1.6) was prepared and implemented after the Department of Construction Affairs obtained the ISO 50001:2018 quality certificate.

The Quality Assurance Policy of our university includes principles for education and training, R&D, internationalization, social contribution and management policies. In the Research and Development Quality Assurance Policy, it is aimed to contribute socially to the national and international arena with the scientific outputs it produces. In the Social Contribution Quality Assurance Policy, it is emphasized to provide equal opportunities in education and training processes and to transform R&D activities into social contribution. In the Education and Training Quality Assurance Policy, internationalization and increasing the capacity to conduct R&D are emphasized. The Internationalization Quality Assurance Policy emphasizes continuous improvement in quality assurance, education-training, research and development, social contribution and management system activities.

Examples of practices for the Education Quality Assurance Policy are stated under the headings A.5.3, B.1.1, B.2.1 and C.1.3. Examples of the implementation of the Social Contribution Quality Assurance Policy are stated under the headings B.3.4, D.1.1, D.2.1. In addition, references to our policies are also made in other relevant titles. The policies of our university are in line with the goals and objectives of the Strategic Plan 2021-2025 and are monitored through strategic plan monitoring activities and monitoring and evaluation reports collected every 6 months and annually (A.2.1.7.).

In the KAR (p.40), it is recommended to update the strategic plan studies (mission, vision, goals, objectives and policies) in a holistic and relational manner. In the Strategic Plan Evaluation Survey conducted in 2022, the item "There is no need to update the strategic plan" was 62.4%, the item "The goals in the strategic plan are realistic" was 71.8%, and the overall satisfaction rate was 72.6% (A.2.1.8). As stated in the IER 2022 report (p.24), the need for a comprehensive revision of the Strategic Plan 2021-2025 was expressed and a mandatory period of 2 years was waited. In the 2022 Management Review meeting (A.2.1.9, No.6), updating the Strategic Plan was evaluated, and in the Quality Assurance Commission meeting dated 13.07.2023 (A.2.1.10, No.5), it was decided to renew the Strategic Plan. After the relevant decision, the necessary committees were established, stakeholder opinions (A.2.1.11) were taken, the 2024-2028 Strategic Plan (A.2.1.12) was created and started to be implemented as of January 2024. With the renewal of the Strategic Plan, a new mission/vision was determined and shared with the public on the institution's website.

Policy development commissions were established by our university in order to determine quality, education, research and development, social contribution, internationalization, management system and sustainability policies with a participatory approach in accordance with the 2024-2028 Strategic Plan, mission and vision. (A.2 .1.13) Policy development commission meetings were organized and sub-commissions convened to work on each policy document separately. (A.2.1.14) Two Policy Development Workshops were held to receive internal stakeholder opinions on the policy documents created after the relevant studies. (A.2 .1.15) The policy documents, which were finalized with a participatory approach through workshops, were approved and submitted to the Senate at the Quality Assurance Commission meeting dated 27.02.2024. (A.2.1.16) The policy documents determined by the Senate Decision dated 01.03.2024 were accepted and entered into force. (A.2 .1.17) The relationship matrix of the 2024-2028 policy documents (A.2.1.18) with the Strategic Plan 2024-2028 goals, objectives and performance indicators was created and shared with the public on our institution's website.

Current Status: Practices undertaken in line with the mission, vision and policies are monitored and evaluated together with stakeholders and measures are taken.

Evidence

- (2)(3)A.2.1.1.Strategic Plan 2021-2025.pdf

- (3)A.2.1.2.2021-2025 Strategy Plan Preparation Process.docx
- (3)A.2.1.3.Vision and Mission Example in Engineering.docx
- (2)(3)A.2.1.4.2021-2025 Policy Documents.pdf
- (3)A.2.1.5.BGYS (Information Security Management System) Policy.pdf
- (3)A.2.1.6.Energy Management Policy.pdf
- (3)(4)A.2.1.7.2021-2025 Strategic Plan, 2023 Monitoring.docx
- (4)A.2.1.8.Survey for Evaluation of Strategic Plan 2022.pdf
- (4)A.2.1.9.Management Review Meeting 2022.docx
- (4)A.2.1.10.Quality Assurance Commission Decision.pdf
- (4)A.2.1.11.External Stakeholders.pdf
- (3)(4)A.2.1.12.Strategic Plan 2024-2028.pdf
- (4)A.2.1.13.Policy Developing Commissions.pdf
- (4)A.2.1.14.Policy Sub Working Groups.docx
- (4)A.2.1.15.Policy Developing Workshop.docx
- (4)A.2.1.16.Submission of Policies to the Senate.pdf
- (4)A.2.1.17.Approval of Policy Documents.pdf
- (4)A.2.1.18.All Policies in Order.pdf

2. Strategic Aims and Goals

Our university has a strategic plan culture and tradition. The process of operating within the scope of the strategic plan at our university started for the first time in 2008 and continues systematically. The 2021-2025 Strategic Plan, which is in practice in 2023, is the 4th strategic plan of our university. The relevant strategic plan is publicly published on the institutional website. Within the scope of PDCA cycles, the strategic plan covers a 5-year period consisting of annual targets in accordance with the annual and 5-year cycle. Within the scope of the strategic plan, 4 main objectives have been identified, and 13 targets and 64 sub-targets/performance indicators have been defined. In addition, 11 key performance indicators have been established (p.13). In order to prioritize the sub-objectives, their impact on the upper objective was determined as a percentage (p. 58-68). In addition, the units responsible for each target and the units to be collaborated with have been identified (p.57). Annual costing estimates for the objectives were prepared (p.71). The Strategic Plan 2021-2025 preparation process was prepared in a participatory manner, taking into account the views of stakeholders of strategic importance for the organization (A.2.2.1). The 2018-2022 Strategic Plan was evaluated and the need for change was expressed (p.26) due to the use of general expressions that make it difficult to measure performance indicators, making it difficult to monitor the goals and objectives, falling short of achieving the goal of becoming a research university, and failing to establish a quality assurance system in education (A.2.2.2). PDCA cycles for quality, education and training, research and development, social contribution, management system and internationalization have been prepared for quality assurance processes and are actively carried out according to the quality assurance operation calendar (A.2.2.3). Stakeholder participation in each stage of the PDCA cycles is carried out systematically through meetings, visits and satisfaction surveys. In 2023, 167 internal stakeholder meetings and 235 external stakeholder meetings and visits were held, 31 of which were alumni meetings (A.2.2.4).

Strategic plan monitoring studies are carried out and reported in 6-month periods under the coordination of the Strategy Development Department. As of March 2024, 3 6-month monitoring and 3 annual evaluation studies were carried out for the 2021-2025 Strategic Plan. In the 2023 Strategic Plan 2021-2025 annual evaluation study, it was observed that the goal of "Improving R&D and Innovation Activities" was achieved by 63.3%, the goal of "Improving the Quality of Education and Training Activities" by 58.25%, the goal of "Improving Services for the Benefit of Society and Environment" by 70%, and the goal of "Improving Institutional Recognition and Strengthening Institutionalization" by 60.25% (A.2.2.5). In addition, within the scope of strategic plan monitoring studies, a strategic plan evaluation survey for stakeholders is systematically conducted every year. According to the results of the survey conducted in 2022, the overall satisfaction level of stakeholders with the strategic plan was 72.26% (A.2.2.6). Due to the reasons stated in paragraph 6 of section A.2.1, the need to renew the Strategic Plan 2021-2025 arose, and the Strategic Plan 2024-2028 (A.2.2.7) was created and started to be implemented by carrying out the processes mentioned in the same paragraph and whose evidence (Commission decisions, stakeholder opinions, etc.) was presented.

Current Status: The organization monitors the strategic plan it implements and evaluates it together with relevant stakeholders and reflects it in future plans.

Evidence

- (4)A.2.2.1.2021-2025 Strategic Plan Preparation Process.docx
- (3)A.2.2.2.2021-2025 Strategic Plan.pdf
- (3)A.2.2.3.COMU Quality Assurance Operational Schedule.docx
- (4)A.2.2.4.2023 Unit Quality Practices.xlsx
- (4)A.2.2.5.Evaluation Report 2023.docx
- (4)A.2.2.6.Evaluation Survey for 2022 Strategic Plan.pdf
- (4)A.2.2.7.2024-2028 Strategic Plan.pdf

3. Performance Management

At our university, performance management mechanisms are meticulously processed and evaluated with an objective approach. Performance evaluation studies are carried out on the basis of the Strategic Plan, YÖKAK Performance Indicators, YÖK Monitoring and Evaluation Reports, YÖK Application and Research Center Activity Monitoring Studies.

In the 2021-2025 Strategic Plan, 13 goals were set in line with the objectives of developing R&D and innovation activities, improving the quality of education and training activities, developing services for the benefit of society and the environment, improving institutional recognition and strengthening institutionalization, and 64 performance indicators were monitored for these goals.

Within the scope of the strategic plan, our university has also identified 11 key performance indicators, and the initial value of the strategic plan period and the targeted values at the end of the plan period are specified. The performance realization percentages for the performance indicators of the 2021-2025 Strategic Plan, the reasons for deviation from the target and the measures taken are evaluated and improvements are addressed through the 2021-2025 Strategic Plan Monitoring and Evaluation Reports and PDCA cycles. Within the scope of the 2021-2025 Strategic Plan, the lowest performance of 40% was achieved in the goal of developing sustainable projects and practices for the benefit of the environment in achieving the 2023 targets. On the other hand, the highest performance of 100% was recorded in the goal of improving the quantity and quality of services for the community (A.2.3.1; A.2.3.2). In the 2021-2025 Strategic Plan, some performance indicators were not achieved, some targets were insufficient to achieve the objectives, and taking into account the suggestions for improvement stated in the KAR (p. 24), improvements were made and the 2024-2028 Strategic Plan was prepared in an inclusive manner with stakeholder participation. This improvement process ensures that the performance management process is carried out more effectively and that future strategies are built on a more solid foundation. The 2024-2028 Strategic Plan includes 18 objectives and 78 performance indicators in achieving these objectives in line with the objectives of creating added value at national and international level through qualified R&D and P&D activities, sustainably increasing the quality of education and training activities, increasing the activities carried out by the university for the benefit of society and the environment, increasing the international recognition of our university, strengthening the quality culture and institutional resources.

Within the scope of the 2024-2028 Strategic Plan, our University has specified 11 key performance indicators with " Initial Value for the Strategic Plan Period" and "Targeted Values at the End of the Plan Period". In addition, responsible units for each target are specified in the strategic plans. The realization data of the performance indicators are collected by the responsible units in 6-month periods and the strategic plan is monitored by the Strategy Development Department until the end of July and a monitoring report is prepared. The strategic plan is evaluated and reported until the end of February of the following year. The 2024-2028 Strategic Plan performance indicators are associated with each item in the institution's research, education, quality, sustainability, social contribution, internationalization and management system policies in matrix form and the institution's policies are announced with a QR code. This approach ensures that strategic goals and performance indicators are set and managed in line with institutional policies. All academic units have prepared a "2023 Unit Strategic Plan Monitoring Report" for the realization of the 2023 targets included in the performance indicators created in line with the strategic goals and objectives in the 2021-2025 Strategic Action Plan. These reports show the extent to which academic units have achieved the strategic goals set and are also an important tool for evaluating the performance of the units. In this way, the participation of units in the strategic planning process is ensured, the process of achieving the goals is monitored and corrective measures are taken when necessary.

In order to effectively monitor academic performances, the Senate of our University adopted Resolution No. 12 at its meeting No. 10 on July 27, 2023, and implemented the Performance Monitoring System (A.2.3.3). PERSIS, developed by our university and accessible at https://persis.comu.edu.tr, aims to ensure the effective management of academic staff within COMU. Thanks to the compatible structure of the system, academic achievements of faculty members and other relevant information are collected and managed in a central database. In addition, in order to effectively manage the applications and appointment processes for faculty positions at our University, the system is compatible with the Announcement Information System developed in line with the "Çanakkale Onsekiz Mart University Academic Staff Application, Tenure Extension, Appointment and Promotion Criteria".

In addition, our units have prepared information and evaluations (financial and performance information) regarding their activities, assessment of institutional capability and capacity (advantages, weaknesses) with the Unit Annual Report. With a transparent management approach, all performance data of our university in general and of the units are shared with the public through the Quality Development and Institutional Monitoring Coordinatorship and the "Quality Assurance and Internal Control" menu on the unit website. Sharing this information publicly ensures that stakeholders and the general public are informed about the activities of the university and ensures accountability.

Performance management in our institution is also carried out with criteria such as United Nations Sustainable Development Goals Performance Indicators, URAP (University Ranking by Academic Performance), Entrepreneurial and Innovative University Index, COMU in Numbers, Financial Statements.

United Nations Sustainable Development Goals Performance Indicators are an important criterion for evaluating our institution's performance towards sustainability and social contribution goals. The 2023 United Nations Sustainable Development Goals Performance Indicators Analysis revealed that the most notable increase compared to 2022 was 189%. This increase was

observed in the outputs under Goal 11, Sustainable Cities and Habitats (A.2.3.4). According to the 2023 URAP report, our institution ranked 61st among 123 public universities. Previously, URAP data was followed on a ranking basis at COMU, but as of 2023, due to the institution's decline in the ranking, it was evaluated and reported in comparison with other universities. In the URAP 2013-2023 report, the top three and bottom three of the universities ranked in the top 100 in Turkey, and the three universities ranked above and below Çanakkale Onsekiz Mart University were analyzed and the results were announced on the quality web page (A.2.3.5). A similar study was conducted within the scope of the Higher Education Council of Higher Education Monitoring and Evaluation Reports for 2021, and the performance of our university was compared with the research universities in the A3 group category (A.2.3.6).

Under the coordination of unit quality assurance commissions and program commissions, IER, IER Control Form (A.2.3.7), SAR, SAR Control Form (A.2.3.8), and IER and SAR Executive Summaries containing recommendations on areas of improvement identified in the relevant reports are prepared regularly every year and shared with the public on the "Quality Assurance and Internal Control" menu on the unit website. In addition, activity reports are also prepared by the units. In 2021, although some academic units did not complete the IER preparation process, all academic units prepared IER and IER control forms for the years 2022 and 2023. Likewise, 294 programs in 2022 and 296 programs in 2023, which graduated within the academic units, prepared SIDR and SIDR control forms. In 2023, it is planned to complete the processes of the missing programs as soon as possible. All relevant reports are shared with the Quality Development and Institutional Monitoring Coordinatorship and the public on the "Quality Assurance and Internal Control" menu on the unit's website. IER Control, SAR Control and Executive Summaries containing suggestions for improvement are practices specific to our University and make significant contributions to closing the PDCA Cycle.

The "Quality Assurance and Internal Control" menu on the website of all units is organized in accordance with the guidelines prepared by the Quality Commission (A.2.3.9). With the related menu, all documents (reports, meetings, etc.) related to quality processes are shared with the public. The relevant tabs are systematically checked by the members of the Quality Assurance Commission and Advisory Boards and the Quality Development and Institutional Monitoring Coordinatorship, and the deficiencies identified are communicated to the units (A.2.3.10).

The organization of monitoring and evaluation meetings to manage performance indicators in a controlled manner and to take necessary measures is carried out by the Quality Assurance Commission and the Quality Development and Institutional Monitoring Coordinatorship.

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

Evidence

- [(2)(3)(4)A.2.3.1.2023 Evaluation Report for Strategic Plan.docx](#)
- [(2)(3)(4)A.2.3.2.2023 Monitoring Report for Strategic Plan.docx](#)
- [(4)A.2.3.3.Performance Monitoring System.pdf](#)
- [(4)A.2.3.4.UN Sustainable Development Tools Performance Indicators.docx](#)
- [(4)A.2.3.5.URAP Report.pdf](#)
- [(4)A.2.3.6.YÖK University Monitoring and Comparison Report.pdf](#)
- [(4)A.2.3.7.IER Control Form 2023.pdf](#)
- [(4)A.2.3.8.SAR Control Form.pdf](#)
- [(4)A.2.3.9.Quality Menu Preparation Guide.pdf](#)
- [(4)A.2.3.10.Quality Menu Control and Improvement.pdf](#)

3. Management Systems

1. Information Management System

Our university systematically collects, analyzes, reports and uses data to improve its processes in order to ensure the effective management of education, research and development, administrative and operational processes. In the execution of the relevant processes, our University uses information management systems/software developed by the Department of Information Technologies, as well as software commonly used by government agencies and other software procured from external sources, and these software are publicly available on the "DDO" tab of the institutional website.

The IT Department of our university has TURKAK approved ISO 27001: 2013 and ISO 9001: 2015 quality certificates (A.3.1.1). Risk and penetration tests for cyber threats are systematically conducted within the department (A.3.1.2). In addition, a Cyber Security Student Club was established under the academic supervision of a faculty member working in the Presidency (A.3.1.3).

As of the end of 2023, 29 information/management system software were in use throughout the institution under the coordination of the Department of Information Technologies. These software include: Personnel Attendance Control System, University Main Web Page, Special Talent Exams Modules ([Faculty of Sports Sciences](#), [Faculty of Fine Arts](#) and [State Conservatory](#)), [Vehicle Reservation System](#), [IT Department Reservation System](#), IT Warehouse Management Software, Technical Service Reservation System, [Carbon Footprint Calculation Web Page](#), Campus 7/24, Alumni Communication System, Food List Web Page,

Unit Web Pages, Single Account System, University Directory Web Page, Symposium/Congress Web Pages, Journal Web Pages, IT Asset Inventory System, Smart Card Management System, Electronic Document Management System (UBYS), Student Information System, Personnel Information System, Additional Course Information System, Academic Incentive Management System, Service Request System, Institute Application Management System, Kep Document Management System, E-signature Application Management System, Notice Information System and Information System of Regulations.

In line with the needs of the university, the Department of Information Technologies continues to develop COMUDAM laboratory equipment reservation system, Sports Halls reservation system, Single Sign On login system and unit web pages (A.3.1.4). Some important information management systems are described below:

UBYS: Our university actively uses the UBYS developed by Izmir Kâtip Çelebi University (IKÇÜ) IT Department. Systems such as Student Information System, Electronic Document Management System, Personnel Information System, Bologna Education Catalog, Academic Incentive Management System, Ethics Committee Application System, Social Transcript Application System, Institute Application Management System, Kep Document Management System, E-signature Application Management System, etc. are operated in a compatible manner to cover all stakeholders through the relevant system. Our stakeholders can also use the mobile application of UBYS. IKÇÜ is contacted about the problems encountered in the UBYS and other modules in the system or improvement requests, and improvements are provided by forwarding the requests (A.3.1.5).

Student Information System: The relevant system is operated in accordance with UBYS. Through the system, students can perform transactions such as course registration, content tracking, grade tracking, and messaging with advisors and instructors. In addition, document transactions such as transcript, student certificate, teaching plan breakdown, social transcript, etc. can also be performed through the system.

COMU Single Account: It is a system developed by the Office of the Registrar and is used by the staff of our University. Personnel can update their contact information, register their computers and devices, request e-signature certificates, change their password, and process their vehicle license plate/registration license plate into the license plate recognition system through the system. Single Account password and UBYS password are common.

COMU Support: It is a system developed by BIDU and designed to provide solutions to the problems of staff and students regarding the academic and administrative services of our University. The Support System aims to respond effectively to incoming requests and inform people in the fastest way possible. Frequently asked questions and issues related to the services of our university can be accessed through the Knowledge Base under the Support System. Apart from the knowledge base, people can request support for units. The requests entered into the relevant site are systematically tracked according to the unit and subject distribution. In 2023, 11980 requests were created by our stakeholders regarding the technical problems they experienced in UBYS, Hardware, Network, Additional Course, etc., 11192 of these requests were finalized, and the follow-up process for the remaining requests is ongoing (A.3.1.6).

COMU Campus 7/24: Wishes, suggestions and improvement requests from the stakeholders of our university were received through RIMER until 2023. In 2023, an arrangement was made by the BIDB in the relevant system and the use of RIMER application was terminated and the KAMPUS 7/24 system was developed. Through the relevant system, our internal and external stakeholders can send their wishes, suggestions and improvement requests to our University. The requests received through the system are evaluated within the framework of the Rectorate Quality Management System and answered by the relevant unit managers or responsible persons and the process is followed up. Requests received through the system are systematically monitored statistically (type, response status, unit distribution, etc.) by the senior management and relevant units of our University. Since the system was put into use, 112 requests (67 wishes, 16 suggestions, 29 improvements, etc.) have been received from stakeholders, 76 of the requests have been answered, and the process of 36 of them is ongoing (A.3.1.7).

Notice Information System: It was developed by the IT Office and has become a model application for other universities in our country. Within the scope of the protocols signed with Bandırma Onyedi Eylül University, Ankara Yıldırım Beyazıt University and Bahçeşehir University, the Notice Information System was made available to the relevant universities. With the relevant system, the institution's personnel recruitment processes are carried out electronically through the system. All processes such as the application process for personnel announcements, jury evaluation processes, etc. are carried out securely through the relevant system and their follow-up is carried out simultaneously by the units. Support is provided to other universities using the system in line with their requests and the system is improved (A.3.1.8).

Alumni Communication System: It was developed by the IT Office and put into service in 2024. On the Alumni Communication System, announcements can be made for graduates, graduates can communicate with their universities, and they can access courses for lifelong learning opportunities offered by our University.

Performance Monitoring System (PERSIS): It was developed by the IT Office and put into practice in 2023. With the relevant system, it is planned to effectively monitor the academic performance and staffing of academic staff and to monitor the success of academic staff.

Apart from the information management systems / software operated under the coordination of the IT Office, different

systems are used by our units. AVESİS is actively used by the BAP unit of our university to monitor the academic performance of our academic staff, and BAPSİS is actively used for transactions and process follow-up for scientific research projects. The Automation system is used by the Science and Technology Application and Research Center. Other units of our university also use common systems provided by public institutions such as BKMYS, HITAP, e-Budget, etc.

The process of protecting personal data at our university is carried out under the coordination of the Personal Data Protection Unit in accordance with the COMU Personal Data Protection Committee Directive (A.3.1.9). In 2023, KVKK project teams consisting of at least 2 personnel responsible for data entry and follow-up were established in all academic and administrative units of our University. With the meetings held, an inventory of unit business and transactions was made by the project teams, and the obligation of disclosure or explicit consent was determined in accordance with the type of work. The KVVK documentation process is carried out through the KVKnet system. Our university has 8249 KVKK inventory forms, 1417 control forms, 108 explicit consent texts, 277 clarification texts registered in the KVKnet system, and the relevant forms are shared publicly in the "KVKK" tab on the institutional website. As of 2024, there is no complaint application (A.3.1.10).

Until 2023, "Moodle" Learning Management System was used within the Distance Education Application and Research Center (COMUZEM) of our university to carry out distance education activities and to report the activities, and all these activities were carried out through the website "https://lms.comu.edu.tr/". The "Adobe Connect" system was used to conduct courses through the relevant system (A.3.1.11 p.9). As of 2024, Turkcell cooperated with COMUZEM (Çanakkale Onsekiz Mart University Distance Education Research and Application Center) for the transition to the "eduBiz" system, which will offer a more efficient, more interactive and user-friendly distance education environment compared to the LMS and live course tools previously used at our University (A.3.1.12). In this context, as of the Spring Semester of 2024, the relevant teaching activities will be carried out through the "eduBiz" system and "Suit Conference", which is the live lecture platform of the relevant system. In addition, "Zoom" and "Microsoft Teams" applications can also be used in online course and meeting activities carried out within the units.

Our university SEM has switched to the electronic certificate system as of 2020. Applications, participation, etc. to the courses, etc. through SEM are carried out through the e-certificate system, and the relevant system has been harmonized with e-government. Participants are given a certificate of participation through the system, which is also recognized through e-government, and document verification can also be performed through the system.

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (2)(3)A.3.1.1.Information Processing ISO.docx
- (3)(4)A.3.1.2.COMU Security Test.pdf
- (3)A.3.1.3.Cyber Security Team.pdf
- (3)(4)A.3.1.4.Improvements on Information Processing.pdf
- (3)(4)A.3.1.5.Improvement on IKCU UBYS.docx
- (3)(4)A.3.1.6.COMU Support.pdf
- (3)(4)A.3.1.7.Campus 7 24.pdf
- (5)A.3.1.8.Notice Information System.pdf
- (3)(4)A.3.1.9.KVKK Directive.docx
- (3)(4)A.3.1.10.KVKK Article.pdf
- (3)A.3.1.11.2023 COMUZEM Operational Report.pdf
- (4)A.3.1.12.COMUZEM TURKCELL.docx

2. Human Resources Management

The foundation, functioning, duties and authorities of the organizational structures at Çanakkale Onsekiz Mart University are carried out in accordance with the principles of the Higher Education Law No. 2547, as in other state universities. Our university carries out the situations of administrative personnel that are not defined in Law No. 2547 in accordance with the provisions of Law No. 657, which is also attributed within the same law. The processes and relevant legislation regarding the announcement, appointment, appointment of personnel with special status, advancement, promotion, disciplinary procedures, adjustment, leave, fringe benefits, assignments, transfer and resignation of academic and administrative personnel at our university are explained in the Human Resources Procedure of our University (B.3.2.9.).

The processes related to the management of human resources at our university are carried out by the Department of Personnel under the General Secretariat. All duties of the Personnel Department have been defined (A.3.2.1) and workflow charts have been created (A.3.2.2). Academic appointments and promotions at our university are made in accordance with the provisions of the directive "COMU Academic Staff Application, Term Extension, Appointment and Promotion Criteria" (B.3.2.3), which is in force until the end of 2023. In the current directive, appointment criteria are determined for each faculty member title. In addition, Dr. Lecturer. The reappointment criteria for Dr. Lecturer positions are also regulated in the same directive.

"COMU Academic Staff Appointment and Promotion Criteria Commission Directive" (B.3.2.4) was established to supervise and monitor the appointment processes and to ensure fairness and merit. The working method of the Commission is clearly stated in the directive and the detailed explanation of the process is summarized in the "B.4.1. Appointment, Promotion and Assignment Criteria" section of this report.

Valid until the end of 2023, the appointment criteria were radically changed with a participatory approach with the new criteria directive prepared at the end of 2022 in line with the goal of a research university. The amendments were sent to the Council of Higher Education with the decision taken by the university senate on 29.12.2022 and approved at the Higher Education Council meeting held on 13.04.2023 (A.3.2.5). The new criteria were shared with the public by announcing the new criteria to the faculty members both through the UBYS system and on the website of the Personnel Department (A.3.2.6). A Sub-Criteria Commission was established to identify problems that may arise during the implementation of the new criteria, and continuous monitoring activities continue for the implementation and development of new criteria.

The staff needed in our university are collected from the units within the scope of norm staff planning and are announced according to the staff allocated by YÖK. With this planning made at the beginning of each year, staff allocations are made to the units. As of the end of 2023, a total of 2001 academic staff consisting of 357 professors, 305 associate professors, 498 doctoral faculty members, 436 lecturers, and 405 research assistants are employed within COMU. In 2023, 11 professors, 9 associate professors, 39 assistant professors, 23 lecturers and 65 research assistants were employed. The reason for the low 2023 employment numbers is that there was a delay in academic staff announcements in 2023 due to the earthquake and the change of the rector. Due to these reasons, most of the academic staff for 2023 were announced in December and the appointment processes of those positions are still ongoing (A.3.2.7). There are 14 foreign academic staff at our university, including 1 professor, 1 associate professor, 4 doctoral faculty members and 8 lecturers. In addition, a total of 8 academic staff have been assigned to different universities (A.3.2.8).

When the number of administrative personnel serving at our university is analyzed, the number of administrative personnel increased from 2294 in 2021 to 2354. The number of contracted personnel with 4/B status consists of 399 people, 120 of whom were employed in 2023. There are 1074 workers, including 1059 permanent workers, working in various units at our university (A.3.2.7; A.3.2.8). Applications for the promotion and title change exam for administrative staff at our university started in 2023 after a ten-year break and the process is ongoing.

Those appointed to academic and administrative staff positions are taken to general and unit-based orientation trainings by the units of our university. In 2023, 60 orientation meetings were held for academic and administrative staff at our university. In addition, the attendance of the newly recruited personnel and the personnel who transferred from 4/B contracted personnel status to civil servants in 2023 was organized at Troia Cultural Center on 13/14 September and 21/22 December 2023, which were notified by official letter (A.3.2.10; A.3.2.11). In addition to this, a personnel handbook was prepared for the benefit of all our staff and the questions of the newly recruited staff were tried to be resolved (A.3.2.12).

During the KAP Evaluation process, the Training of Trainers Program, the preparation process of which was ongoing in cooperation with the Faculty of Education and SEM, was put into practice as of the end of 2021. Five people participated in the certificate program in 2021, 37 in 2022, and 39 in 2023 (A.3.2.13). As a result of the low participation as a result of the monitoring, the low level of *"Satisfaction with the Opportunities to Improve the Educational Competencies of Academic Staff"* with 65.2% in the 2023 Academic Staff Satisfaction Survey (A.3.2.14) and the evaluation of the KAR (p. 17,42) recommendations at the Quality Assurance Meeting on 20.10.2023, it was decided to update the program and expand it to cover all institutional staff (A.3.4.15). Upon this decision, a Training of Trainers Certificate Program Planning Commission was established (A.3.2.16) and a request letter was written to the Faculty of Education to identify trainers with competencies appropriate to the training topics (A.3.2.17). In addition, 41 trainings were organized by SEM in 2023 to support the competencies of academic staff (A.3.2.18 p. 5).

In-Service Trainings are organized by the Personnel Department, In-Service Training Branch Directorate within the scope of the "In-Service Training Procedure" (A.3.2.19) and In-Service Training Directive (A.3.2.20). In this context, 30 in-service training activities were organized by the In-Service Training Department and 65 in-service training activities were organized by the units in 2023 (A.3.2.21). Taking into account the determination stated in the KAR (P. 36), based on the improvement decision No.3 (A.3.2.22) taken at the Management Review Meeting dated 22.03.2023, the Quality Assurance Commission Measurement and Evaluation Advisory Board (A.3.2.23) was established by the Quality Assurance Commission Measurement and Evaluation Advisory Board (A.3.2.23) in cooperation with the relevant branch directorate for the evaluation of in-service trainings. .2.23) developed the Unit Supervisor Evaluation Survey (A.3.2.24) and the Participant Evaluation Survey (A.3.2.25) in cooperation with the relevant branch directorate for the evaluation of in-service trainings and started to be implemented in November 2023 (A.3.2.26). Plans and surveys regarding the trainings organized by the In-Service Branch Directorate are published on the unit's website. Considering the results of the 2023 Administrative Staff Satisfaction Survey (A.3.2.27) on in-service training, it was determined that the satisfaction level was 81.6% with the highest score for *"self-development/in-service training-orientation opportunities offered"*. Detailed information on in-service training and training of trainers is provided under the title "B.4.2. Teaching Competencies and Development" in this report.

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

Evidence

- [(2)(3)A.3.2.1.Job Descriptions.pdf](#)
- [(2)(3)A.3.2.2.Workflow Charts.pdf](#)
- [(2)(3)A.3.2.3.2023 Directive on Appointment and Promotion Criteria.pdf](#)
- [(2)(3)A.3.2.4.Directive on the Commission of Appointment and Promotion Criteria of Academic Personnel.docx](#)
- [(4)A.3.2.5.2024 Directive on Appointment and Promotion Criteria.docx](#)
- [(3)A.3.2.6.Announcement of Appointment and Promotion Criteria.pdf](#)
- [(3)(4)A.3.2.7.Performance Indicators.pdf](#)
- [(3)(4)A.3.2.8.Administrative Activity Report.pdf](#)
- [(2)(3)A.3.2.9.Human Resources Procedure.pdf](#)
- [(3)(4)A.3.2.10.Evidence on Orientation Meeting.pdf](#)
- [(3)(4)A.3.2.11.Official Article on Orientation Announcement.pdf](#)
- [(3)A.3.2.12.Personnel Handbook Compressed (1).pdf](#)
- [(3)A.3.2.13.Education of SEM Lecturers.pdf](#)
- [(4)A.3.2.14.Results of Academic Personnel Satisfaction.pdf](#)
- [(4)A.3.2.15.Decision of Quality Assurance Commission.pdf](#)
- [(4)A.3.2.16.Education of Trainers Certificate Program Planning Committee.pdf](#)
- [(4)A.3.2.17.Training of Trainers Request Letter Personnel Department Faculty of Education.pdf](#)
- [(3)(4)A.3.2.18.SEM 2023 Activity Report.pdf](#)
- [(2)(3)A.3.2.19.In-Service Training Procedure.pdf](#)
- [(2)(3)A.3.2.20.Directive on In-Service Training.docx](#)
- [(4)A.3.2.21.In-Service Training in Academic Units.pdf](#)
- [(4)A.3.2.22.Management Review Meeting 2022.docx](#)
- [(4)A.3.2.23.Improvement on In-Service Training Surveys.pdf](#)
- [(4)A.3.2.24.Evaluation Survey on Unit Supervisors.pdf](#)
- [(4)A.3.2.25.Participant Evaluation Survey.pdf](#)
- [(4)A.3.2.26.Result Examples for In-Service Training Evaluation Survey.pdf](#)
- [(4)A.3.2.27.Administrative Personnel Satisfaction Survey Results.pdf](#)

3. Financial Management

The financial systems of the University are structured in accordance with the provisions of national legislation and are carried out by following the relevant processes. The income and expenditures of the University are certain and are managed on the basis of the Central Government Budget Law and related items. The provisions of the relevant national legislation are published in the "Legislation" top tab on the website of COMU Strategy Development Department. In accordance with the provisions of the national legislation, the principles, works, procedures and processes regarding the preliminary financial control activities to be carried out by the expenditure units of our University and the Strategy Development Department are specified in the COMU On Financial Control Procedures Directive (A.3.3.1). Income and expenditures are explained in detail in the systematically published annual administrative activity report. In addition, the cost estimate required to achieve each target set in the university's 2021-2025 Strategic Plan (p.71) is calculated (A.3.3.2). When the 2023 revenues were examined in the administrative activity report, the total student revenues were monitored as 45,152,359 TL, including formal education revenues 11,335,419 TL; secondary education revenues 8,639,592 TL; summer school revenues 30,601 TL; master's degree revenues without thesis 1,414,835 TL; master's degree revenues with thesis 902,592 TL; doctorate revenues 139,447 TL; and distance education revenues 12,679,842 TL and other student-related revenues. Research revenues were monitored as 26,511,513 TL; community service revenues as 10,651,166 TL; cash donations other than in-kind donations as 340,970 TL; lodging revenues as 215,726 TL; student contribution revenues as 28,095,475 TL; YÖK scholarship support as 3,054,665 TL and other revenues as 7,505,489 TL. Our total central budget is 1,573,595,000 TL and our year-end revenues are 2,238,701,289 TL. In 2022, total year-end revenues amounted to 1,032,711,804 TL, while in 2023 this figure was 2,238,701,289 TL (A.3.3.3; A.3.3.4). In 2022, the income of our university in ÇOBİLTUM laboratory/analysis services was 664,306 TL, while this income increased to 1.116034 TL in 2023 (A.3.3.5). In 2023, the income of our university from the trainings provided through SEM was determined as 986,264 TL. (A.3.3.6). The total amount of non-central budget income of our university for the fiscal year 2023, including consultancy, projects and research, revolving funds, funds, etc., is monitored as 18,869,545 TL (A.3.3.7).

In 2023, the expenses of our university totaled 3,827,286,628.50 TL, including personnel expenses of 1,561,177,436 TL; education expenses of 1,543,5885,625 TL; research expenses of 24,969,621 TL; community service expenses of 315,912,431.60 TL; investment expenses of 135,485,234.85 TL and administrative expenses of 246,156,280.05 TL (A.3.3.4). When the investment expenditures of the university were analyzed, it was observed that there were 70,914,771 TL for classrooms and units; 9,221,004 TL for infrastructure; 108,960 TL for Study Project; 499,101 TL for Social Facilities and Sports; 50,098,573 TL for Miscellaneous Works; 3,986,861 TL for Publication Purchase; 406,000 TL for University Information Management System and 250,000 TL for Rectorate Scientific Research Projects, totaling 135,485,234 TL (A.3.3.3.3). .3.3). Monitoring data for each year is published in the reports tab on the website of the Strategy Development Department.

The revenues of our University Hospital in 2023 were calculated as 609,048,769 TL, while its expenses were calculated as 729,841,426 TL (A.3.3.8). Likewise, when the financial statements of COMU Oral and Dental Health Application and Research Center were examined, it was observed that there was an income of 19.384.211 TL and an expense of 17.778.655 TL in 2023 (A.3.3.9).

Our university makes the necessary expenditures for the quality and program accreditation of academic and administrative units when necessary. In 2023, 9976 TL was paid for the service procurement required to obtain ISO 9001 Quality Management System, ISO 14001 Environmental Management System, ISO 45001 Occupational Health and Safety Management System, ISO 22000 Food Safety Management System of Dardanos Campus Economic Enterprise and ISO 9001 Quality Management System, ISO 10002 Customer Satisfaction Management System and ISO 21001 Educational Institutions Management System certificates of COMU Health, Culture and Sports Department (A.3.3.10). In addition, the Department of Administrative and Financial Affairs spent 172,398 TL in 2023 for the quality accreditation studies of our university (A.3.3.11). In addition, payments for academic program accreditation at our university were also made in 2023 (A.3.3.12).

The need to eliminate the risks that will prevent the realization of the goals and activities determined by our university in order to achieve its goals was stated in the internal audit report and it was aimed to provide the procedures and principles regarding the principles, policies and programs to be implemented by taking a decision (Decision No. 11) (A.3.3.16) at the Management Review meeting (A.3.3.13) in accordance with the provisions of the Institutional Risk Management Directive (A.3.3.13), which was put into effect with the Senate Decision No. 08/05 dated 06.07.2023. The Internal Control Monitoring and Direction Board (A.3.3.14) established in accordance with this directive is obliged to fulfill the task of *"determining the risks of the expenditure units that need to be jointly managed and the policies and procedures related to them and notifying the 'University Risk Coordinator' to coordinate them, and determining strategies by evaluating the cost analyzes regarding the control activities implemented to prevent risks and the planned risk actions".* Among the main duties of this commission is to take measures regarding the problems in the strategic plan and financial balances and to prepare a strategic action plan by making suggestions for improvement.

As a result of the Court of Accounts audits carried out in 2021-2022, an investigation was initiated as a result of the inefficient and economical use of the vehicles used for service allocation in the units of our University. As a result of the investigation, the vehicle tracking system records of the vehicles were evaluated; it was determined that there was off-hours and out-of-service route use. In accordance with the Presidential Decree on Savings Measures, it was decided to cancel the allocation of all vehicles allocated to the units, to switch to a central garage system and to make financial improvements with the Online Vehicle Request System developed by the IT Department. This situation is proof that monitoring and improvement studies are carried out at our university as a result of the statements in the audit reports on the financial management process in order to use financial resources more effectively and efficiently in line with the recommendation expressed in the KAR (Pg. 37) (A.3.3.15).

Current Status: Management processes of financial resources are monitored and improved in the organization.

Evidence

- (2)(3)A.3.3.1.COMU Directive on Preliminary Financial Control Procedures.pdf
- (3)A.3.3.2.2021-2025 Strategic Plan.pdf
- (3)(4)A.3.3.3.COMU Management Operational Report.pdf
- (3)(4)A.3.3.4.Financial Income and Expense Table.pdf
- (3)(4)A.3.3.5.ÇOBİLTUM Analysis Income.pdf
- (3)(4)A.3.3.6.SEM Operational Report 2023.pdf
- (3)(4)A. 3.3.7.Revolving Capital Management Office, Revolving Capital Income.pdf
- (3)(4)A.3.3.8.University Hospital Income.pdf
- (3)(4)A.3.3.9.Oral and Dental Health Application and Research Center Income.pdf
- (3)(4)A.3.3.10.Dardanos Quality Documents.pdf
- (3)(4)A.3.3.11.Expenses on Quality.pdf
- (3)(4)A.3.3.12.Program Accreditation.pdf
- (4)A.3.3.13.Directive on Risk.docx
- (4)A.3.3.14.Internal Control and Direction Committee.pdf
- (4)A.3.3.15.Vehicle Improvement.pdf
- (4)A.3.3.16.Invitation and Decisions of Management Review Meeting 2022.pdf

4. Process Management

Our university is carried out, monitored and improved within the scope of the Quality Manual (A.3.4.1) and PDCA Cycles in accordance with our mission, vision, goals and objectives and policy documents within the scope of our Strategic Plan with its education-training (including distance education), research-development, social contribution and administrative activities. In monitoring the processes, studies such as Performance Programs, Unit Activity Reports, Strategic Plan Monitoring Reports, COMU in Numbers, YÖK and YÖKAK Performance Indicators, IER Reports, Institutional Feedback Reports, etc. are carried out and processes are improved by the relevant boards and commissions with stakeholder participation.

Procedures, plans, forms, public standards action plans, job descriptions of our units and personnel, and workflow charts have been determined and implemented within the scope of our university's Quality Assurance System (QAS) studies. Job descriptions of units and personnel, internal control standards action plans, workflow charts, public standards action plans and forms are publicly

published on the web pages of the units under the "Quality and Internal Control/ Internal Control" menu (A.3.4.2, A.3.4.3). In the Unit Workflow Charts and Public Standards Action Plans, the responsible persons for the relevant work are determined and announced to the relevant personnel together with their job descriptions in accordance with our Internal Control Standards Action Plan. The timing and responsibilities for updating the relevant documents have been determined with the "Quality Assurance Operation Schedule" and the schedule is being operated (A.3.4.4).

The process of implementing and monitoring the Internal Control Standards Action Plan of our university is carried out by the Strategy Development Department. The relevant action plan was updated in 2023 by the Strategy Development Department in accordance with the decision taken within the framework of the "Management Review Meeting" dated 22.03.2023 (A.3.4.5) (A.3.4.6). Within the scope of the Annual Report prepared systematically by the expenditure units every year, the Internal Control Assurance Statement is prepared by the senior supervisor of the unit and the ownership of the process is ensured. The relevant assurance statement is published openly in the "Quality and Internal Control/ Internal Control" menu of the units (A.3.4.7).

Quality assurance processes are monitored by the Quality Assurance Commission, Unit Quality Assurance Commissions and other boards/commissions, and decisions taken regarding activities for improvement are implemented by those concerned. Apart from the routine meetings of the Quality Assurance Commission, the QAS Internal Inspection has been systematically conducted every year since 2021 in accordance with the relevant procedure (A.3.4.8, A.3.4.9). After the 2022 QAS Internal Inspection process carried out in 2023, a "Management Review Meeting" was held in accordance with the relevant procedure (A.3.4.10), and at the meeting, improvement decisions were taken regarding the aspects open to improvement identified in the "Internal Inspection Monitoring" carried out within the scope of quality assurance activities (A.3.4.11). The 2023 internal inspection process is ongoing and a "Management Review Meeting" will be planned after the completion of the process.

The process of realizing the goals and objectives of the Strategic Plan 2021-2025 of our university is carried out with a monitoring study carried out every 6 months. The external audit carried out by the Court of Accounts in the monitoring of the annual expenditures of the institution is taken into account in the improvement of the processes (Improvement example is given under the heading A.3.3).

It is important to eliminate the risks that will adversely affect and prevent the realization of the goals and activities determined in order to achieve the objectives set out in the Strategic Plan of our university. In order to carry out the process of eliminating the relevant risks systematically, the "Institutional Risk Management Directive" prepared in accordance with the decision taken within the scope of the Management Review Meeting dated 22.03.2023 (A.3.4.5) was accepted by the Senate Decision dated 06.07.2023 and the processes started to be carried out according to the provisions of the relevant directive (A.3.4.12). In accordance with the relevant directive, the "Internal Control Monitoring and Direction Board" was established (A.3.4.13).

Current Status: Process management mechanisms are monitored and improved by evaluation with relevant stakeholders.

Evidence

- (2)(3)A.3.4.1.Quality Handbook.docx
- (2)(3)A.3.4.2.Announcement on Job Description, Workflow.docx
- (2)(3)A.3.4.3.Example for Public Service Standards.pdf
- (2)(3)A.3.4.4.Quality Assurance Operational Schedule 2024.docx
- (4)A.3.4.5.Management Review Meeting 2022.pdf
- (4)A.3.4.6.Internal Control Action Plan.xls
- (3)A.3.4.7.Declaration of Assurance Example.docx
- (3)(4)A.3.4.8.Internal Inspection Procedure.doc
- (4)A.3.4.9.QAS Internal Inspection Report 2022.pdf
- (3)A.3.4.10.Management Review Procedure.doc
- (4)A.3.4.11.2022 Management Review Meeting Invitation and Decisions.pdf
- (4)A.3.4.12.Directive on Risk.docx
- (4)A.3.4.13.Internal Control Monitoring and Direction Committee.pdf

4. Participation of the Stakeholders

1. Participation of Internal and External Stakeholders

Internal quality processes are shaped by the opinions of both internal and external stakeholders. In order to successfully complete the PDCA cycles in education-training, research-development and social contribution activities, stakeholder feedback is strategically monitored and necessary improvements are made at the level of management and units. All these activities are carried out in line with defined procedures, policies, directives, meetings, surveys, etc.

The internal and external stakeholders of our university were analyzed and included in the Strategic Plan 2021-2025 (A.4.1.1) and Strategic Plan 2024-2028 (A.4.1.2) according to their importance/impact and priorities. Within the scope of the 2021-2025

Strategic Plan, the mission is to develop sustainable relationships with stakeholders. Within this framework, the methods, principles and responsibilities to be applied to measure/evaluate and increase the satisfaction of internal and external stakeholders who have a stakeholder relationship with our institution were carried out with the *Stakeholder Satisfaction and Complaint Management Procedure* (A.4.1.3) and the *Wish, Suggestion and Improvement Management Procedure* (A.4.1.4), and the performance indicators of **PG 4.4.3** Number of meetings held with internal stakeholders and **PG 4.4.4** Number of meetings held with external stakeholders were monitored for planning targets. As some indicators of the 2021-2025 Strategic Plan could not be achieved and some targets were insufficient to achieve our goals, improvement efforts were brought to the agenda. Accordingly, a road map for the process was drawn in September 2023, all internal stakeholders were asked to participate in the process, and a Strategy Planning Team and Strategy Development Board were established.(Strategic Plan 2024-2028 p:12-13). At the external stakeholder meeting held on 01.11.2023, expectations, opinions and suggestions about the strategic plan were received (A.4.1.5). In addition, objectives were determined through face-to-face surveys conducted at the meeting and electronic surveys administered to industrial organizations and Organized Industrial Zones (OIZs). The 2024-2028 Strategic Plan was renewed based on stakeholder opinions with a management approach based on participation (A.4.1.14). In the process of determining the strengths and weaknesses of our University within the scope of the plan preparation, all units updated their SWOT analyzes with stakeholder participation and presented improvement suggestions for weak points (A.4.1.20). During the plan renewal process, the objective of "Strengthening and Sustaining Communication with Stakeholders" was set under the title of **H 5.2** to support the quality culture and the goal of Strengthening Institutional Resources. In achieving this goal, 5 separate performance indicators were identified and the planning process ensured that this goal was secured (A.4.1.2). The participation of internal and external stakeholders in the improvement of the strategic plan provides strong evidence that a participatory approach has been adopted.

Quality processes are rigorously monitored within the scope of the strategic plan. Our units have been informed that internal and external stakeholder meetings are planned annually according to the Academic Unit Operation Calendar for Quality Assurance Studies of the relevant year (A.4.1.6). As a result of this planning process, in 2022, a total of 97 external stakeholder meetings/visits were organized, including 120 internal stakeholder meetings and 20 alumni meetings, while these numbers increased significantly in 2023. In 2023, internal stakeholder meetings increased to 167, while external stakeholder meetings reached 235, including 35 alumni meetings (A.4.1.7; A.4.1.8). These increases can be interpreted as an effort to increase the institution's interaction with stakeholders and to take their views more into account. Internal and external stakeholder lists are created within our academic units and shared with the public. In addition, the stakeholder meetings to be held in order to ensure the participation and interaction of stakeholders in the process are announced to those concerned, and the documents following the activities are announced on the 'Quality Assurance and Internal Control Stakeholder Relations' tab on the unit web pages, ensuring transparent communication and information sharing (A.4.1.9). Our stakeholders actively participate in the process of closing the PDCA Cycle and realizing improvement activities in education and training processes and Research and Development processes (A.4.1.21, A.4.1.22).

Various communication channels (online platform, survey, workshop, etc.) are used for stakeholder feedback. The opinions and suggestions previously received through Rimer have been extended to the "Campus 7/24" platform since 2023. In 2023, 76 out of 112 applications for wishes, suggestions and improvement requests sent by academic and administrative staff, students and external stakeholders through the "Campus 7/24" application were answered (A.4.1.10). For example, Anafartalar Campus Library started to serve until 23:00 as of 2023 after receiving feedback from Faculty of Education students (A.4.1.24). In order to increase the visibility of "Campus 7/24", posters were organized and printed in accordance with the decision of the Quality Assurance Commission (A.4.1.11, A.4.1.23).

Satisfaction surveys for internal and external stakeholders are conducted at regular intervals and the results are announced on the web page of the Quality Development and Institutional Monitoring Coordinatorship. According to the 2023 survey results, the satisfaction of our academic (A.4.1.12) and administrative staff (A.4.1.13), who are internal stakeholders, was determined as 74.82% and 76.1%, respectively. In 2023, external stakeholder satisfaction was 70.28% (A.4.1.14). According to the 2022 reports, administrative staff satisfaction with the problem, complaint and suggestion mechanisms (A.4.1.15) was 72.4%, while this rate increased to 79.2% according to the 2023 reports; the fact that the satisfaction with the feedback processes of problems, complaints or suggestions was determined as 78.6% in 2023 is an indication that feedback mechanisms are used more effectively.

In 2023, for the first time, stakeholder workshops were held in the districts under the leadership of our Rector within the scope of external stakeholder meetings (A.4.1.25). Under the leadership of our institution, various workshops serving many different stakeholders are organized. For example; EcoUnity Erasmus Plus Project Workshop (A.4.1.16), COMU Policy Development Workshop (A.4.1.17), Çanakkale Olive Workshop (A.4.1.18) were held in this context.

Taking into account the suggestion for improvement stated in the KAR (p:41) to ensure more effective and competent participation of students and administrative staff, who are internal stakeholders, in decision-making processes, a Student Quality Commission was established within the scope of the COMU Quality Assurance Directive renewed in 2023, of which academic unit student quality representatives are members, and representation was ensured with at least 1 administrative staff from each department in the Internal Stakeholder Advisory Board of the Quality Assurance Commission to ensure the participation of administrative staff in decision-making processes (A.4.1.26. .1.26. art.9/3 and art.11).

In order to increase the quality of all activities and administrative service activities in quality processes, to contribute to

improvement efforts and to improve relations with external stakeholders, our institution took action to establish University Stakeholder Advisory Boards in accordance with the decision taken at the Quality Assurance Commission meeting dated 27.02.2023 (A.4.1.27) in accordance with the Senate Decision dated 01.03.2024 and numbered 07/03, and in this context, Çanakkale Onsekiz Mart University Advisory Boards Directive entered into force. This directive sets out detailed procedures and principles regarding the duties, authorities and functioning of national and international advisory boards within the university (A.4.1.19). It can also be considered as an important improvement in the systematics of stakeholder participation.

Current Status: The functioning of stakeholder engagement mechanisms is monitored and related improvements are implemented.

Evidence

- (3)A.4.1.1.COMU Strategic Plan 2021-2025.pdf
- (3)A.4.1.2.COMU Strategic Plan 2024-2028.pdf
- (3)A.4.1.3. Stakeholder Satisfaction and Complaint Procedure.doc
- (3)A.4.1.4.Suggestion, Request and Complaint Management Procedure.doc
- (4)A.4.1.5.COMU External Stakeholder Strategic Plan Setting.pdf
- (3)A.4.1.6.Meeting Record Example.pdf
- (4)A.4.1.7.Internal Stakeholder Meeting Evidence.xlsx
- (4)A.4.1.8.External Stakeholder Meeting Evidence.xlsx
- (3)A.4.1.9.Unit Website Example.docx
- (4)A.4.1.10.Number of Applications to 7-24 Contact Line.pdf
- (4)A.4.1.11.Quality Assurance Commission Improvement and Increase of 7-24 Visibility.pdf
- (4)A.4.1.12.Evaluation of Academic Personnel Satisfaction Survey 2023.pdf
- (4)A.4.1.13. Evaluation of Administrative Personnel Satisfaction Survey 2023.pdf
- (4)A.4.1.14.Evaluation of External Stakeholder Satisfaction Survey 2023.pdf
- (4)A.4.1.15.Evaluation of Administrative Personnel Satisfaction Survey 2022.pdf
- (4)A.4.1.16.COMU EcoUnity Erasmus Plus Project Workshop.pdf
- (4)A.4.1.17.COMU Policy Development Workshops.docx
- (4)A.4.1.18.Çanakkale Olive Workshop.docx
- (4)A.4.1.19.Directive on COMU Advisory Boards.doc
- (4)A.4.1.20.SWOT Analysis.pdf
- (4)A.4.1.21.Educational Stakeholder Meeting.pdf
- (4)A.4.1.22.RD Stakeholder Meeting.pdf
- (4)A.4.1.23.724 POSTER.jpeg
- (4)A.4.1.24.Student Feedback on Education Faculty Library Time Regulation.pdf
- (4)A.4.1.25.District Workshops.docx
- (4)A.4.1.26.Directive on Quality.pdf
- (4)A.4.1.27.Decision of Quality Assurance Commission.pdf

2. Student Feedbacks

With the Senate Decision No. 18/28 dated 26.10.2023, the definitions, duties and working procedures of structures such as Student Quality Commission, Internal Stakeholder Advisory Board Student Representative, Quality Ambassadors and Unit Quality Assurance Commission Student Representative were determined in order to ensure the continuity and systematic student participation in the quality processes envisaged in the COMU Quality Assurance Directive (A.4.2.1 md 9,11).

The Rectorate Quality Assurance Commission and the Internal Stakeholder Advisory Board, as well as the Unit Quality Assurance Commissions of all academic units other than application and research centers, have at least one student representative member in order to ensure student participation in quality processes. Expanding student representation in the commissions enables direct student demands to be expressed directly to the administration and provides the opportunity to take students' perspectives into account in decision-making processes. Unit quality ambassadors have the opportunity to meet with unit management periodically to convey their demands, suggestions and complaints (A.4.2.2, A.4.2.16). In addition, staff information on the quality ambassadors application is included in the Stakeholder Engagement section of the Quality Assurance System Training videos offered free of charge through SEM, and awareness is raised on the application by informing the staff (A.4.2.3). With the Senate Decision No. 19/05 dated November 10, 2023, the Student Senate Directive was established and the procedures and principles regarding the establishment of the senate, the member determination process and the organization of meetings were determined (A.4.2.4). In accordance with the Senate Decision No. 19/06 of the same date, the Dean of Students Directive, which determines the working procedures and principles of the COMU Dean of Students' Office, has entered into force in order to support the academic, social, personal and cultural development of students, to develop the awareness of institutional belonging, to facilitate university life and to create a dynamic campus environment by producing effective solutions to the problems experienced by students (A.4.2.5). In 2023, with the establishment of the Student Senate and Dean's Office, students had the opportunity to directly participate in university policies and

decisions. In the Student Quality Commission and the Student Senate, there are Student Club Representatives, Foreign Student Representatives, and Disabled Student Representatives in addition to academic unit representatives in accordance with the relevant directives.

Feedback from our students has been recognized as an important tool in quality processes. With a student-centered approach, all kinds of feedback from them are extremely valuable in planning, implementation, controlling and taking measures. With this approach, there are various mechanisms in place to receive student feedback throughout the institution. One of the most comprehensive is the satisfaction and evaluation surveys conducted at the end of each year. These surveys are an important tool for students to express their experiences, satisfaction levels and opinions about the institution. This feedback provides a valuable resource for improving the institution's services and policies. Since 2018, data obtained through student satisfaction surveys (A.4.2.6; A.4.2.7) have been systematically and regularly evaluated. In addition, at the end of each academic semester, the Course and Instructor Evaluation Survey (A.4.2.8) is administered through the UBYS. The results of these surveys are shared with the faculty member of the relevant course, providing a feedback mechanism for evaluating feedback and improving the quality of education. For example, in the satisfaction surveys applied to students in 2022 (A.4.2.9), a satisfaction rate of 59% was determined regarding the adequacy of exchange opportunities abroad, and this low rate was identified as an area for improvement. In response to this, new bilateral cooperation agreements were signed in 2023 (A.4.2.10) as well as promotional and informative meetings organized by the Foreign relations Coordinatorship, and as a result of these efforts, the satisfaction rate of students with international exchange opportunities increased to 78.6% (A.4.2.11).

In addition, in the 2023 student satisfaction surveys, it was determined that the lowest satisfaction rate in campus life was 73.8% for on-campus transportation facilities. At the quality assurance meeting held after the reporting process, a decision was taken to improve this issue, necessary correspondence was made and it was stated that free on-campus transportation would be provided to students as soon as possible (A.4.2.12).

In KAR, during the site visits, it was determined that student academic counseling is sufficient, but there is no mechanism to receive feedback and there are suggestions for the establishment of a mechanism. In order to evaluate the feedback on this point, the missing mechanism suggested by YÖKAK was improved with the Academic Advisor Evaluation Questionnaire (A.4.2.7) prepared by the Quality Assurance Commission Assessment and Evaluation Advisory Board. The feedback received through the questionnaire was examined by the Quality Assurance Commission and areas requiring improvement were identified and this information was shared on the Quality Development and Institutional Monitoring Coordinatorship web page (A.4.2.13). In addition, the evaluation results were forwarded to the units and requested to be evaluated by the **Student Academic Advisory Commissions** (A.4.2.14).

The Food Menu Survey (including QR code application) was started to be implemented by the SKS Nutrition Branch Directorate as of 2024, and a step was taken to create weekly food menus with stakeholder participation. These surveys are used to determine weekly menus in line with students' preferences and feedback. Survey reports are published transparently on the institution's website and made accessible to students. In this way, students contribute to decision-making processes regarding catering services and transparency is ensured (A.4.2.15).

Student feedback received through "Campus 7/24" is transferred to the relevant units and is an actively functioning mechanism to respond as soon as possible and make the necessary improvements. For example, two students expressed their discomfort with the early closure of the library at the Faculty of Education campus during exam periods and provided feedback via Campus 7/24 with a suggestion that the garden areas were insufficient and that hygiene in the toilets should be improved (A.4.2.16). This suggestion was taken into consideration and necessary measures were taken by immediately forwarding it to the relevant units. It was stated that the library will be open until 23:00 during exam periods (A.4.2.17).

Our institution, which actively operates feedback mechanisms, has adopted the principle of strengthening the active participation, satisfaction and belonging of our students, who are stakeholders, in its Quality Assurance Policy with the slogan "All Together Forward".

Current Status: Practices for receiving student feedback in all programs are monitored and improved based on student participation. Feedback results are reflected in decision-making processes.

Evidence

- (2)(3)A.4.2.1.Directive on Quality Assurance.docx
- (2)A.4.2.2.Article on Quality Ambassadors.docx
- (3)A.4.2.3.Quality Assurance Education SEM.PNG
- (4)A.4.2.4.Directive on Student Senate.docx
- (4)A.4.2.5.Directive on Student Deanship of Studentds.pdf
- (3)A.4.2.6.Student Satisfaction Survey.pdf
- (3)A.4.2.7.Academic Advisor Evaluation Survey.pdf
- (3)A.4.2.8.Course Evaluation Survey.pdf
- (4)A.4.2.9.Evaluation of Student Satisfaction Survey 2022.pdf

- [(4)A.4.2.10.Foreign Relations Activities.pdf](#)
- [(4)A.4.2.11.Evaluation of Student Satisfaction Survey 2023.pdf](#)
- [(4)A.4.2.12.Quality Assurance Commission Decision on In-Campus Transportation.pdf](#)
- [(4)A.4.2.13.Results of Academic Advisor Evaluation 2023.pdf](#)
- [(4)A.4.2.14.Improvement Decision Regarding the Survey Results.pdf](#)
- [(4)A.4.2.15.Food Menu Survey.pdf](#)
- [(4)A.2.4.16.Student Feedback Received on Campus 7-24 and Announcement of Improvement.pdf](#)
- [(4)A.4.2.17.Education Improvement.pdf](#)

3. Management of Alumni Relations

Our university maintains policies that continuously support its graduates, who are external stakeholders, in their areas of employment, provide personal and professional development opportunities to graduates by supporting lifelong learning, ensure their active participation in quality processes, aim to strengthen their satisfaction and institutional belonging, and are based on the mechanisms used for this goal (A.4.3.1; A.4.3.2). Monitoring activities for alumni is addressed within the scope of the strategic plan. In the 2021-2025 Strategic Plan (A.4.3.3.3), these activities were monitored with "**PG 4.3.4** Number of Alumni Contacted through the Alumni Office". In the revised 2024-2028 Strategic Plan (A.4.3.4), these activities continue to be monitored with "**PG 1.5.4** Number of graduates/students who are company partners in technology development zones, **PG 2.1.1** Number of students graduating from doctoral programs, **PG 5.2.3** Number of events organized for graduates" (A.4.3.16).

Graduate student statistics are included in the [Institutional Assessment System](#) and the number of graduates by units is shared. The total number of students who graduated from COMU is 152534. In 2023, we have a total of 8216 graduates, 28.4% of which are associate's degree, 51.5% bachelor's degree, 7.2% master's degree with thesis, 0.9% doctorate, and 12.0% master's degree without thesis.

While alumni relations at our university were being monitored through the Student Life, Career and Alumni Relations Coordinatorship, which was adopted at the meeting of the University Senate dated 24.05.2017 and numbered 06 and implemented with decision number 29, the name of this coordinatorship was changed to "Career and Alumni Relations Coordinatorship" (OMİK) with the decision dated 01.03.2024 and numbered 07, and with this change, the coordinatorship continued to manage alumni relations and career services in a more focused manner (A.4.3.17).

Unit representatives of the Career and Alumni Relations Coordinatorship have been assigned to academic units, and management of alumni relations and career center activities is provided through the relevant representatives. Academic unit representatives are published on the website of OMİK and academic units (A.4.3.18). Career and Alumni Relations Coordinatorship and academic unit representatives come together periodically for the evaluation, consultation and future planning of career center activities. The decisions taken at the 2023-2024 Academic Year Coordination Meeting held on 20.10.2023 with the Career Center Academic Unit Representatives were communicated to our academic units (A.4.3.5, A.4.3.19). In line with these decisions, it was proposed to organize at least one face-to-face or online career talks in the Fall Semester of the 2023-2024 Academic Year and at least one in the Spring Semester (A.4.3.5). For example, in line with this decision, the Department of Molecular Biology and Genetics organized a career talk with the participation of Dr. Vladimir Brukhin from the Komarov Institute of Botany, Russian Academy of Sciences on 28.11.2023 (A.4.3.6). In addition to the career events organized by the Career and Alumni Relations Coordinatorship, our academic units and departments/programs organize alumni events on their own. A total of 35 alumni events were organized in 2023 (A.4.3.7).

Our academic units actively use social communication channels to communicate with our graduate students. These channels include popular platforms such as "WhatsApp, Telegram, YouTube, Instagram" (A.4.3.20). Each unit aims to interact with and reach out to alumni through social communication channels on its website. This approach supports our alumni to be informed about current developments, participate in events and maintain their ties with the university. For example, in order to strengthen collaboration with alumni and improve faculty quality processes, the Biga FEAS Dean's Office receives alumni opinions and suggestions within the framework of our Biga FEAS Alumni Views project and shares the success stories of its graduates on the YouTube platform, which is popular among young people. In this way, alumni are encouraged to share their career journeys and achievements with other students and inspiring examples are provided to students ([A.4.1.8](#)).

In the previous institutional accreditation assessment report, it was emphasized that the alumni tracking system was not used effectively and the contribution of alumni feedback to achieving the university's policy goals could not be measured. As stated in the 2022 IER, due to the problems with the software in the alumni tracking system and the inability to obtain the desired efficiency, the improvement of the alumni tracking system was initiated with the decision of the Quality Assurance Commission dated 30.06.2022 (A.4.3.21), and the software update studies of the Department of Information Technologies for the needs of the alumni information system affiliated to the relevant coordinatorship were completed in 2023 and the [Alumni Communication System (MIS)](#) was put into practice as of January 2024. The renewal of the alumni communication system is an example of improvement at this point. Through MİS, which is a user-friendly platform, it is aimed to establish active communication with alumni, contribute to their careers and development, inform them about current developments regarding our university, and contribute to the development of our university

with their feedback. Through the Alumni Communication System, announcements can be made for graduates, graduates can communicate with their universities, and they can access courses for lifelong learning opportunities offered by our University (A.4.3.22). In order to encourage graduates to use the newly created online platform, announcements are made by the Career and Alumni Relations Coordinatorship through academic units in our programs (A.4.3.9; A.4.3.10). Currently, a total of 2543 graduates are registered in the system. The distribution of our graduates by sectors and provinces is visually presented on MIS (A.4.3.15). Taking into account the improvement recommendation (p. 11) stated in the KAR, efforts have been initiated to systematically and comprehensively monitor the employment information of our graduates such as their job placement status and continuation of their education through MIS. In addition, the "Graduate Satisfaction Survey" has been updated as of 2022, and with the relevant survey, the employment status of graduates, the type of institution they work in, and their employment status in the field of graduation are monitored. In the 2023 Graduate Satisfaction Survey, it was observed that 80% of our graduates are employed; 52.84% of the employees work in the private sector, 25.37% in the public sector, 21.79% in other sectors, and 55% of the employees work in a job related to their field of graduation (A.4.2.24).

In addition to the organized alumni events and career activities, the feedback of our graduates is also provided through Alumni Satisfaction Surveys. According to the 2022 Graduate Satisfaction Survey (A.4.3.11), improvement areas such as updating course content, increasing social opportunities and activities, providing training for business life and emphasizing applied courses were identified. Improvement efforts in these areas were realized in 2023 through the Bologna Process, the Vocational Education in Enterprise Coordinatorship (İMECE) and the increasing activities of the Social Responsibility Project coordinatorships. In the 2023 Graduate Satisfaction Survey (A.4.3.12), our stakeholders were asked to indicate the aspects of the education and campus facilities at COMU that they found open for improvement. In this context, while open aspects such as increasing practical courses for the sector, encouraging entrepreneurship and innovation, and implementing educational content in accordance with technological innovations were identified in terms of education, aspects such as increasing sports facilities and facilities, improving on-campus transportation facilities, and arranging green areas were identified in terms of campus facilities. The monitoring results were evaluated at the Quality Assurance Commission meeting held on February 27, 2024 and it was decided to carry out improvement studies by the relevant units at the relevant meeting (A.4.3.23). Work to improve these aspects has started rapidly, and the support processes of Spor Toto Organization have been initiated for the realization of the Sports Valley and Campus Garden project within the scope of starting a ring in on-campus transportation and organizing green areas (A.4.3.13).

In order for our graduated students to benefit from campus facilities, our university provides "Graduate Card" to our graduated students within the scope of "Identity Card and COMUkart Smart Pass System Directive". This card allows our graduates to benefit from certain services and facilities on campus and facilitates their access to university resources (A.4.3.14).

In the 2024-2028 Strategic Plan, which was revised by taking into account the improvement suggestion stated in the KAR (p. 11), the importance level of our graduates, who are defined as external stakeholders, has been updated as "high", the impact level as "strong" and the priority as "work together" (p. 29 in the 2024-2028 Strategic Plan).

Current Status: Alumni monitoring system applications are monitored and updates are implemented in the programs in line with the needs.

Evidence

- (2)(3)A.4.3.1.Policy on Education and Training.pdf
- (2)(3)A.4.3.2.Policy on Quality Assurance.png
- (2)A.4.3.3.2021-2025 Strategic Plan.pdf
- (2)A.4.3.4.2024-2028 Strategic Plan.pdf
- (4)A.4.3.5.Decision on Alumni Conversations.pdf
- (3)(4)A.4.3.6.Conversation with Dr. Vladimir Brukhin.pdf
- (4)A.4.3.7.External Stakeholder Meeting Evidence.xlsx
- (4)A.4.3.8.Opinions of Biga Alumni and Project Announcement.docx
- (4)A.4.3.9.Alumni Meeting.pdf
- (3)(4)A.4.3.10.Official Article on MIS Publicity.pdf
- (4)A.4.3.11.Report of Alumni Satisfaction Survey 2022.pdf
- (4)A.4.3.12.Report of Alumni Satisfaction Survey 2023.pdf
- (4)A.4.3.13.Sports Valley Project.docx
- (4)A.4.3.14.COMU ID Card Çomükart Smart Entrance System.pdf
- (4)A.4.3.15.MIS Data on Number of Alumni.pdf

- (3)(4)A.4.3.16.Evaluation Report of 2023.docx

- (3)A.4.3.17.Directive on OMIK.docx
- (3)A.4.3.18.OMIK Representatives in Academic Units.pdf
- (3)(4)A.4.3.19.Decision of OMIK Meeting.pdf
- (3)A.4.3.20.Alumni Channels.docx

- (3)(4)A.4.3.21.Decision of Quality Assurance Commission.pdf
- (3)(4)A.4.3.22.MIS Life Long Learning.docx
- (4)A.4.3.23.Commission, Transportation Example.pdf
- (4)A.4.3.24.Alumni Satisfaction Report 2023.pdf

5.   Internationalization

1.   Management of Internationalization Processes

The management of internationalization processes at our university was carried out by the Foreign Relations Coordinatorship and the international student office within the scope of our university's internationalization quality assurance policy (A.5.1.1), internationalization PDCA cycle within the scope of 2023. This coordinatorship carries out its activities in accordance with the provisions of the "Foreign Relations Coordinatorship Directive" (A.5.1.2) approved by the Senate Decision No. 12/04 dated 18.08.2023. The administrative units of the Coordinatorship consist of Erasmus Unit, Mevlana Unit, Bilateral Cooperation Unit, Free Mover Unit, European Solidarity Program Unit, Project Support Unit and Secretariat. The deficiencies identified in the Directive of COMU Foreign Relations Coordinatorship regarding the management of processes related to international students were evaluated and it was decided to amend the directive "taking into account the proposal to ensure the coordination of the units responsible for the internationalization process" stated in the KAR (p.13). In this context, the current directive was amended with the Senate Decision dated 01.03.2024 and numbered 07/07. The "International Student Office", which currently operates under the Department of Student Affairs, was affiliated to the Foreign Relations Coordinatorship and the "International Student Admission Commission" was established; the task of following up the process regarding student recruitment procedures, determination of quotas and placement was assigned to this commission (A.5.1.3). In addition, there are commissions specific to exchange programs in each unit in order to establish the relationship between the academic units and the coordinatorship.

The purpose of the Foreign Relations Coordinatorship is to contribute to the international recognition of Çanakkale Onsekiz Mart University, to support the units of our University in establishing collaborations with international education and research institutions and in the continuity and development of existing collaborations, to assume an organizing and facilitating role to increase cooperation in the fields of science and culture, to expand the participation of students and academic and administrative staff in international programs, to increase international research projects and to support the development of intercultural dialogue. In this context, the Coordinatorship manages the internationalization processes with the mission and vision of the Foreign Relations Coordinatorship.

Within the scope of the recommendation stated in the KAR (p.13), the user-friendly official website of the Foreign Relations Coordination Directorate has been updated and staff and job descriptions and workflow charts have been shared with the public in a comprehensive and clear manner. In addition, the "Our Units" menu on the top tab of the website contains detailed explanations and documents on the management of internationalization processes of the units. On the website of the Erasmus Unit, information about Erasmus, student departure processes, outgoing staff processes and bilateral agreement processes (lists, ways to follow, etc.) are shared with the public. The 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 (A.5.1.4). On the website of the Mevlana Exchange Program unit, similar process flow charts, mutual agreements and the processes and forms that outgoing students should follow are clearly and comprehensively stated. Information on the processes and forms to be followed by students who will provide student mobility without bilateral cooperation are explained under the outgoing and incoming student tabs on the website of the Free Mover Unit. The European Solidarity Corps (ESC) Unit is a unit that serves students who want to work voluntarily in a country in Europe and improve their language skills. The side menu on the unit's website provides detailed information and processes on how to apply, interviews, motivation letter preparation processes, grants and visas. On the website of the International Projects Support Unit, the conditions, documents, information forms and lists of the stages of the project application and execution process and the lists of international projects to which our university is a party are shared with the public in a transparent and comprehensive manner. On the website of the International Cooperation Unit affiliated to the coordinatorship, cooperation agreements can be easily realized by following the steps of the International Cooperation Agreement Procedure under the International Cooperation Agreements tab by informing the coordinatorship. Draft Cooperation Agreements (A.5.1.5), sample official letters and processes are defined and national circulars are included under that tab. Detailed information on the grading of foreign students, incoming academician procedure, outgoing student conditions and international scholarships and information on the processes are available on the website of the unit affiliated to the coordinatorship. The sample documents and processes shared on the websites are reflected in real life and provide great convenience for academic units to make agreements. In order to strengthen the diplomas of the students studying at our university, international joint diploma or double diploma agreements have been started as of 2023, taking into account the improvement proposal (p.42) stated in the KAR. In 2023, with the cooperation agreement signed with ATYRAU University of Kazakhstan, an article (Art.2/e) for the development of double diploma programs between the two universities was added to the text of the agreement. (A.5.1.6) In this context, studies for the opening of the "Joint Master's Degree Program in Foreign Languages Education with Thesis" between the two universities have started and a draft protocol has been prepared. The program is planned to become operational after the finalization of the relevant protocol (A.5.1.10).

As stated in the 2022 BIDR, the management of internationalization processes was managed by the Foreign Relations Office and the activities were carried out under the supervision of senior management. In the 2022 student satisfaction survey results, the satisfaction rate for the statement "International student exchange opportunities related to my department/program are sufficient." was 59% (A.5.1.7). Due to the low satisfaction rate, after the change of management, it was decided to gather the Office of Foreign Relations and the relevant units within the other units under a single roof under the Foreign Relations Coordinatorship and to make a comprehensive legislative change, taking into account the recommendation expressed in the KAR (p.13). The results of the survey were monitored and a radical change was made in the legislation to take measures regarding the management of international processes. In the student satisfaction survey conducted in 2023 (A.5.1.8), it was seen that the satisfaction level increased from 59% in 2022 to 78.6% and that the activities carried out by the established coordinatorship provided a good improvement.

The "Çanakkale Onsekiz Mart University Directive on the Criteria for Application, Extension of Term of Office, Appointment and Promotion of Faculty Members" (A.5.1.9), which was approved by the decision of the Senate of our University dated 29.12.2022 and numbered 21/05, was approved at the meeting of the General Assembly of Higher Education on 13.04.2023. In this directive, incentive criteria have been added to articles c and i of table 13 to participate in exchange programs and pioneer cooperation agreements.

In the renewed 2024-2028 Strategic Plan of our university, "Increasing the International Recognition of our University" has been determined as a goal. The goals planned to be realized in relation to the relevant goal are "Increasing International Student, Academic and Administrative Staff Mobility" and "Increasing Activities to Improve International Recognition". Our Internationalization Policy (A.5.1.11), which was prepared with a participatory approach in accordance with the revised Strategic Plan and taking into account the recommendations (p.11, 41) stated in the KAR, has also been updated. Evidence for the participatory approach is described in section A.2.1.

Current Status: The administrative and organizational structure of internationalization processes is monitored and improved.

Evidence

- (3)A.5.1.1.Quality Assurance Policy on Internationalization.pdf
- (3)A.5.1.2.Directive on Foreign Relations.pdf
- (4)A.5.1.3.Change in Directive on Foreign Relations.docx
- (3)A.5.1.4.ECHD 21 27.pdf
- (3)A.5.1.5.Bilateral Agreement Draft.docx
- (3)A.5.1.6.Collaboration for Joint Degree.pdf
- (4)A.5.1.7.Student Satisfaction Evaluation 2022.pdf
- (4)A.5.1.8.Student Satisfaction Evaluation 2023.pdf
- (4)A.5.1.9.New Criteria for Appointment.docx
- (4)A.5.1.10.Evidence of Foreign Language Double Degree Operations.jpeg
- (3)(4)A.5.1.11.New Internationalization Policy 24.pdf

2. Internationalization Resources

The resources allocated for internationalization activities at our university are identified and defined. The workforce resource required for internationalization activities within the scope of our university's policies is provided by the employees defined in the organizational chart of the Foreign Relations Coordinatorship. The duties, communication and job descriptions of all employees within the Coordination Office are clearly stated. Responsible Foreign Relations commissions in academic units have also been identified and published on the websites of academic units.

The budget of the university's internationally supported project items that were closed in 2023 is 284,887 Euros. As of 31.12.2023, the total budget of international projects in force is 1,367,172 Euros. These projects are systematically collected and improved by the Foreign Relations Coordinatorship (A.5.2.1).

Çanakkale Onsekiz Mart University (COMU) ranks 2nd among 255 applicants in the Erasmus academic staff teaching mobility budget. The applications submitted by higher education institutions and accredited national mobility consortia within the scope of Erasmus+ KA131 (Student and Staff Mobility in Higher Education) activity in the application period of 2023 were evaluated by the Turkish National Agency and the results were announced. According to these results, out of 255 applications, our University stood out as the 2nd university to be awarded the highest budget within the scope of Erasmus Teaching Mobility. In this context, our academic staff were able to participate in Erasmus Teaching Mobility by benefiting from 376 existing agreements with 175 universities in 30 different European countries (A.5.2.2).

The use of financial resources is monitored annually, taking into account the recommendation in the KAR (p.13). Erasmus Higher Education Exchange Program projects continue for 36 months. In 2023, the Foreign Relations Coordination Office spent 244,706 Euros for Student and Internship Mobility and 67,314 Euros for Staff Mobility. In 2023, expenditures were made from 2020-2021-2022 and 2023 exchange project budgets, 2020-2021 projects were closed at the end of 2023, and all of both project budgets

were allocated to students and staff, and all resources were used very efficiently with 100% utilization without grant refunds. In 2022 and 2023, it is aimed to use the grants opened at our university efficiently and without refunds. Within the scope of Erasmus, our university was allocated 199,600 Euros in 2020, 178,052 Euros in 2021, and 175,620 Euros in 2021 within the scope of the student exchange project. In 2023, the total amount allocated by the National Agency for student and internship mobility was increased to 210,988 Euros. The National Agency makes this budget increase according to the efficiency of the institution's use of grants. This increase is due to the proof of our University's success in grant utilization rates in recent years and improvements in managing financial resources (A.5.2.3).

With the "Çanakkale Onsekiz Mart University Directive on Criteria for Application, Extension of Term of Office, Appointment and Promotion Criteria for Faculty Member Positions" accepted by the senate decision dated 29.12.2022 and numbered 21/05, which entered into force in 2024, it is predicted that the increase in the score type of international projects in the scoring tables for project items and the addition of *"Having been an executive or involved in an externally funded national or international project or having applied for a patent and presented the research report."* for each staff title will cause an increase in such projects and budget items in the coming period (A.5.2.4).

Current Status: The distribution of internationalization resources in the institution is monitored and improved.

Evidence

- (3)(4)A.5.2.1.Foreign Relations Monitoring Evidence.pdf
- (4)A.5.2.2.National Agency Erasmus List.pdf
- (3)(4)A.5.2.3.Erasmus Grant and Expenditure Amounts 2023.pdf
- (3)(4)A.5.2.4.New Criteria for Appointment.docx

3. Internationalization Performance

Our university monitors the monitoring activities of internationalization performance in 6-month periods within the scope of the university strategic plan. In the strategic plan of our university (A.5.3.1), monitoring activities are carried out for the performance indicators *"Number of Education Programs Implemented Jointly with International Organizations Key Performance Indicator, **PG 1.2.5** Number of digital and innovative national and international projects, **PG 1.3.1** Number of national and international patent documents, **PG 2.1.2** Number of students benefiting from exchange programs such as Erasmus, Mevlana, Farabi, **PG 2.1.3** Number of students benefiting from internships abroad, **PG 2.3.3** Number of academic staff going abroad for research purposes, **PG 2.3.4** Number of academic staff benefiting from exchange programs such as Erasmus, Mevlana, **PG 4.1.1** University's world academic success ranking"*.

Data records regarding the studies carried out within the scope of internationalization are constantly monitored and monitoring activities are carried out. Considering the data collected at our university on 31 December, the number of foreign students studying at our university was 2290 in 2022 and 2110 in 2023; the number of students going abroad with the exchange program was 82 in 2022 and 126 in 2023; the number of students coming from abroad with the exchange program was 30 in 2022 and 56 in 2023. While the number of foreign academic staff was 18 in 2022, this number was determined as 14 in 2023. While the number of international patent applications was 15 in 2022, this number increased to 17 in 2023. While the number of international projects in force was 31 in 2022, it increased to 36 in 2023. In 2023, the number of international projects completed was 8. The number of Erasmus/Erasmus+ projects increased to 35 in 2023. As of 2023, the number of United Nations Supported Projects is 1. In 2023, the number of bilateral Erasmus agreements was 129 and the number of bilateral agreements within the scope of Erasmus reached 426. The number of international bilateral cooperation agreements reached 98 as a result of 18 new agreements in 2023. The number of international publications will be written in detail under the title of C. Research and Development (A.5.3.2; A.5.3.3; A.5.3.4; A.5.3.5).

In order to increase internationalization activities at our university, the Foreign Relations Coordinatorship and unit coordinatorships continue to work to raise awareness. One of the most important tasks of the coordinatorship is to take facilitative and educational measures to encourage internationalization activities. At the management review meeting held on 22.03.2023, a decision (no.25) was taken to promote and train unit coordinatorships under the agenda of "Improvement Needs Regarding Quality Management System" (A.5.3.6). In this context, the Foreign Relations Coordinatorship organized 13 meetings in 2023 for internationalization activities (A.5.3.2).

Within the scope of the internationalization quality assurance policy, our university organizes activities within the international environment for the statement *"It aims to be the best university of the region and the Balkans, and to become a strong scientific institution of its country and the world."* In 2023, 33 international scientific/artistic events, 5 of which were related to the Balkans, were organized by our university or its units (A.5.3.7). In addition, in 2023, our academic/administrative staff working in our units and students studying in our units were deemed worthy of 37 international awards (A.5.3.8). Our university is also a member of the Balkan Universities Association (A.5.3.9). In addition, there is a Balkan and Aegean Application and Research Center within our University and it is actively operating (A.5.3.10). The center also became a member of the International Balkan Studies

Association in 2023 (A.5.3.11).

In order to support the internationalization activities and overseas operations of our technology-based entrepreneurial companies operating in Çanakkale Technopark, a Çanakkale Technopark office was opened in 2023 at the Spaces CoWorking Center in Warsaw, the capital of Poland. In addition, Çanakkale Technopark continues to cooperate with the Dubai Trade Delegation in order to expand its global trade network (A.5.3.12).

The survey results expressed in section A.5.1 and the increase in the numbers expressed in this section show that, according to the monitoring results, the number has started to increase thanks to the establishment of the Foreign Relations Coordination Office in 2023 and the continuation of the improvement activities. In 2024, it is thought that internationalization activities in 2024 will increase further due to the new agreements added in 2024 and the new establishment of the Coordinatorship in 2023.

Current Status: Internationalization activities at the institution are monitored and improved.

Evidence

- (3)A.5.3.1.2021-2025 Strategic Plan.pdf
- (3)(4)A.5.3.2.Foreign Relations Monitoring Evidence.pdf
- (3)(4)A.5.3.3.Number of Internationalization Personnel.pdf
- (3)(4)A.5.3.4.International Student Affairs.docx
- (4)A.5.3.5.COMU in Numbers.pdf
- (4)A.5.3.6.Management Review Report dated 22.03.2023.docx
- (4)A.5.3.7.Organized International Events.xlsx
- (4)A.5.3.8.International Award.docx
- (4)A.5.3.9.Balkan Universities Association.pdf
- (4)A.5.3.10.Balkan and Aegean Application and Research Center Activities in 2023.pdf
- (4)A.5.3.11.Association of Balkan Studies.docx
- (4)A.5.3.12.Technopark Internationalization.docx

B. EDUCATION AND TRAINING

1. Program Design, Evaluation and Update

1. Design and Approval of Programs

In our university, which has set the mission and education policy of raising pioneering, innovative and entrepreneurial individuals in their fields as its mission and education policy, program design and approval processes for programs planned to be opened/updated in accordance with the requirements of the age and sector needs have been defined by regulations, directives, education policy, procedures, workflows and programs are operated systematically. The administrative and organizational structure for the relevant design and approval processes is as follows: The approval processes are carried out by the boards and commissions in academic units, the approval processes are carried out by the education commission and the senate, and the secretariat is carried out by the Student Affairs Department.

Program design studies by the Faculty Dean's Office, Institute, School and Vocational School Directorate are carried out by taking into account the criteria for opening associate, undergraduate and graduate programs determined by the Council of Higher Education (YÖK), National Core Curriculum, Turkish Higher Education Qualifications Framework (TYYÇ), Vocational Qualifications Authority (MYK), Program Accreditation Criteria (B.1.1.1). In addition to these criteria, stakeholder opinions are also taken into consideration in the process of designing and updating programs (B.1.1.2). The proposals prepared during the design/updating process of associate degree programs are submitted to the Vocational School Boards for review. After the review of the relevant boards and commissions of the Directorate, the proposals deemed appropriate are sent to the Vocational Schools Coordinatorship (MEYOK) board for review. (B.1.2.3, Sample Decision no.4) Proposals prepared for the design/updating of undergraduate programs are sent to the Faculty / School boards (B.1.1.4). Graduate program design/update proposals are submitted to the Graduate School Board for evaluation. After the review by the Faculty, School, Institute and MEYOK boards, the program proposals deemed appropriate are sent to the Department of Student Affairs for submission to the Education Commission and the Senate. Program design/update proposals are evaluated by the University Education Commission (B.1.1.5; B.1.1.6) consisting of academic unit representatives and the proposals deemed appropriate are submitted to the senate. Program opening proposals examined by the Senate are forwarded to YÖK if deemed appropriate. The final decision of the programs planned to be opened and in the approval process is made by YÖK. Program update proposals approved by the Senate are directly implemented. The newly established Strategic Education Coordinatorship will evaluate the program proposals received from the units in 2024 and carry out a preliminary review task to improve the process regarding the requirements of the quality assurance system. After the incoming proposals are evaluated and found appropriate, they will be sent to the education commission, and if found appropriate, they will be submitted to the senate. Whether the quality assurance system complies with the requirements defined in this title will be subject to preliminary

examination with this coordinatorship. The work continues in the process of determining the principles and guidelines.

The objectives, contents and learning outcomes of the approved programs are associated with the affective, cognitive and kinesthetic skills of the TYYÇ and announced to the public through the education catalog (B.1.1.7).

In 2023, the Education Commission held 9 meetings on a total of 96 agendas, including 17 proposals to open programs, 21 program updates for the relevant academic units, and 58 other issues (double major, minor, etc.). 12 proposals to open new programs and 23 proposals to update programs were approved. The program of the Department of Coaching Education of the Faculty of Sports Sciences was updated within the scope of the National Core Education Program. Biga Applied Sciences, Political Sciences, Biga Economics and Administrative Sciences and Sports Sciences faculties were updated within the scope of program accreditation studies (B.1.1.8, Annex-5).

The education plan update studies were also carried out in line with the recommendation in the Institutional Accreditation Report (KAR) (p. 14) and the education policy (B.1.1.9) implemented within the scope of the 2021/2025 Strategic Plan. In the relevant education policy, the principle of raising individuals who are entrepreneurial and innovative, sensitive to the environment and society, respectful to human rights, and increasing the number of distance education programs has been adopted. In this context, the number of courses on entrepreneurship, innovation, human rights, volunteering, community service and social responsibility has increased over the years. In 2021 academic year 305, in 2022 academic year 294, and in 2023 academic year 347 courses in entrepreneurship-innovation were actively offered. There were 76 courses on human rights in 2021 academic year, 89 courses in 2022 academic year and 82 courses in 2023 academic year. There were 38 courses on social responsibility in 2021 academic year, 68 courses in 2022 academic year, and 79 courses in 2023 academic year (B.1.1.10). The number of active distance education programs, which was 8 before the implementation of the 2021-2025 Strategic Plan, reached 13 with the opening of 5 new programs in 2021, 2022 and 2023 (B.1.1.11).

Minor and double major program designs are continuously monitored and expressed in the 2021-2025 Strategic Plan with the indicator "PG 2.4.4: Number of minor and double major programs". Necessary improvements have been made as a result of the recommendation in the Institutional Accreditation Report (KAR) (p.16) and strategic plan monitoring to increase the number of DMP and DO programs. While 39 double major programs were active in 2022, this number increased to 55 in 2023. In addition, the double major process of 3 new programs is ongoing. While there were 6 minor programs in 2022, as of 2023, there are 14 active minor programs and 13 programs are in the process of minor programs. The 2023 target for the number of minor and double major programs was achieved with 209.09% (B.1.1.12).

The performance indicator "PG 2.2.2.2 Number of graduate (master's and doctoral) programs" in the 2021-2025 Strategic Plan increased to 252 in 2023, and the target was achieved with 98.82%. The number of the performance indicator "PG 2.2.5: Number of departments that switched to a semester program in the 7+1 and 3+1 sector" in the 2021-2025 Strategic Plan was realized as 12 in 2023 and the target was approached with 85.81%. Due to the shortcomings in reaching the target, İMECE Coordinatorship was established in 2023 and studies on program design and approval processes were initiated in order to increase the number of departments switching to one semester programs in the sector (B.1.1.14). The target for the performance indicator "PG 2.4.2: Number of programs offering education in a foreign language" for 2023 was 10 and the number of active programs was 13 in 2023, achieving the target by 130%.

The indicators "A.1. H1.5 PG 1.5.1: Number of departments and programs offering entrepreneurship/innovation-based courses" and "A.2. H2.1 PG 2.1.4: Number of programs offering on-the-job vocational training" were added to the revised Strategic Plan 2024-2028 in relation to program design and approval processes. In our Education Policy (B.1.1.13), which has been prepared in line with the Strategic Plan 2024-2028, relevant articles (3, 7, 9, 13, 17, etc.) and related articles regarding program design approval processes have been adopted as principles.

Current Status: The design and approval processes of the programs are systematically monitored, evaluated and improved together with relevant stakeholders.

Evidence

- (3)B.1.1.1.Program Proposal Form.pdf
- (4)B.1.1.2.Update through Internal and External Opinions.pdf
- (4)B.1.1.3.MEYOK Decision on Joint Course Repository.pdf
- (3)B.1.1.4.Program Proposal.pdf
- (3)B.1.1.5.Education Commission Decision.pdf
- (3)B.1.1.6.Education Commission Members.pdf
- (3)B.1.1.7.Bologna Guideline.pdf
- (3)B.1.1.8.Student Affairs Education Commission Decisions.pdf
- (3)B.1.1.9.2021-2025 Education and Training Policy.pdf
- (4)B.1.1.10.Courses on Entrepreneurship/Innovation and Human Rights.xlsx
- (4)B.1.1.11.Number of Graduate Programs in Distance Education.pdf
- (4)B.1.1.12.Monitoring Report of 2023 Strategic Plan.docx

- [(4)B.1.1.13.New Education Policy.pdf](#)
- [(4)B.1.1.14.IMECE Directive and Introduction of the Faculty.pdf](#)

2. Course Balance

Principles, rules and directives regarding course distribution are defined at all program levels of our university. Compulsory and elective courses in all programs of our university are announced through information packages. The principle of maximum 25% elective courses is applied to ensure the balance of compulsory elective course distribution in all programs in the institution (B.1.2.1).

Course assignments are made within the scope of Article 5 of COMU Procedures and Principles on Course Assignment and Additional Course Fee Payments, taking into account the workload and areas of expertise of the academic staff (B.1.2.2). While making course allocations in the programs, the lecturers who will take the courses are determined in the department/division board with a participatory approach, taking into account the areas of expertise of the lecturers.

The determined lecturers are sent to the relevant directorate/department by the head of the department and are discussed, evaluated and approved by the Faculty/School/MYO/Institute Boards (B.1.2.3).

According to the recommendation in the KAR report (P.15, 42) and the results of the 2022 Student Satisfaction Survey (B.1.2.4), taking into account the satisfaction level of the students with the "diversity of elective courses in the program" (64.4%), an improvement decision was taken at the Management Review Meeting dated 22.03.2023 to expand the elective courses that give students the opportunity to get to know different disciplines and cultural depth within/outside the faculty (B.1.2.5). Based on the relevant decision, a pool of in-unit/out-of-field elective courses was created in all units of our University, and the pilot application within the Faculty of Fine Arts started in 2023 and 24 elective courses were opened for the first time (B.1.2.6). In addition, in the Faculty of Agriculture, a course group consisting of in-faculty elective courses and 77 social, cultural and artistic elective courses is actively implemented (B.1.2.7). Students of the Faculty of Medicine are also offered the opportunity to take courses outside the faculty in the course pool consisting of elective courses that contribute to their personal development (B.1.2.8). In addition, as of 2022, the decision of MEYOK to create a "common general culture elective course pool" to be included in the curriculum plans of all departments/programs of vocational schools within their own structure was started to be implemented after the education commission and senate processes were completed. For example, a "MEYOK elective course pool" consisting of 42 elective courses was established at the Ezine Vocational School Board (B.1.2.9). These practices aim to provide students with cultural depth and familiarize them with different disciplines. In addition, studies are also carried out within academic units to increase the number of elective courses offered to students within the department (B.1.2.10). The balance of course distribution in the programs implemented throughout our university is monitored with the item "Elective course options in the program are sufficient" in the education and training sub-dimension of the student satisfaction survey conducted regularly every year. In the 2022 student satisfaction survey (B.1.2.4), the satisfaction rate of students regarding the relevant item was 64.4%, while in 2023 (B.1.2.11) this rate was 79.8%. The fact that the satisfaction rate for the related item has increased shows that the improvement efforts carried out to increase the elective course options throughout the institution are reflected in practice.

In accordance with the Procedure for Planning Education and Training Services, our university prepares weekly course schedules in a way that students can also allocate time for non-academic activities (B.1.2.12). Each semester, units are notified in an official letter to take into account the requirements of the relevant procedure (B.1.2.13; B.1.2.14).

The COMU Education Catalogue, which includes the program description, program outcomes and curriculum plans of all programs, has been announced to the public by our university. Course type (compulsory/elective), course language, crediting (theoretical, practical, laboratory, local credit and ECTS), semester and elective course grouping for all programs/departments of our university units have been defined and announced. In addition, the content of each course, workload distribution, evaluation system, learning outcomes and program learning outcomes are defined and announced.

(https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index)

Current Status: Course balance in programs is monitored and improved.

Evidence

- [(2)(3)B.1.2.1.YÖK Article on Course Balancing.pdf](#)
- [(2)(3)B.1.2.2.COMU Procedures and Principles for Course Assignment and Additional Course Fee Payments.pdf](#)
- [(4)B.1.2.3.Course Distribution and Weekly Course Schedule Workflow.pdf](#)
- [(4)B.1.2.4.Student Satisfaction Survey Results 2022.pdf](#)
- [(4)B.1.2.5.Management Review Elective Course.pdf](#)
- [(4)B.1.2.6.Faculty of Fine Arts Elective Courses.pdf](#)
- [(4)B.1.2.7.Faculty of Agriculture Elective Courses.pdf](#)
- [(4)B.1.2.8.Faculty of Medicine Elective Courses.pdf](#)
- [(4)B.1.2.9.MEYOK Decision on Joint Course Repository.pdf](#)
- [(4)B.1.2.10.Increasing the Diversity and Numbers of Elective Courses.pdf](#)

- [(4)B.1.2.11.Student Satisfaction Results 2023.pdf](#)
- [(3)B.1.2.12.Planning Procedure of Education and Training Services.docx](#)
- [(4)B.1.2.13.Article on Weekly Course Schedule.pdf](#)
- [(4)B.1.2.14.Gelibolu Vocational School 2024 Spring Course Schedule.pdf](#)

3.   Alignment of Course Acquisitions with Program Outcomes

COMU Bologna ECTS Education Information System Improvement Guide (B.1.3.1) prepared during the Institutional Accreditation Evaluation Process (2021) entered into force and its implementation was monitored. In order to eliminate the deficiencies identified in the relevant process, COMU Education Catalog Application Principles for Bologna Information Definitions (B.1.3.2) were created in 2023 within the scope of improvement activities.

While the information on course and program contents is entered into the Education Catalog, [COMU Education Catalog](#) Application Principles for Bologna Information Definitions are taken into consideration. In the relevant Procedures and Principles, Art. 5 (4) states that *"Program Chairs fill in the Bologna Information Entry Checklist (Annex 1) and send the report to the Dean's Office that the program and course information entries are complete and correct"* and Article 6 (11) states that *"Course content information; courses that are not entered in full and in accordance with the specified criteria in terms of purpose, scope, objectives, learning outcomes, weekly topics, method, bibliography, evaluation criteria, ECTS Workloads, Program Outcomes and Course Learning Outcomes Relationship are not opened for student selection."* Based on these provisions, within the scope of the Bologna Information Entry Checklist, it is clearly stated that the matching of course outcomes and program outcomes is an important element and if it is not fulfilled, the course will not be defined in the system and the course will not be opened for student selection (B.1.3.3). Necessary controls are provided with the checklist and improvements are made.

The matrix giving the relationship between course learning and program outcomes is created by the faculty member of each course as "1" if the relevant learning outcome has an effect on the program outcome and "0" if it does not, and is announced on the COMU Education Catalog after the approval process.

In the COMU Bologna ECTS Education Information System Improvement Guide, there are provisions on the educational objectives of the program, preparing/updating program outcomes, associating program outcomes with TYYÇ, preparing and updating the education plan, preparing/updating the learning outcomes of the courses and associating course learning outcomes with program outcomes. Under the heading of preparing/updating course learning outcomes of the relevant guide; there are provisions with examples on the necessity and preparation of the outcomes at cognitive, affective and kinesthetic levels.

The level of realization of course learning outcomes was monitored by the *"Course and Instructor Evaluation Survey"* (B.1.3.4), which was administered regularly at the end of each semester until 2023. In addition to the evaluation survey, the recommendation in the KAR Report was taken into consideration (p.17) and the process was improved by associating the exam questions with the learning outcomes in the measurement and evaluation process in 2023. In this context, a printed exam paper has been created and the questions are matched with the course learning outcomes by the instructors according to the measurement and evaluation method and announced to the students through the exam document (B.1.3.5). This practice is stated in Article 7 (2) of the Bologna Application Principles on measurement and evaluation: *"The instructor in charge of the course explains to the students that the assignments, projects, workshops, laboratory studies, etc. to be given to the students and the midterm and final exams to be held are intended to measure which learning outcome of the course within the framework of the course objectives. In each exam, there is a table showing which question meets which course learning outcome and the point value of the relevant question."*

In 2024, within the "Strategic Education Coordinatorship" of the board, in cooperation with the Bologna Process Coordinatorship, studies are planned within the scope of matching the program outcomes of the in/out-of-unit elective courses and YÖK compulsory courses with the program outcomes within the scope of TYYÇ qualifications (B.1.3.6).

Bologna Coordinatorship, Quality Assurance Commission and Student Affairs Department hold Bologna Status Assessment meetings at regular intervals in order to improve the process and receive stakeholder feedback (B.1.3.7, B.1.3.8). 3 Bologna meetings were organized in 2023.

In the renewed 2024-2028 Strategic Plan of our university (B.1.3.9), the number of trainings provided on Development and Bologna processes was determined as a performance indicator (A.2. H2.3 PG 2.3.3).

Current Status: The alignment of course acquisitions with program outcomes is monitored and improved.

Evidence

- [(2)(3)B.1.3.1.Bologna Guideline.pdf](#)
- [(4)B.1.3.2.COMU Education Catalog Application Principles for Bologna Information Definitions.pdf](#)
- [(4)B.1.3.3.Control Form.pdf](#)
- [(4)B.1.3.4.Course and Lecturer Evaluation Survey.pdf](#)
- [(4)B.1.3.5.Science Faculty Question and Answer Sheet.docx](#)

- (4)B.1.3.6.Directive on Strategic Education Coordinatorship.docx
- (4)B.1.3.7.Commission Improvement Decision.pdf
- (4)B.1.3.8.News on Bologna Meeting.pdf
- (4)B.1.3.9.2024-2028 Strategic Plan.pdf

4.   Course Design Based on Student Workload

Our university carries out course design based on student workload in accordance with the *COMU European Credit Transfer System (ECTS) Directive* (B.1.4.1), *COMU Associate and Undergraduate Education and Examination Regulations* (B.1.4.2) and *COMU Graduate Education and Training Regulations* (B.1.4.3). Diploma supplement and ECTS, Europass label are available at our university. All students graduating from our institution receive a diploma supplement. Diploma supplements are approved by deans in faculties and by directors in colleges and vocational schools with electronic signatures and delivered to students together with their diplomas (B.1.4.4; B.1.4.5).

Taking into account the improvement suggestion expressed in the KAR (p.15), the parameters in the workload calculation have been increased, and while calculating ECTS credits, the studies including student-centered approaches (project, laboratory practice, workshop, case study, report preparation/presentation, exam preparation, internship, etc.) that the student needs to do in order to successfully complete the course have been taken into account (B.1.4.17).

According to the provisions of Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations, *"ECTS credits and hours of each course are included in the education and training plan. Course ECTS credits are determined by the Higher Education Council by taking into account the credit range determined by the Higher Education Council according to the diploma level in which the relevant program is located, the higher education qualifications framework for the field and the working hours of the students."* and *"The total of course and application credits for associate / bachelor's degree programs in an academic year is 60 ECTS. The total number of ECTS credits for associate degree programs is 120, 240 for four-year undergraduate programs and 300 for five-year undergraduate programs."* In graduate education programs, the relevant regulation states that the workload value of master's programs cannot be less than 120 ECTS, 240 ECTS in doctoral programs and 300 ECTS in integrated doctoral programs. One ECTS credit corresponds to 25-30 hours of student workload.

Defined processes for the transfer and recognition of workload-based credits are carried out in accordance with the provisions of Çanakkale Onsekiz Mart University Associate and Undergraduate Exemption and Adjustment Procedures Directive (B.1.4.7). In the second article of this directive, equal or higher ECTS credit requirement of the course to be exempted is sought without the requirement of compulsory or elective. For courses whose ECTS credits do not match, it is evaluated by the relevant department / program boards, taking into account the course hours and COMU credits.

Internship and professional practice learning opportunities are available in our institution. Internship practices are carried out on an institutional basis by the COMU Internship Directive (B.1.4.8), and some academic units (B.1.4.9) also have unit-specific Internship Directives. In 2023, a total of 329 Internship courses are active in our institution. As of 2023, 12 active programs have vocational training in enterprises. In the second and third paragraphs of the thirteenth article of the COMU Associate and Undergraduate Practical Education Directive (B.1.4.10), "It is compulsory to determine ECTS credits for vocational training in the enterprise. ECTS credits are added to the course schedules of the program or department and are included in the graduation credit calculation of the students." and "The total credit of the courses calculated within the scope of vocational training in the enterprise cannot be less than 15 ECTS credits and more than 30 ECTS credits." With the Senate Decision dated 19.10.2023 and numbered 17/02, the Coordinatorship of Vocational Education in Enterprise (IMECE) was established to increase the quality and quantity of the programs that implement internship and vocational education in the enterprise (B.1.4.11), and necessary improvements will be made by monitoring and analyzing the processes within the relevant coordinatorship. The IMECE coordinatorship has started its activities as of 2024 and organizes information and cooperation meetings in enterprises and academic units.

The course contents entered into the COMU Education Catalog are systematically monitored and content improvement is ensured through the Bologna Information Entry Checklist created within the scope of the Application Principles for Bologna Information Definitions in the COMU Education Catalog, which started to be implemented in 2023 (B1.4.12). In addition, Bologna Status Assessment meetings are held at regular intervals in cooperation with the Bologna Coordinatorship, Quality Assurance Commission and the Student Affairs Department in order to improve the process and receive stakeholder feedback (B.1.4.13, B.1.4.14). 3 Bologna Meetings were held in 2023. In addition, the Registrar's Office communicates to academic units the efforts to improve the contents of the Bologna course information package.

Studies have been initiated by taking into account the suggestion that the workload and ECTS of the courses with the same content, the same code and name should be the same, which is stated as a direction open to improvement in the KAR (Pg.15, 42). In this context, under the coordination of the Student Affairs Department and the Bologna Process Coordinatorship, studies were carried out in academic units that offer common courses/service courses, including the departments of the Rectorate responsible for the delivery of Higher Education Council compulsory courses (B.1.4.15). Strategic Education Coordinatorship was established with the Senate Decision dated 07.03.2024 in order to systematically carry out the studies and provide active support. The job descriptions for the relevant coordinatorship and the coordinatorship board to take an active role in the process of creating the content and syllabus of

common courses are defined in Articles 7 and 8 of the regulation (B.1.4.16).

In addition to the Bologna Information Entry Checklist and Bologna meetings, efforts are underway to implement the workload satisfaction survey application through the UBYS by the end of the spring semester of 2024 in order to receive students' feedback on their workload.

Current Status: Student workload is monitored in the programs and course design is updated accordingly.

Evidence

- (2)(3)B.1.4.1.Directive on ECTS.pdf
- (2)(3)B.1.4.2.COMU Associate and Undergraduate Education and Exam Regulations.pdf
- (2)(3)B.1.4.3.COMU Graduate Education and Exam Regulations.pdf
- (3)B.1.4.4.Diploma Example.pdf
- (3)B.1.4.5.Diploma Appendix.pdf
- (4)B.1.4.6.UBYS Support Request.pdf
- (2)(3)B.1.4.7.COMU Associate and Undergraduate, Regulations on Exemption.pdf
- (2)(3)B.1.4.8.COMU Directive on Internship.pdf
- (2)(3)B.1.4.9.Example Gastronomy and Culinary Internship Directive.docx
- (2)(3)B.1.4.10.Directive on Applied Education.docx
- (2)(3)(4)B.1.4.11.IMECE Directive.docx
- (2)(3)(4)B.1.4.12.COMU Education Catalog Application Principles for Bologna Definitions.pdf
- (3)(4)B.1.4.13.Article on Bologna Meeting.pdf
- (3)(4)B.1.4.14.News on Bologna Meeting.pdf
- (4)B.1.4.15.Activities Regarding Common Course Contents.pdf
- (2)(3)(4)B.1.4.16.Directive on Strategic Education Coordinatorship.docx

5. Monitoring and Update of Programs

Program monitoring and updating processes for education and training activities of our university are monitored and improved with a holistic approach within the framework of regulations, directives, Strategic Plan 2021-2025, Education and Training policy, procedures, workflows and Education and Training PDCA cycle.

In the process of monitoring and improving programs at our university, the Education and Training PDCA cycle is actively operated by the Rectorate and academic units. In this context, in the process of monitoring and improving the programs, the PDCA Cycle is operated annually and five-yearly.

Within the scope of the monitoring and improvement studies of the programs, program self-evaluation reports are prepared by the graduating programs every year, the prepared SARs are evaluated by the unit quality assurance commission or the working groups assigned by it through the SAR Control / Evaluation Forms in terms of quality, and the aspects open to improvement are revealed with the executive summaries prepared. 294 programs graduating in 2022 and 296 programs graduating in 2023 and 296 programs in 2024 have prepared SAR and SAR control forms as of March 2024. In addition, a Strategic Plan 2021-2025 monitoring study is carried out within each academic unit and department. In addition to taking into account the Higher Education Legislation, Turkish Higher Education Qualifications Framework (TYYÇ), YÖK National Core Program, Presidential Human Resources Office Practices and Bologna criteria in designing and updating the curricula and elective courses of the programs, the opinions of the relevant sector representatives, the opinions of the students studying in the programs and the opinions of other internal/external stakeholders are also taken into consideration (B.1.5.1). In addition, the level of satisfaction with the education programs is monitored through the Student Satisfaction Survey and the Graduate Satisfaction Survey. According to the results of the 2022 Student Satisfaction Survey (B.1.5.2), 64.4% of the students were satisfied with the "diversity of elective courses in the Program", 79.8% in 2023 (B.1.5.3), and 85.4% in 2023 with the currency of the curriculum in the Program. As a result of the 2022 Graduate Satisfaction Survey (B.1.5.4), it was observed that our graduates were 74.1% satisfied with the education they received from our University in general, and 78.8% in 2023 (B.1.5.5.5).

Basic indicators related to education and training such as number of students, number of graduates, program occupancy rates, achievement evaluation report according to achievement status, number/reasons for dismissal other than graduation, etc. are monitored through COMU in numbers (B.1.5.6), YÖKAK Performance Indicators, UBYS Institutional Evaluation Panel, UBYS Instructor Screen and these data are used in improvement processes.

The level of realization of course learning outcomes is monitored at the end of each semester with the "Course and Instructor Evaluation Survey" (B.1.5.7) administered through the UBYS. In addition to the course evaluation questionnaire, a printed exam paper was created in 2023 to ensure that exam questions are associated with learning outcomes and started to be applied with the exams applied within the scope of measurement and evaluation (B.1.5.8). The association of learning outcomes with program outcomes is carried out through the UBYS Course Information Package and the relevant relationship matrix is publicly announced

(B.1.5.9; B.1.5.10).

In our university, studies are carried out to monitor the level of achievement of program outcomes in programs that have program accreditation and whose process is ongoing (B.1.5.11). As stated in the KAR (p. 42) as a direction open to improvement, improvement efforts to monitor program outcomes throughout the institution have started as of 2023. In this context, Yıldız Technical University (YTÜ) Digital Transformation Coordinator was hosted at our university and an evaluation meeting was held regarding the accreditation system and learning outcomes system. On November 29, 2023, at the meeting of the Quality Assurance Commission of our University, it was decided that the evaluations and studies regarding the software that can be used within the scope of making improvements in "Student-based program output tracking" will be carried out by the relevant units of our University and the studies have started (B.1.5.12). Within the scope of the relevant decision, meetings are held with Izmir Katip Çelebi University within the scope of planning and execution of the processes related to program output tracking by the Department of Information Technologies in accordance with UBYS (B.1.5.13). In the second quarter of 2024, it is planned to activate the accreditation and program tracking system.

The processes for updating the curriculum of our university's teaching programs are carried out in the May Senate under the coordination of the Education Commission, taking into account the "Updating of Lesson Plans" workflow. In 9 meetings held by the Education Commission in 2023, program update requests for 21 academic units were evaluated and approved at the May Senate (B.1.5.24 Syf:17,37). In 2024, with the Strategic Education Coordinatorship established in 2024, the proposals for updating the course content from the units will be evaluated by this coordinatorship and when there is an opinion that they meet the requirements of the quality system (stakeholder opinion, etc.), it will be forwarded to the Education Commission. In 2024, it will be integrated into the process with the principles to be determined. In addition, training plan update studies were carried out in line with the recommendation in the Institutional Accreditation Report (KAR) (p.16) and the education policy implemented within the scope of the 2021/2025 Strategic Plan. B.1.1. Design and approval of programs is explained in detail in the title. A decision (No.12) was taken at the management review meeting (B.1.5.14), taking into account the stakeholder satisfaction surveys and the recommendation (p.42) in the KAR report (B.1.5.15; B.1.5.25; B.1.5.26- B.1.2. Program Course Distribution Balance).

In our university, program accreditation studies are given importance and necessary incentive mechanisms are operated to spread accreditation studies throughout the institution. According to Article 7 of the COMU Quality Assurance Directive (B.1.5.16), "promoting program accreditations and ensuring that the institutional accreditation process is actively carried out in all units" is among the duties of the Quality Assurance Commission of our University. According to Article 17 of the same directive, "providing guidance and communication support to the relevant programs in program accreditation processes" is among the duties of the Quality Development and Institutional Monitoring Coordinatorship. Unit and program quality assurance commissions are also actively involved in program and institutional accreditation processes (COMU Quality Assurance Directive Art. 15 and Art. 16). In addition to the follow-up of the processes of the programs that apply for program accreditation, the follow-up of the units that want to start program accreditation studies is carried out with the "Status Report for Accreditation" requested from the units with an official letter every year (B.1.5.17). In addition, in the event that academic units request information/training on program accreditation, the requested training activities are carried out in cooperation with the relevant accreditation bodies. In 2023, Biga Faculty of Economics and Administrative Sciences, Biga Faculty of Economics and Administrative Sciences and Faculty of Political Sciences held a "Program Accreditation Workshop and Training Program" (B.1.5.18), which was instructed by the representative of STAR Accreditation Agency for program accreditation studies, and ZİDEK Accreditation Workshop (B.1.5.18), which was instructed by the representative of the Association for Evaluation and Accreditation of Agricultural Faculties Education Programs (ZİDEK) upon the request of the Faculty of Marine Sciences and Technologies and the Faculty of Agriculture.

In 2021, during the KAP evaluation process, there were a total of 6 program accreditations in 4 different academic units, while as of 2024, a total of 15 programs in 5 different academic units were entitled to receive program accreditation. In 2023, the Faculty of Sports Sciences Physical Education and Sports Teaching Undergraduate Program was accredited by the Sports Sciences Education Programs Evaluation and Accreditation Board (SPORAK), while the Faculty of Education Primary Mathematics Teaching, Science Teaching and Chemistry Teaching undergraduate programs were accredited by the Education Programs Evaluation and Accreditation Association (EPDAD). In addition, in 2023, the program accreditation of the Faculty of Sports Sciences Coaching Program was extended for 3 years, and the application for the extension of the accreditation period of the Faculty of Education English Language Teaching undergraduate program was made and the process was initiated. In 2023, within the scope of the accreditation processes of 5 undergraduate programs of Biga Faculty of Economics and Administrative Sciences, 2 undergraduate programs of Biga Faculty of Economics and Administrative Sciences and one undergraduate program of Faculty of Political Sciences, the evaluation process was completed with a site visit by the Social Humanities and Basic Sciences Accreditation and Rating Association-STAR; however, the interim report process is ongoing. With the program accreditation of the relevant programs, it is planned that the number of academic units with program accreditation of our university will increase to 8 in a short time and the number of programs with accreditation will increase by 50% to 23. Efforts are underway for our Faculty of Theology to be accredited by the Theology Accreditation Agency (IAA). As of 2024, the Guidance and Psychological Counseling Undergraduate Program of the Department of Educational Sciences of the Faculty of Education has applied for accreditation by the Turkish Psychological Counseling and Guidance Association's Psychological Counseling and Guidance Education Programs Evaluation and Accreditation Unit (SAR-EPDAB) (B.1.5.19). Applications for the extension of the accreditation periods of 1 program of the Faculty of Engineering, 1 program of the Faculty of Tourism and 6 programs of the Faculty of Education were also completed.

In the Strategic Plan 2021-2025, "Number of Accredited Programs" was accepted as the main performance indicator, and the number of program accreditations targeted as 14 by the end of 2023 was realized as 15 and the related target was achieved by 111% (B.1.5.20).

The improvements realized within the scope of Institutional Accreditation Studies, the benefits of accreditation and its contribution to the internal quality assurance system, which are stated in the improvement proposal expressed in the KAR (p. 40), are evaluated together with stakeholders through accreditation workshops, quality process evaluation meetings and internal stakeholder meetings (B.1.5.21; B.1.5.22; B.1.5.23).

The indicators of the number of accredited programs (A.2. H2.1 PG 2.1.3) and the number of students graduating from doctoral programs (A.2. H2.1 PG 2.1.1) have been added to the revised Strategic Plan 2024-2028. Our Education Policy (B.1.1.1.27) (Art. 15) and Quality Assurance Policy (B.1.5.28) (Art. 10), which have been prepared in line with the Strategic Plan 2024-2028, have adopted the principle of supporting program accreditation. In our Education Policy, it is also adopted as a principle to use the feedback received from internal and external stakeholders with a quality-oriented approach for the purpose of improvement in planning and implementation in educational processes (Art. 17).

Current Status: Program outcomes are monitored through these mechanisms and updated by taking the opinions of relevant stakeholders into consideration.

Evidence

- (4)B.1.5.1.Update through Internal and External Opinions.pdf
- (3)(4)B.1.5.2.Student Satisfaction Survey Report 2022.pdf
- (3)(4)B.1.5.3.Student Satisfaction Survey Report 2023.pdf
- (3)(4)B.1.5.4.Alumni Satisfaction Survey Report 2022.pdf
- (3)(4)B.1.5.5.Alumni Satisfaction Survey Report 2023.pdf
- (3)B.1.5.6.COMU in Numbers 2023.pdf
- (3)(4)B.1.5.7.Course and Lecturer Evaluation Survey.pdf
- (4)B.1.5.8.Exam Paper Assessment and Evaluation.pdf
- (3)B.1.5.9.Matrix of Program Outcome and Course Acquisition.PNG
- (3)B.1.5.10.Course Introduction Form Example.pdf
- (3)B.1.5.11.STAR Accreditation Business Administration.pdf
- (4)B.1.5.12.Quality Assurance Commission Practice.pdf
- (4)B.1.5.13.IKCU UBYS Meeting.pdf
- (4)B.1.5.14.Management Review Meeting 2022.pdf
- (4)B.1.5.15.Faculty of Fine Arts Elective Courses.pdf
- (2)(3)B.1.5.16.Directive on Quality Assurance.docx
- (3)(4)B.1.5.17.Request of Accreditation Status Report.pdf
- (3)(4)B.1.5.18.ZIDEK Workshop.pdf
- (3)B.1.5.19.Accredited and Ongoing Accreditation Programs.docx
- (3)B.1.5.20.2021-2025 Strategic Plan Monitoring dated 2023.docx
- (3)(4)B.1.5.21.Internal Stakeholder Meetings.xlsx
- (3)(4)B.1.5.22.Evidence of External Stakeholder Meetings.xlsx
- (4)B.1.5.23.YOKAK KAP Presentation.pdf
- (2)(3)B.1.5.24.Decisions of Student Affairs Education Commission.pdf
- (4)B.1.5.25.Faculty of Agriculture Elective Courses.pdf
- (4)B.1.5.26.MEYOK Decision of Joint Course Repository.pdf
- (4)B.1.5.27.New Education Policy 2024.pdf
- (4)B.1.5.28.New Quality Assurance Policy 2024.pdf

6. Management of Education and Training Processes

Education and training activities of our university are carried out with a holistic approach within the framework of regulations, directives, Strategic Plan 2021¬2025, Education and Training Quality Assurance Policy, procedures, workflows and Education and Training PDCA cycle (B.1.6.1). There is an organizational structure for education and training processes. In our university, the vice-rector responsible for education and training has been assigned and units and boards such as Education Commission, Student Affairs Department, Academic Unit management and related boards (education, internship, student academic counseling, etc.), Bologna Coordinatorship, Quality Assurance Commission, IT Department, COMUZEM, Foreign Relations Coordinatorship, International Student Office, Disabled Student Unit, Career and Alumni Relations Coordinatorship, TÖMER, IMECE Coordinatorship, Sustainability Coordinatorship, BAP, SEM, etc. are actively working in the relevant processes. The duties and workflows of the units have been established and shared on the unit web pages. In addition to the orientation activities carried out within the academic units, COMU Orientation Program is also organized under the leadership of the Rectorate in order for our new

students to actively participate in the process and to get to know the system well. Our university attaches great importance to Student Orientations. It organizes orientation activities both within the units and throughout the university and tries to motivate students coming to the university for the first time. Orientation programs are evaluated and planned with the participation of university units (B.1.6.2; B.1.6.3).

Activities for the planning, implementation, monitoring and improvement of education and training processes at our university are determined by principles, guidelines and calendars (B.1.6.4; B.1.6.5) and are systematically implemented throughout the university. The design and approval processes of the programs are carried out within the framework of the "Design and Development of Education and Training Services" (B.1.6.6) procedure. The process management, which is explained in detail under the titles "B.1.1. Design and Approval of Programs", "B.1.5. Monitoring and Updating of Programs", is carried out by the Education Commission (B.1.6.7), Academic Unit Boards, MEYOK (B.1.6.8) and the Senate under the secretariat of the Registrar's Office, and the relevant processes are decided by the May Senate. The working principles and duties of the Education Commission are determined by the "Education Commission Directive". In 2023, 96 agenda items were evaluated in 9 meetings held by the Education Commission, and as a result of the relevant processes, 12 proposals to open new programs and 23 proposals to update programs were approved (B.1.6.9, Annex-5).

In the process of determining and planning education and training services, the "Planning of Education and Training Services" procedure is applied (B.1.6.10). Processes such as the preparation of the academic calendar, weekly course schedule design, assignment of faculty members, etc. are carried out within the scope of the relevant procedure. After the academic calendar is approved by the Senate, it is submitted to YÖK and shared with stakeholders and announced on the website. All other realization processes such as courses, exams, students, graduation procedures, disciplinary procedures are defined in the "Realization of Education and Training Services" procedures (B.1.6.11). Workflow charts for design and approval, planning and realization processes are shared on the website of the Registrar's Office.

While the majority of the active programs at our university provide face-to-face education, 13 graduate programs provide distance education (B.1.6.12).

In the 2022/2023 academic year, our university, which continued face-to-face education, switched to distance education due to the earthquake that hit 11 provinces and 1 district (Kahramanmaraş, Hatay, Gaziantep, Malatya, Diyarbakır, Kilis, Şanlıurfa, Adıyaman, Osmaniye, Adana, Elazığ and Gürün District of Sivas) on February 06, 2023. With the Senate decision dated 03.12.2020, it was decided that the Foreign Language (English) course, which is a compulsory course of Higher Education Council of Higher Education (YÖK) in all academic units, will be carried out as distance education (B.1.6.13). Similarly, with the Senate decision dated 14.09.2023, it was decided to implement the Foreign Language Preparatory courses taught within the Biga Faculty of Economics and Administrative Sciences as a hybrid course with 30% online and 70% face-to-face (B.1.6.14). In addition, 13 programs carry out vocational training programs in enterprises within the scope of 3+1 and 7+1 (B.1.6.15).

Education and training processes are carried out through the "Student Information Screen", which is compatible with the information management system of our University in the process from the first registration of the student to the graduation stage. With the Student Information Screen, operations such as course selection, transcript request, student certificate request, curriculum request, academic advisor panel, weekly course schedule, social transcript, online exam, etc. can be performed. In addition, the publication information entry screen for graduate students has been added to the relevant module as an improvement due to the publication requirement as a graduation requirement for graduate programs (B.1.6.16). As in the student information screen, there are also "Instructor and Advisory Operations" (B.1.6.19) (advising activities, weekly course schedules, grade entry, etc.) and "Course Descriptions and Contents" (Bologna course entries, etc.) screens compatible with UBYS for academic staff.

Teaching method and assessment and evaluation processes are monitored by the Bologna Coordinatorship, Quality Assurance Commission, Student Affairs Department Coordination and senior management. In this context, necessary system improvements are made by the relevant units and guidelines (B.1.6.17) have been created to facilitate the processes of academic staff and shared on the web pages of academic units. In addition, assessment and evaluation trainings are also provided by the relevant units upon the request of academic units (B.1.6.20).

The process of monitoring and improvement of education and training processes is carried out through COMU in Numbers (B.1.6.21), YÖKAK and YÖK Report Card performance criteria, YÖKAK KAR Report, Strategic Plan 2021-2025 monitoring study (B.1.6.22), academic unit internal evaluation reports (IER) and program self-assessment reports (SAR) and control forms of these reports, executive summaries, stakeholder satisfaction surveys and stakeholder meetings. For the years 2022 and 2023, all academic units have prepared IER and IER control forms. Likewise, 294 programs graduating within the academic units in 2022 and 296 programs in 2023 have prepared SAR and SAR control forms. In 2023, the missing programs are planned to be completed as soon as possible. In 2023, a total of 402 stakeholder meetings/visits were held, including 235 external and 167 internal stakeholders, 31 of which were graduates (B.1.6.23; B.1.6.24).

According to the results of the 2022 "Stakeholder Satisfaction Survey" (B.1.6.25), it was observed that students were 62.96% satisfied with the education and training activities of our University. As a result of the 2022 "Alumni Satisfaction Survey" (B.1.6.26), it was determined that the University offered suggestions for improvement such as increasing physical areas, providing trainings for

business life, emphasizing applied courses, and updating course content. According to the 2022 "External Stakeholder Survey" reports (B.1.6.27), the aspects that are open to improvement are determined as increasing university-NGO, private sector-industry collaborations. However, when the academic unit internal evaluation reports for 2022 (B.1.6.28) are examined, weaknesses such as physical space, program update, out-of-field elective courses, internships, encouragement for exchange programs, complete entry of Bologna course contents, and support for foreign language education were identified as aspects open to improvement. The main improvement activities carried out by taking into account the monitoring results and KAR are as follows:

- Improvements in physical and technological infrastructure (B.1.6.29; B. 1.6.30)

- Establishment of out-of-field elective course pools (B.1.6.31; B.1.6.40; B.1.6.41)

- Increasing number of international bilateral cooperation agreements (B. 1.6.32)

- Establishment of the internship and vocational training in the enterprise coordinatorship and start of its activities (B.1.6.18; B.1.6.33)

- Establishment of the Bologna Process Coordinatorship and establishment of Practices and Principles Regarding Bologna Information Definitions (B.1.6.34; B.1.6.35)

- Providing free foreign language trainings (SEM, TÖMER, Ayvacık Vocational School) (B.1.6.36; B.1.6.37; B. 1.6.38)

- Improvement of teaching methods and assessment and evaluation processes (Unit websites, Assessment and Evaluation Tab under Quality Assurance and Internal Control)

- Curriculum updates (B. 1.6.9 Appendix-4)

In 2023, some of the above-mentioned improvement activities had a positive reflection on stakeholders, which was observed in the stakeholder satisfaction surveys conducted for 2023. For example, the satisfaction of students (B.1.6.39) with education and training activities, which was low in 2022, increased to 80.3% in 2023.

In the renewed 2024-2028 Strategic Plan of our university, "Increasing the Quality of Education and Training Activities in a Sustainable Way" has been determined as a goal. The goals planned to be realized regarding the relevant purpose are "Increasing the Quality of Education and Training Activities", "Increasing Activities that Develop Students' Competencies", "Increasing Activities that Develop Students' Competencies" and "Strengthening Education and Training Infrastructure". In our Quality Assurance Policy (B.1.6.42), which was prepared in accordance with the renewed Strategic Plan, the principle of "Strengthening the facilities and resources to support education and training processes, increasing the competence of academic staff and raising individuals with preferred qualifications in their fields by bringing these elements together" was adopted, and our Education Policy (B.1.6.43) was also updated.

The articles in our Education Policy were associated with the goals, objectives and performance indicators within the framework of the "2024-2028 Strategic Plan".

Current Status: Practices related to the education and training management system in the institution are monitored and improvements are made in line with the results of the monitoring.

- (2)(3)B.1.6.1.COMU Education and Training Quality Assurance System PDCA.pdf
- (3)B.1.6.2.Orientation Program and Committees.pdf
- (3)B.1.6.3.News on Student Orientation.pdf
- (3)B.1.6.4.COMU Academic Calendar.pdf
- (3)B.1.6.5.Quality Operational Schedule.pdf
- (2)(3)B.1.6.6.PR-0012 Procedure of Design and Development of Education and Training Services.doc
- (2)(3)B.1.6.7.Directive on Education Commission.pdf
- (2)(3)B.1.6.8.MEYOK Directive.docx
- (2)(3)(4)B.1.6.9.Decisions of Student Affairs Education Commission.pdf
- (2)(3)B.1.6.10.Planning Procedure of Education and Training Services.docx
- (2)(3)B.1.6.11.Procedure of Design and Development of Education and Training Services.doc
- (3)B.1.6.12.Number of Graduate Programs with Distance Education.pdf
- (3)B.1.6.13.Compulsory Foreign Language Distance Education.pdf
- (3)B.1.6.14.Decision of 30% for Preparatory Class.pdf
- (3)B.1.6.15.On-the-Job Training Programs.pdf
- (4)B.1.6.16.UBYS Student Information System.pdf
- (3)(4)B.1.6.17.Bologna Guideline.pdf
- (4)B.1.6.18.Directive on IMECE Coordinatorship.docx
- (3)B.1.6.19.UBYS Academic Course Information Dashboard.pdf
- (3)B.1.6.20.Example for Education of Assessment and Evaluation.pdf
- (4)B.1.6.21.COMU in Numbers 2023.pdf
- (4)B.1.6.22.Strategic Plan Monitoring Report dated 2023.docx
- (4)B.1.6.23.Internal Stakeholders Meetings.xlsx

- [(4)B.1.6.24.External Stakeholders Meetings.xlsx](#)
- [(4)B.1.6.25.Student Satisfaction Survey Report 2022.pdf](#)
- [(4)B.1.6.26.Alumni Satisfaction Survey Report 2022.pdf](#)
- [(4)B.1.6.27.External Stakeholder Satisfaction Survey Report 2022.pdf](#)
- [(4)B.1.6.28.2022 IER Improvement Areas of Units.xlsx](#)
- [(4)B.1.6.29.Infrastructure and Facility Improvements Department of Building Operatins.pdf](#)
- [(4)B.1.6.30.Improvements in IT Department 2023.pdf](#)
- [(4)B.1.6.31.Faculty of Fine Arts Elective Courses.pdf](#)
- [(4)B.1.6.32.Evidence on Monitoring of Cooperative Agreements.pdf](#)
- [(4)B.1.6.33.IMECE Internal Stakeholders Meeting.pdf](#)
- [(4)B.1.6.34.COMU Coordinatorship of Bologna Process.pdf](#)
- [(4)B.1.6.35.COMU Education Catalog Application Principles for Bologna Information Definitions.pdf](#)
- [(4)B.1.6.36.Poster of General English Course.png](#)
- [(4)B.1.6.37.Ayvacık Vocational School Foreign Language Courses.docx](#)
- [(4)B.1.6.38.Conversation Club Days.docx](#)
- [(4)B.1.6.39.Student Satisfaction Survey 2023.pdf](#)
- [(4)B.1.6.40.MEYOK Decision on Joint Course Repository.pdf](#)
- [(4)B.1.6.41.Faculty of Agriculture Elective Courses.pdf](#)
- [(4)B.1.6.42.New Quality Assurance Policy 2024.pdf](#)
- [(4)B.1.6.43.New Education Policy 2024.pdf](#)

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

1. Teaching Methods and Techniques

Our University, which adopts a student-oriented education model with a contemporary, sustainable and inclusive approach as a policy (B.2.1.1; B.2.1.2), supports the diversity of teaching methods and techniques that will ensure active and interactive learning in the lesson plans of the programs.

Our University has evaluated the performance indicators for Improving the Quality of Education and Training Activities, Improving the Infrastructure of Education and Training Programs, Improving the Trainer-Teacher Qualifications of Instructors, Increasing Students' Learning Demands, Capacities and Satisfaction within the scope of the PDCA cycle, which it has set as a target to achieve the goal of Improving the Quality of Education and Training Activities in the 2021-2025 Strategic Plan. In the 2024-2028 Strategic Plan, which was renewed with the aim of improvement, the goals of Increasing the Quality of Education and Training Activities Sustainably, Increasing the Quality of Education and Training Activities, Increasing Activities that Develop Students' Competencies, Strengthening the Competencies of Instructors and Strengthening the Education and Training Infrastructure were determined. Among these objectives, PG 2.2.1 Number of students participating in technology development zone projects, PG 2.2.2 Number of students receiving project support performance indicators and project-oriented and more qualified learning methods will be processed in the PDCA cycle.

Student evaluations on project and research-based learning methods are monitored through surveys, the most comprehensive feedback tool, with different items in the R&D sub-dimension. In 2022, the overall satisfaction level of our students regarding the R&D sub-dimension (B.2.1.3) was recorded as 64.28%, and in order to encourage students to participate in such learning methods, trainings and seminars on project writing and applications were organized both within the BAP Coordinatorship and our academic units (B.2.1.4). Thanks to the impact and awareness created by these trainings, the satisfaction level of students in the R&D dimension in 2023 (B.2.1.5) increased to 79.5%. In addition, the effectiveness of the learning methods used in the courses is evaluated with the questions "The teaching-method techniques (oral lectures, group work, field visits, etc.) applied in the course were varied" and "Methods and techniques that ensure active participation of the student in the courses were used" in the Course Evaluation Survey (B.2.1.6) applied every semester and the results are shared with the relevant instructor. In this context, considering the feedback, the "Teaching Methods and Techniques that can be used in Lessons" document was updated by adding techniques such as "Mind map, Concept map, etc." and shared with the units and requested them to share it on their web pages (B.2.1.7).

In general, the participation of our students in research processes in our institution is supported by curricula, methods and approaches.

In our academic units, learning processes are shaped by designing various learning techniques such as brainstorming, question-answer, project-based learning in accordance with the structural requirements of each type of education (formal, distance). At the "Quality Assurance Commission" meeting dated 20.10.2023, system improvements were made in cooperation with the Registrar's Office and Bologna Coordinator based on the decision to support the qualified entry of course information package contents. In this context, a support request was made to Katip Çelebi University to integrate the improvements identified into the system (B.2.1.8, B.2.1.13). Guidelines for discussion techniques (small-large group discussion, brainstorming, six-hat thinking, etc.), teacher-centered (lecture, question and answer, seminar, etc.), student-centered (simulation, active learning, flipped learning, micro-teaching, etc.) teaching methods and techniques that can be used in courses were shared on the quality assurance and internal control tab of the web pages of our units (B.2.1.9). Learning methods and techniques appropriate to the course content are specified in the information package of the relevant course (B.2.1.10). In order to set an example for the use of teaching methods and techniques that are compatible with the learning outcomes created according to Bloom's taxonomy, the "Measurement and Evaluation Guide" prepared by taking into account the recommendation in the KAR (p.15,17) and the application example were announced for all our stakeholders in the quality sub-tab (B.2.1.11).

Project-based learning provides students with the opportunity for competency-based and complementary deep learning by ensuring the application of theoretical knowledge in practice, and contributes to their leadership roles, communication and cooperation skills in their future careers by improving their independent working skills. Our university has adopted project-based learning in its education policy. In order to disseminate the project culture, courses on project preparation are also offered in academic programs. Project Writing and Academic Presentation Techniques courses

are offered in different departments of the Graduate Institute; similarly, the Faculty of Agriculture - Department of Soil Science and Plant Nutrition offers Project and Scientific Work Preparation Technique as a vocational elective course (B.2.1.12). BAP offers undergraduate student research projects and thesis projects (master's, doctorate, proficiency in art, overall specialization, etc.) to our students. Students are systematically informed and encouraged to participate in project processes both within BAP and in TUBITAK-supported projects. In this context, a total of 122 projects were completed in 2023, 13 of which were undergraduate projects and 109 of which were thesis projects, with students at the center. In addition, a total of 57 student projects were approved in 2023, including 7 undergraduate projects and 50 thesis projects (B.2.1.14; B.2.1.15). Within the scope of TUBITAK 2209-A- University Students Research Projects Support Program 2023 1st period (B.2.1.16), 88 COMU students' projects were entitled to receive support. In the 2209-B University Students Research Projects for Industry Support Program 2023 1st term applications (B.2.1.17), 1 student applied and his project was entitled to receive support. In the 2nd semester applications of 2209-A (B.2.1.18) and 2209-B (B.2.1.19), 159 and 26 students' projects were entitled to receive support. Considering the significant increase in 2209-A and 2209-B project types, it is obvious that systematic project information meetings will be more effective in the long run. In addition, in other project types, students are encouraged to take part and participate in different roles such as scholars and researchers.

The development of teaching materials and teaching methods specific to distance education has been adopted in our renewed education policy with the principle of "Encouraging the use of online learning platforms and supporting the development of digital learning materials" (B.2.1.2).

In order to strengthen the student-centered learning-teaching approach of our academic staff, the Teaching Principles and Methods module for student-centered education practices was prepared and made available in the training of trainers certificate program organized through SEM (B.2.1.20). In the Strategic Plan 2024-2028, which was renewed for learning methods and techniques, PG 2.3.1 includes the performance indicator of the number of beneficiaries participating in trainings on learning-teaching for academic staff, and a monitoring will be carried out within the scope of the PDCA cycle. Our institution adopts the principle of "Attaching importance to the training of trainers in order to effectively use alternative models, digital technology and resources, pedagogical skills in learning and teaching processes" in its renewed education policy (B.2.1.2).

Current Status: Student-centered practices are monitored and improved with the participation of relevant internal stakeholders.

Evidence

- (2)(3)B.2.1.1.Education and Training Quality Assurance Policy.pdf
- (2)(3)(4)B.2.1.2.New Education Policy 2024.pdf
- (4)B.2.1.3.Student Satisfaction 2022.pdf
- (4)B.2.1.4.Project Education.pdf
- (4)B.2.1.5.Student Satisfaction Survey 2023.pdf
- (4)B.2.1.6.Course Evaluation Survey.pdf
- (4)B.2.1.7.Teaching Methods and Techniques Applicable to Courses.pdf
- (4)B.2.1.8.Commission Decision.pdf
- (4)B.2.1.9.Teaching Methods and Techniques Applicable to Courses.pdf
- (3)B.2.1.10.Exemplary Course Application.pdf
- (4)B.2.1.11.Commission Article of Assessment and Evaluation Committee.pdf
- (3)B.2.1.12.Example of Project Preparation in Undergraduate.pdf
- (4)B.2.1.13.IKCU System Support Request.jpeg
- (3)B.2.1.14.BAP Projects in Operation.xls
- (3)B.2.1.15.Terminated Projects.xls
- (3)B.2.1.16.List of 2209A Qualifiers for the First Semester.pdf
- (3)B.2.1.17.List of 2209B Qualifiers.pdf
- (3)B.2.1.18.List of 2209A Qualifiers for the Second Semester 2023.pdf
- (3)B.2.1.19.List of 2209B Qualifiers for the Second Semester 2023.pdf
- (4)B.2.1.20.SEM Education of Teaching Methods and Techniques.pdf

2.   Assessment and Evaluation

In our University, which adopts the student-centered education approach as a principle, the processes of measuring and evaluating students' academic achievements have been defined; "Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulation" (B221), Çanakkale Onsekiz Mart University Associate and Undergraduate Distance Education and Examination Regulation (B222), "Çanakkale Onsekiz Mart University Turkish and Foreign Language Teaching Application and Research Center Education and Examination Directive (B223)", It is carried out in accordance with "Çanakkale Onsekiz Mart University Faculty of Dentistry Education and Examination Regulations (B.2.2.4)", "COMU Faculty of Medicine Education and Examination Regulations (B225)" and "Disabled Student Unit Directive (B226)".

In order to make the student-oriented education approach in our Education and Training Policy sustainable at the level of academic units, care is taken to offer as wide a variety as possible in the methods of measuring and evaluating success. In this context, the Bologna Coordinatorship provides the necessary information at regular meetings and official correspondence is sent to the units by the Student Affairs Department and the Quality Commission. Based on the letter of the Quality Commission dated 06.01.2023

(B.2.2.7), assessment and evaluation boards affiliated to the Quality Commission were established in our academic units and started their activities (B.2.2.8). On the unit web pages, the application principles and various methods regarding measurement and evaluation were announced for all our stakeholders in the quality sub-tab (B.2.2.9).

Exams, which are a basic tool in evaluating students' performances, are evaluated by classical methods (midterm and final exams), as well as competency and performance-based measurement and evaluation practices, and are disseminated throughout the units. Various methods such as assignments, projects, presentations and group work that allow students to develop their deep learning, creativity and communication skills can also be used as assessment tools. The assessment and evaluation method of the relevant course is defined by the instructor of the course in the "Instructor Screen", "Course Description and Contents" tab of UBYS, and the methods and weightings used within the scope of assessment and evaluation are announced together with the course information packages of the relevant programs through the education catalog.

Within the scope of the "Training of Trainers Program" held through "Zoom" on February 7-8-9, 2023, Measurement and Evaluation training was given on February 08, 2023 (B.2.2.10). In addition, the content of "Measurement and Evaluation in Education" was included within the scope of the training of trainers certificate program started through SEM. On October 20, 2023, as a result of the evaluations made at the meeting of the Quality Assurance Commission of our University, it was decided to improve the "Training of Trainers" certificate program, which is given within the SEM, in order to improve the teaching competencies of the teaching staff of our University, taking into account the conditions of the day and in a way that will allow all teaching staff to benefit throughout the institution. Thereupon, SEM examined and analyzed the training contents of other higher education institutions that provide the same training and included the course titled "Measurement and Evaluation in Higher Education" in the training program by implementing the necessary changes (B.2.2.11).

On 06 December 2023, a measurement and evaluation seminar for academic staff organized by the Faculty of Engineering was held (B.2.2.12).

The assessment and evaluation approach and facilities are continuously improved based on student-faculty feedback. For example, the Computer Engineering program held a meeting with class representatives via MS Teams on 18/04/2023 and a face-to-face meeting on 26/10/2023. In these meetings, it was determined that students demanded a more project and application-oriented education. In line with the feedback received in this direction, in addition to the theory-based course content, project and practice-oriented course content was started to be implemented in some courses and improvements were made based on stakeholder feedback (B.2.2.13).

The Quality Assurance Commission and Measurement and Evaluation Advisory Board prepared a sample question document within the scope of Bloom's Cognitive Domain Classification in order to measure students' knowledge levels, comprehension abilities and problem solving skills in exams in different education types (formal, mixed, distance), shared with our units and uploaded to unit web pages (B.2.2.14).

In accordance with Article 7 (2) of the Bologna Implementation Principles on measurement and evaluation, which was prepared by taking into account the improvement proposal expressed in the KAR report, in order to ensure successful measurement and evaluation in educational processes and to maintain standards between units, with the letter of the Quality Assurance Commission dated 19.12.2023, the exam paper template was shared with our academic units on the association of course learning outcomes and exam questions and started to be implemented as of the final exams of the Fall Semester of the 2023-2024 Academic Year (B.2.2.15).

There are practices to ensure the consistency and reliability of the measurement and evaluation processes in multi-subject courses and compulsory courses of YÖK across time and people. In accordance with Article 9 of the Regulation on the Functioning and Education and Training of the Department of Atatürk's Principles and Revolution History of COMU, the examinations of the compulsory Higher Education Council (YÖK) courses taught within the Department of Atatürk's Principles and Revolution History of the Rectorate are carried out jointly in all academic units (B.2.2.21). A similar practice applies to Higher Education Council of Higher Education compulsory Foreign Language Courses and Foreign Language Preparatory Classes.

In order to ensure security in exams, there are Examination Application Principles defined on the basis of units (B.2.2.16). Biga Faculty of Economics and Administrative Sciences has added a statement of academic integrity to the exam papers (B.2.2.17). In most of our academic units, improvement efforts are being carried out to ensure exam security and to improve the application of the exam envelope to ensure that exam documents are easily archived and accessible at any time (B.2.2.18).

"Student Exam Grade Appeal Petition" for students and "Instructor Exam Grade Appeal Evaluation Minutes" for instructors are published on unit web pages.

Our university, which continued face-to-face education in the 2022/2023 academic year, switched to distance education due to the earthquake that hit 11 provinces and 1 district (Kahramanmaraş, Hatay, Gaziantep, Malatya, Diyarbakır, Kilis, Şanlıurfa, Adıyaman, Osmaniye, Adana, Elazığ and Gürün District of Sivas) centered in Kahramanmaraş on February 06, 2023, and the principles of measurement and evaluation to be applied in distance education and training processes were determined and implemented with the Senate decision dated 17.02.2023.

In order to ensure that students with special needs are subjected to fair and accurate measurement and evaluation, to ensure equality of opportunity and to make the education process effective for these students; the processes regarding the time, place, material, companion reader for exams for disabled students and taking necessary measures and making arrangements according to the differences arising from the nature of the disability are defined and implemented in the "Disabled Student Unit Directive" (B.2.2.6, item 7).

At the end of each academic semester, the Course and Instructor Evaluation Questionnaire, which is administered to the students via UBYS at the end of each academic semester, includes the following items: "The measurement and evaluation methods used in the course (homework, project, exam, etc.) were found appropriate.", "The methods and techniques of measuring and evaluating the level of success in the course were found sufficient." "The evaluation and grading for the course was carried out objectively." The instructor of the course monitors the students' feedback on the assessment and evaluation methods used in the course (B.2.2.19).

In the KAR letter (p. 15), taking into account the emphasis on competency-based assessment and evaluation in the education and training policy and the feedback given regarding its applicability throughout the institution and improvement studies with feedback, "In addition to classical measurement tools, the understanding that encourages the use of competency-based methods such as project studies, presentations, research reports; It has been adopted in the renewed education policy within the scope of the "Strategic Plan 2024-2028" (B.2.2.20). The relevant article in the education policy has been associated with the performance indicators for the objectives of the "Strategic Plan 2024-2028" and the sustainability of the improvement regarding the feedback in the KAR has been ensured.

Current Status: Student-centered assessment and evaluation practices are monitored and improved with the participation of relevant internal stakeholders.

Evidence

- (2)(3)B.2.2.1.COMU Associate and Undergraduate Exam Directive.pdf
- (2)(3)B.2.2.2.Çanakkale Onsekiz Mart University Exam Directive on Distance Education and Training Associate and Undergraduate.pdf
- (2)(3)B.2.2.3.COMU Directive on Turkish and Foreign Language Teaching Center.pdf
- (2)(3)B.2.2.4.COMU Exam Directive Faculty of Dentistry.pdf
- (2)(3)B.2.2.5.COMU Exam Directive Faculty of Medicine.pdf
- (2)(3)(4)B.2.2.6.COMU Directive on Disabled Students.pdf
- (4)B.2.2.7.Commission Decision.pdf
- (4)B.2.2.8.Commission Meeting on Unit Assessment and Evaluation.pdf
- (3)B.2.2.9.Assessment and Evaluation Guideline.pdf
- (4)B.2.2.10.Education of Lecturers.pdf
- (4)B.2.2.11.SEM Education of Assessment and Evaluation.pdf
- (4)B.2.2.12.Assessment and Evaluation Practices.pdf
- (4)B.2.2.13.Feedback and Practices on Assessment and Evaluation.pdf
- (4)B.2.2.14.Commission Article on Committee of Assessment and Evaluation.pdf
- (4)B.2.2.15.Exam Paper Assessment and Evaluation.pdf
- (2)(3)B.2.2.16.Faculty of Education Exam Application Principles.pdf
- (4)B.2.2.17.Biga Declaration of Academic Integrity.pdf
- (4)B.2.2.18.Improvement of Envelope for Exam Documents.pdf
- (4)B.2.2.19.Course Evaluation Survey.pdf
- (4)B.2.2.20.New Education Policy 2024.pdf
- (2)(3)B.2.2.21.COMU Directive on Atatürk's Principles and History of Reforms.pdf

3. Student Admission, Recognition and Crediting of Prior Education

In our university; processes for student admission, recognition and crediting of prior education have been defined and announced on the website of the Student Affairs Department. The principles of student admission and recognition of prior learning in associate and undergraduate education units are carried out in accordance with the provisions of "Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations" (B.2.3.1). The principles of student admission and recognition of prior learning at the graduate level are carried out in accordance with the provisions of "Çanakkale Onsekiz Mart University Graduate Education and Training Regulations" (B.2.3.2). In addition to the general provisions, separate legislative principles regarding student admission and recognition of prior learning are also recognized for units given in some special fields. Student admissions are conducted in accordance with their respective provisions: "Çanakkale Onsekiz Mart University Faculty of Dentistry Education and Examination Regulation (B.2.3.3)" in the Faculty of Dentistry, "Çanakkale Onsekiz Mart University Faculty of Medicine Education and Examination Regulation (B.2.3.4)" in the Faculty of Medicine, "COMU Faculty of Fine Arts Special Talent Examination Directive (B.2.3.5)" in the Faculty of Fine Arts, "Çanakkale Onsekiz Mart University Faculty of Music and Performing Arts Undergraduate

Education Directive (B.2.3.6)" in the Faculty of Music and Performing Arts, and "Çanakkale Onsekiz Mart University Faculty of Sports Sciences Special Talent Examination (Özyes) Framework Directive (B.2.3.7)" in the Faculty of Sports Sciences. The Faculty of Fine Arts, the State Conservatory, the Faculty of Music and Performing Arts and the Faculty of Sports Sciences prepare a guideline for special talent exams every year in accordance with the provisions of the aforementioned legislation and announce these guidelines to the public on the website (B.2.3.8; B.2.3.9).

The admission conditions for students enrolled in other universities as special students to take courses from our University are clearly defined in the provisions of the "Çanakkale Onsekiz Mart University Special Student Directive" (B.2.3.10).

The processes regarding student admission and announcements regarding the directive amendments are shared with the public through the Student Affairs Department, the announcement menus on the web pages of the relevant faculties and the COMU Legislation Information System. The update needs in the legislation and processes are monitored in terms of unit and national requirements and the prepared amendment proposals are sent to the "Rectorate Education Commission" and if the commission gives a positive opinion, they are submitted to the University Senate for approval.

The processes for the recognition and crediting of prior learning at our university are carried out in accordance with the provisions of the "Regulation on the Principles of Transition, Double Major, Minor and Inter-Institutional Credit Transfer between Associate and Undergraduate Programs in Higher Education Institutions" and "Çanakkale Onsekiz Mart University Associate and Undergraduate Exemption and Adjustment Procedures Directive (B.2.3.11)". The provisions expressed in the paragraphs under "Exemption Principles Article 5" of the Directive explain the processes to be followed regarding previous education and crediting. In addition, the conditions for exemption from foreign language education are also regulated according to the exemption provisions specified in the "Çanakkale Onsekiz Mart University Foreign Language Education and Foreign Language Preparatory Education and Training Directive (B.2.3.12)".

The principles regarding the admission of foreign students at the associate and undergraduate level at our university are made according to the provisions of "Çanakkale Onsekiz Mart University Foreign Student Admission Directive (B.2.3.13)" and the rules regarding the admission of graduate students are made according to the provisions of "COMU Foreign Students Directive (B.2.3.14)". In the provisions of the relevant directive, the prior learning required for foreign students to gain the right to enroll is stated under the application title of the regulation. Within the scope of the internationalization targets included in the scope of the COMU Strategic Plan, a number of needs have arisen in order to attract foreign students to our university and the "Directive on Foreign Student Admission" was abolished within the scope of the Senate's decision 04/01 dated 06.04.2016 on the grounds that the current regulation does not meet these conditions. The new directive prepared in this context, "Çanakkale Onsekiz Mart University Foreign Student Admission Directive" was put into effect with the Senate Decision dated 07.03.2024 and numbered 08/07. With the relevant directive, arrangements have been made to take into account the TR YÖS exam in the conditions of accepting foreign students to our university.

Çanakkale Onsekiz Mart University has a "Foreign Relations Coordination Office", which includes the provision of international student and staff mobility among its objectives. This coordinatorship develops relations with universities abroad to ensure student exchange and makes bilateral agreements for student exchange. When we look at the administrative units of the coordinatorship, there are units that follow up many exchange programs such as Erasmus, Mevlana, Free Mover, etc. (B.2.3.15). Erasmus Coordinators are assigned in each unit and department, and the necessary processes are followed to ensure that students who want to benefit from the exchange program do not lose any credits (B.2.3.16; B.2.3.17; B.2.3.18). In order to encourage students to participate in mobility programs, information meetings are held and "Meet Your Country" events are organized (B.2.3.19). In the student satisfaction surveys conducted in 2022 (B.2.3.20), the rate of satisfaction with student exchange programs in the education and training sub-dimension was 59%, while in 2023 it was 78.6% (B.2.3.21). The deficiencies identified in the Directive of COMU Foreign Relations Coordinatorship regarding the management of processes related to international students were evaluated and it was decided to make changes in the directive. In this context, the existing directive was amended with the Senate Decision dated 01.03.2024 and numbered 07/07. The "International Student Office", which currently operates under the Department of Student Affairs, was affiliated to the Foreign Relations Coordinatorship and the "International Student Admission Commission" was established; the task of following up the process regarding student recruitment procedures, determination of quotas and placement was assigned to this commission (A.2.3.22). Preparation of guidelines for the process and carrying out activities for counseling services to be provided to international students are also among the duties of this commission. Detailed information about this process is shared on the "Study in Turkey" promotion page on the English website of the coordinatorship.

Updates and information regarding student admission, recognition and crediting of prior learning are made through our media (announcements, web pages and social media accounts) (A.2.3.23).

Current Status: Processes for student admission, recognition and crediting of prior education are monitored, improved and respective updates are announced.

Evidence

- (2)(3)B.2.3.1.COMU Directive on Associate and Undergraduate Exams.pdf
- (2)(3)B.2.3.2.COMU Directive on Graduate Exams.pdf

4. Certification of Qualifications and Diploma

The criteria and processes regarding the recognition and certification of diplomas, degrees and qualifications at our university are conducted in line with; COMU Directive on the Regulation of Diploma, Diploma Supplement and Other Documents (B.2.4.1), COMU Associate and Undergraduate Education, Training and Examination Regulation (B.2.4.2), COMU Graduate Education and Training Regulation (B.2.4.3), COMU Associate and Undergraduate Exemption and Adjustment Procedures Directive (B.2.4.4), YÖK Pedagogical Formation Education Certificate Program Framework Procedures and Principles.

The certification process regarding the foreign language proficiency of students studying in our university programs is regulated in the "COMU Foreign Language Education and Foreign Language Preparatory Education Directive" (B.2.4.5). The provisions regarding the exemption of these students from the foreign language preparatory class and the conditions for students who successfully complete the preparatory class to receive a certificate of achievement are explained in the relevant regulation.

Apart from the student groups coming from central placement, the criteria applied in horizontal transfer, foreign national student exam (YÖS), double major program (ÇAP), minor student admissions have been determined. These criteria are expressed in accordance with the provisions of the COMU Associate and Undergraduate Exemption and Adjustment Procedures Directive, COMU International Student Admission Directive (B.2.4.6). In addition, a workflow chart for "Registration, Acceptance and Placement Procedures of International Students" has also been created (B.2.4.7). Workflow charts that include the processes related to double major and minor programs are being implemented, and the schemes related to the process have been announced on the website of the Student Affairs Department (B.2.4.8). As of 2023, 16 students continue their double major programs (B.2.4.9).

In section 1.1.4, the definition of transfer and recognition of student workload credits is explained in detail.

The processes for issuing student certificates, transcripts, student disciplinary certificates, student course content reports and teaching plan reports are defined by workflow charts and legislation, announced on the website and implemented systematically (B.2.4.10). Transcripts with ISO quality certificates are given to students (B.2.4.11). The relevant documents can be obtained by the students in English and Turkish with electronic signature through UBYS. Diploma supplement and ECTS, Europass, YÖKAK accreditation label are available at our university. All students graduating from our institution receive a diploma supplement. Diploma supplements are approved by deans in faculties, by directors in colleges and vocational schools with electronic signatures and delivered to students together with their diplomas (B.2.4.12).

As of 2023, the number of accredited programs within our university is 15. Among the relevant programs, the Map Engineering and Environmental Engineering programs have received the right to use the TYÇ (Türkiye Qualifications Framework) logo on their diplomas in 2023, and efforts are underway for other programs to receive the right to use the TYÇ logo (B.2.4.13; B.2.4.20).

In order to encourage and contribute to students to educate themselves on issues such as social responsibility, social contribution, sustainability, and personal development, in addition to certifying their academic qualifications, an improvement decision (no.10) was taken to create a "Social Transcript Directive" with the Management Review Meeting (B.2.4.14) dated 22.03.2023. The Social Transcript Directive prepared by the relevant units was accepted by the Senate decision dated 26.10.2023 and numbered 18/31 and started to be implemented.

(B.2.4.15) The process of creating social transcripts is carried out through UBYS and the relevant document is created with electronic signature through UBYS under the responsibility of the student academic advisor (B.2.4.16).

In order to strengthen the diplomas of the students studying at our university, studies on making international joint diploma or double diploma agreements have been started as of 2023, taking into account the improvement proposal (p.42) stated in the KAR. In 2023, with the cooperation agreement signed with ATYRAU University of Kazakhstan, an article (Art.2/e) for the development of double diploma programs between the two universities was added to the text of the agreement (B.2.4.17). In this context, studies for the opening of the "Joint Master's Degree Program in Foreign Languages Education with Thesis" between the two universities have started and a draft protocol has been prepared. The program is planned to become operational after the finalization of the relevant protocol (B.2.4.18).

The indicators of the number of students benefiting from minor and double major programs (A.2. H2.1 PG 2.1.5) and the number of students creating social transcripts (A.2. H2.2 PG 2.2.4) have been added to the renewed "2024-2028 Strategic Plan" of our university. In our Education Policy (B.2.4.19), which has been prepared in line with the 2024-2028 Strategic Plan, the relevant articles (5, 8 and 16) and the articles related to the certification of qualifications and diploma have been adopted as principles.

Current Status: Practices are monitored and defined processes are improved.

Evidence

- (2)(3)B.2.4.1.Directive on Diploma and Diploma Appendix.pdf
- (2)(3)B.2.4.2.Exam Directive on Associate and Undergraduate Education.pdf
- (2)(3)B.2.4.3.Directive on Graduate Education.pdf
- (2)(3)B.2.4.4.Directive on Regulations and Exemptions of Associate and Undergraduate.pdf
- (2)(3)B.2.4.5.Directive on Foreign Language Education and Preparation.pdf
- (2)(3)B.2.4.6.Former Directive on Foreign Students.docx
- (2)(3)B.2.4.7.Enrollment, Admission, and Placement of International Students, Workflow.doc
- (2)(3)B.2.4.8.CAP YAP Workflow.doc
- (3)B.2.4.9.CAP Student Statistics.pdf
- (2)(3)B.2.4.10.Student Affairs Workflow.docx
- (3)(4)B.2.4.11.Exemplary Student Certificate and Transcript TYYÇ+ISO1.pdf
- (3)(4)B.2.4.12.Diploma Appendix.pdf
- (3)(4)B.2.4.13.Diploma Example.pdf
- (4)B.2.4.14.Management Review Meeting 2022.docx
- (3)(4)B.2.4.15.Directive on Social Transcript.pdf
- (3)(4)B.2.4.16.Social Transcript Example.pdf
- (4)B.2.4.17.Cooperation for Joint Degree.pdf
- (4)B.2.4.18.Evidence on Foreign Language Double Degree Operations.jpeg
- (4)B.2.4.19.New Education Policy 2024.pdf
- (4)B.2.4.20.TYC Operations.pdf

3. Learning Resources and Academic Support Services

1. Learning Environment and Sources

In the Education and Training policy (B.3.1.1) implemented in line with the 2021-2025 Strategic Plan, our university has adopted the principle of making education and training opportunities accessible to all students. In this context, the relevant environment and resources are systematically monitored and improved through systematic unit activity reports, unit internal evaluation reports, Strategic Plan 2021-2025 monitoring studies, user analyses, YÖK/YÖKAK performance criteria, satisfaction surveys and stakeholder feedback in order to ensure that classrooms, laboratories, library services, IT and distance education services are accessible to all our students and faculty members.

Apart from the Central Library located in Terzioğlu Campus, library services are provided in Anafartalar Campus, Çanakkale Martyrs Campus, Biga Prof. Dr. Ramazan Aydın Campus and other district campuses. Our central library is open 24/7 and all other libraries (except Anafartalar Campus Library) are open during working hours. Anafartalar Campus Library started to provide service until 23:00 during exam periods as of 2023, following the feedback received from the Faculty of Education students through the Campus 7/24 communication line (B.3.1.2). Our university library has 817,401 printed resources and 5,775,206 electronic resources for the service of our stakeholders (B.3.1.3). The electronic resources and databases offered by our Library, which has access to YETKİM, can also be accessed from outside the campus by making proxy settings. Within the library, stakeholders can access 95 subscribed or free access databases. If requested by stakeholders, borrowing requests are made from different university libraries, as well as publication order requests from stakeholders. They can perform transactions such as reserving resources, extending the loan period, etc. through Library Accounts. As of 2024, in addition to the AYEUM education platform (Research Methods Training and Application Center), which has been available to stakeholders since 2020, the "Redu New Generation Learning Platform" has been

put into use as a trial version with a trial period of 3 months at the first stage in order to increase the variety of educational platforms offered for educational use (B.3.1.4 p.4). In our central library, there is a study room supported with special technological equipment for visually impaired individuals. (B.3.1.5) Stakeholders can browse the catalog over the internet, and information on the use of the library is provided to users in the "Library User Guide" (B.3.1.6) and "Student Handbook" (B.3.1.7). In addition, orientation programs for students are organized by the Library Department (B.3.1.8). The principles and rules regarding the use of the library are set out in the Library Documentation Department Libraries Directive (B.3.1.9) and the conditions of use (B.3.1.10) and are publicly announced. Library resources are regularly improved every year within the scope of institutional facilities and are also enriched with donations made by our external stakeholders (B.3.1.11).

In addition to the unit activity report (B.3.1.12), library activities are also monitored through the "Library User Analysis Report" (B.3.1.13), which tracks elements such as library usage ranking, number of borrowings, distribution of borrowings by units, distribution of borrowings by stakeholders, electronic resource usage and distribution by type. With the relevant report, it was observed that in 2022 and 2023, our stakeholders accessed the electronic resources offered by the library 1,113,708 times, 67,420 borrowing transactions were carried out, the most borrowing transactions were carried out by members of the Faculty of Humanities and Social Sciences at the faculty level and Çanakkale School of Social Sciences at the Vocational School level, and graduate students benefited effectively from library resources. Stakeholders' satisfaction with library services is also monitored through surveys. While the level of satisfaction of academic staff, administrative staff and students with library services in 2022 (B.3.1.14) was 72.6%, 79.2% and 68.8%, respectively, the level of satisfaction in 2023 (B.3.1.15) increased to 91.4%, 82.8% and 82.6%, respectively. Library services are also monitored by COMU in Numbers (B.3.1.16), Strategic Plan 2021-2025 Monitoring Study (B.3.1.17) (A1 H1.2 PG 1.2.1, PG 1.2.2 and PG 1.2.3), and YÖK/YÖKAK Performance criteria.

Graduate distance education programs are carried out under the coordination of the Distance Education Application and Research Center (COMUZEM). Until 2023, the "Moodle" learning management system was used in the execution of distance education activities carried out within COMUZEM and the activities were carried out through the "https://lms.comu.edu.tr" website. Adobe Connect system was used to deliver synchronous/asynchronous courses through the relevant system. (B.3.1.18) As of 2024, a cooperation was realized between our University and TURKCELL and the "eduBiz" system, which is a more efficient and user-friendly LMS system than the "Moodle" learning management system, started to be used. With the introduction of the related system, the use of Adobe Connect in the delivery of synchronous/asynchronous lectures was terminated and the lectures were started to be delivered via Suit Conference (B.3.1.19). All activities under the control of our Center are carried out and recorded securely on the servers of the University's Department of Information Technologies (BIDB).

"Microsoft Teams" application is used for 30% online, (B.3.1.20) distance education applications and live course applications, especially for YÖK English compulsory courses, which are carried out as distance education in all academic units, and hybrid course applications for Foreign Language preparatory classes within the Biga Faculty of Economics and Administrative Sciences. In addition, online systems are used for exams and meetings (Thesis Monitoring Committee Meetings, Thesis Proposal Defense Exam, PhD Qualifying Exam, Thesis Defense Exam, etc.) within the Graduate School (B.3.1.18 pg. 17). In order to facilitate the use of "Microsoft Teams" application in distance education applications, the necessary informative contents/articles are shared by the Department of Information Technologies on the COMU Support System, and informative videos on the use of the relevant system are shared on video sharing platforms in a way that all stakeholders can access. During the Covid 19 process, the "Microsoft Teams" user manuals prepared separately for faculty members and students in cooperation with the BIDB and COMUZEM are also kept up-to-date (B.3.1.21). Distance education activities of our university are also monitored in the Strategic Plan 2021-2025 Monitoring Study (B.3.1.17) (A2 H2.2 PG 2.2.3, H2.3 PG 2.3.2 and H2.4 PG 2.4.5).

Our lecturers, administrative staff and students can use the Microsoft Office 365 program, which includes Word, Excel, PowerPoint, OneNote applications, online free of charge.

The Student Information Screen and the Instructor and Counseling Transactions Screen, which are compatible with the UBYS, can be used for sharing course materials, sending messages to the instructor and online exam applications, in addition to activities such as grade announcements in education and training activities (B.3.1.22; B.3.1.23).

Our academic units have the infrastructure and facilities to support the education and training processes of our students. The availability of the educational environment and resources of our academic units is monitored through Unit Activity Reports, Unit Internal Evaluation Reports (IER), Program Self-Assessment Reports (PDR) and Executive Summary Reports, and the relevant reports are published in the "Quality and Internal Control Menu" on the units' websites. In addition to monitoring activities through reports, the level of stakeholder satisfaction with the adequacy of the infrastructure of classrooms and laboratories is monitored through satisfaction surveys (B.3.1.14; B3.1.15). As a result of the monitoring activities carried out, the necessary improvements are carried out by the Department of Construction and Technical Affairs and the BIDU within the institutional facilities or with the support of external resources. In 2023, Çanakkale Faculty of Applied Sciences computer laboratory installation, Faculty of Fine Arts Textile Workshop computer laboratory installation, Faculty of Agriculture computer laboratory improvement, Social Sciences Vocational School computer laboratory; 90 computer maintenance and repair and support, format and application training for Faculty of Education laboratories are some of the hardware and improvements carried out by the BIDU. In 2023, BIDU repaired internet socket malfunctions in the classrooms, laboratories and libraries of 22 academic units, and 84 projectors were distributed to the units

(B.3.1.24). In 2023, 23 construction and repair activities were carried out by the Department of Construction and Technical Affairs, and 4 construction and repair activities (e.g. Faculty of Medicine Morphology Building - Faculty of Medicine is stated as a direction open to improvement in the 2022 IER) are ongoing (B.3.1.25; B.3.1.26). In 2023, the Faculty of Engineering Chemical Engineering Applications Laboratory and the Faculty of Engineering Electrical and Electronics Engineering "Control and Automation, Electrical Circuits and Electrical Systems" laboratories were opened with the contributions of ENERJİSA, İÇDAŞ and AVEK companies. A cooperation protocol was signed between Balıkesir Metropolitan Municipality and COMU for the overhaul and use of the R/V COMU-1 research vessel for the maintenance of research vessels, which was stated as a direction open to improvement in the 2022 IER of the Faculty of Marine Sciences and Technology.

(B.3.1.27).

Within the body of our university SEM, online paid free certificate programs and courses are organized open to the participation of our students, lecturers and other stakeholders. In 2023, 41 paid/free certificate programs or courses were organized (B.3.1.28). In 2023, SEM organized 1260 hours of training, 7009 people participated in the relevant trainings and 2748 certificates were given as a result of the trainings (B.3.1.29).

Studies on "Metaverse" applications that will enable our university's education and training activities to take place in the virtual world are ongoing (B.3.1.30).

The indicators of investment budget per student and the number of printed and electronic resources in the library of our University (A.2. H2.4 PG 2.4.1 and PG 2.4.2) have been added to the renewed 2024-2028 Strategic Plan of our University. In our Education Policy (B.3.1.31), which has been prepared in line with the Strategic Plan 2024-2028, the relevant items (11, 12, etc.) have been adopted as a principle.

Current Status: Monitoring and improvement is carried out for the development and utilization of learning sources.

Evidence

- (2)(3)B.3.1.1.Education and Training Policy 2021-2025.pdf
- (4)B.3.1.2.Student Feedback on Faculty of Education Library Time Regulation.pdf
- (3)B.3.1.3.Number of Library Sources.pdf
- (3)(4)B.3.1.4.Library Services.pdf
- (3)B.3.1.5.Library Services for Visually Disabled Individuals.pdf
- (3)B.3.1.6.Library Guideline.pdf
- (3)B.3.1.7.Student Handbook Compressed.pdf
- (3)B.3.1.8.Library Orientation.docx
- (2)B.3.1.9.Library Directive.docx

- (3)B.3.1.10.Library Utilization Terms.docx
- (4)B.3.1.11.Library Donation.pdf
- (4)B.3.1.12.Library Activity Report.pdf
- (4)B.3.1.13.Library Usage Analysis.pdf
- (4)B.3.1.14.Results of Internal Stakeholder Satisfaction Survey 2022.pdf
- (4)B.3.1.15.Results of Internal Stakeholder Satisfaction Survey 2023.pdf
- (4)B.3.1.16.COMU in Numbers.docx
- (4)B.3.1.17.Monitoring of Strategic Plan for 2023.docx
- (3)B.3.1.18.2023 COMUZEM Activity Report.pdf
- (4)B.3.1.19.COMUZEM TURKCELL.docx
- (3)B.3.1.20.YÖK Compulsory Courses and Biga FEAS Distance Preparation.docx
- (3)B.3.1.21.Lecturer User Guide.pdf
- (3)B.3.1.22.UBYS Advisor Message Dashboard.pdf
- (3)B.3.1.23.UBYS Exam Dashboard.jpeg
- (4)B.3.1.24.Improvements in IT Department 2023. pdf
- (4)B.3.1.25.2022 IER Improvement Areas for Units.xlsx
- (4)B.3.1.26.Department of Building Operations Improvements on Infrastructure and Facilities.pdf
- (4)B.3.1.27.External Improvements.docx
- (3)B.3.1.28.SEM 2023 Activity Report.pdf
- (4)B.3.1.29.SEM Statistics.pdf
- (4)B.3.1.30.Metaverse Operations.docx
- (4)B.3.1.31.New Education Policy 2024.pdf

2.   Academic Support Services

Academic support services provided to students at our university are carried out within the scope of "COMU Associate and Undergraduate Student Academic Advising Directive" (B.3.2.1) and "COMU Faculty of Medicine Student Academic Advising Directive" (B.3.2.2). For all students enrolled in the university, advisors are appointed from among the faculty members of the relevant department, or from among the lecturers in units where there are no faculty members, by the administrative boards of the education programs, taking into account the recommendation of the department heads. In accordance with Article 7 (5) of the COMU Associate and Undergraduate Student Academic Advising Directive on Advisor Duties and Article 5.4.1 of the COMU Faculty of Medicine Student Academic Advising Directive on the Duties of the Student Academic Advisor, academic advisors determine the days and times of meetings for academic advising services in their weekly schedule and announce them to the students. . Students can communicate with their academic advisors face-to-face, as well as using other channels such as institutional e-mail, online video conferencing applications, the advisor message panel in the UBYS Student Information System, etc. (B.3.2.3). However, as of 2021, in order to increase communication with students, work has started to establish a Student Academic Advisory Commission consisting of at least three academic staff within academic units and the activities of the relevant commission have been followed (B.3.2.4).

Taking into account the recommendation in the KAR (p. 17), within the scope of improving student academic advising activities, it was decided at the Quality Assurance Commission Meeting dated November 29, 2023 to improve the existing COMU Associate / Undergraduate Student Advising Directive by the Student Affairs Department and to develop and implement an Academic Advisor Evaluation / Satisfaction Survey by the Quality Assurance Commission Measurement and Evaluation Advisory Board (B.3.2.5). As a result of the work carried out by the student affairs, the improved COMU Associate's / Undergraduate Student Advising Directive was accepted and put into practice with the Senate Decision dated 26.12.2023 and numbered 22/01. With the improved Directive, the principles for the establishment of Student Academic Advising Commissions established within the academic units in 2021 and the principles for monitoring and improving student advising services through the relevant commissions were determined in three departments. With the relevant decision of the Quality Assurance Commission, the Quality Assurance Commission Measurement and Evaluation Advisory Board developed the "Academic Advisor Evaluation Questionnaire" and applied it for the first time in 2023. According to the results of the evaluation survey, students' overall satisfaction with academic advising services was 74.7% (B.3.2.6). However, in the same survey results, it was observed that 42% of the students communicated with their academic advisors face-to-face, 22% in the classroom, 10.1% through UBYS, 10% through phone applications, 7.6% through institutional e-mail and 4.4% through Teams/Zoom. In addition, 48.42% of the students stated that their academic advisors held an information meeting at the beginning of the semester. The results of the monitoring were evaluated at the Quality Assurance Commission meeting held on February 27, 2024 and it was decided at the meeting that academic advisors should conduct more informative activities for students at the beginning of the semester. In the same meeting, it was decided that the Career and Alumni Relations Coordinatorship will carry out informative activities for student academic advisors that will contribute to guiding students on Career Planning and Professional Development (E.3.2.7).

In our university, career-related activities for students are carried out by the Career and Alumni Relations Coordinatorship (OMİK) and activities organized within academic units. OMİK has unit representatives in all academic units and department/program representatives in all programs in the units, and the relevant representatives are announced publicly on the website of OMİK and the units (B.3.2.8). In 2023, 136 career events were organized for students by academic units (B.3.2.9) and 8 by OMİK (B.3.2.10 P.G. 2.4.6). In addition, 20 vehicles and 500 students participated in the 2023 Trakya Career Fair organized in Edirne under the coordination of OMİK. Within the scope of monitoring and improving OMİK activities, "OMİK 2023 Fall Semester End Evaluation Meeting" was held, and in the relevant meeting, improvement decisions were taken to update the coordinatorship directive, improve the processes for career planning courses, and ensure the coordination of units and coordinatorship activities (B.3.2.11). The monitoring activity regarding the satisfaction with the personal development and career support services offered to students throughout the university was monitored with the satisfaction item "Personal development and career support services" in the 2023 Student Satisfaction Survey (B.3.2.12). When the relevant survey results were analyzed, it was seen that students were 78.4% satisfied with the relevant services.

Guidance and psychological counseling services at our university are carried out by the Psychological Counseling and Guidance (PDR) Center, where 2 psychologists/psychological counselors (1 specialist and 1 lecturer) work within the body of COMU Health, Culture and Sports Department (B.3.2.13). In 2022, 37 activities such as orientation meetings, seminars, etc. were carried out by the PDR Center, and 61 activities were carried out in 2023. In addition, 942 individual psychological counseling services were provided by the center in 2022 and 739 in 2023 (B.3.2.14). The monitoring activity regarding the satisfaction with the counseling and guidance services provided to students throughout the university was monitored with the "Satisfaction with psychological counseling and guidance services" item in the 2023 Student Satisfaction Survey. When the relevant survey results were analyzed, it was seen that students were 76.2% satisfied with psychological counseling and guidance services. However, as of December 2023, SKS started to work on the creation of a Psychological Counseling and Guidance Center Satisfaction Survey, and the review of the relevant survey draft by the Measurement and Evaluation Advisory Board of the Quality Assurance Commission is ongoing (B.3.2.15). The PDR Center Satisfaction Survey is planned to be implemented in 2024.

Necessary improvement works were carried out within the scope of "Providing foreign language support for students", which is one of the improvement suggestions (B.3.2.16) specified in the IERs of academic units for 2022. In 2023, the "General English A1-A2 Massive Open Online Course" course, which was attended by 2952 people, and the "Academic Writing: How to Get your Research

Published" course, which was attended by 1114 people, were organized free of charge within SEM. (B.3.2.17 p.5 no.16,21), (B.3.2.18) A similar practice was carried out by Ayvacık Vocational School (B.3.2.19). In addition to these events, "Conversation Club Days With Native Speaker TÖMER Students" was organized for the first time at our university under the leadership of the Rectorate in cooperation with TÖMER and Çanakkale Youth Center, which was open to the participation of COMU students, faculty and staff (B.3.2.20). With the related event, trainings in English, French, Russian, Arabic, Portuguese, Arabic, Portuguese and Kazakh languages are provided by our foreign students studying at TÖMER. The first of the trainings, each lasting one month, was held on 22.01.2024, the second one started on 27.02.2024 and will continue to be organized systematically.

The number of activities carried out for students within the scope of Career Center activities (A.2. H2.2 PG 2.2.3) indicator was added to the renewed 2024-2028 Strategic Plan of our university. In our Education Policy (B.3.2.21), which has been prepared in line with the Strategic Plan 2024-2028, the relevant articles (3, 5, 14, etc.) have been adopted as a principle.

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (2)(3)(4)B.3.2.1.Directive on Academic Advisory.pdf
- (2)(3)B.3.2.2.Directive on Academic Advisory Faculty of Medicine.docx
- (3)B.3.2.3.UBYS Advisory Message Dashboard.pdf
- (3)B.3.2.4.Meeting Examples for Unit Academic Advisory.pdf
- (4)B.3.2.5.Improvement Evidence of Quality Assurance Commission.pdf
- (4)B.3.2.6.Results of Academic Advisor Satisfaction Survey 2023.pdf
- (4)B.3.2.7.Decision of Improvement by Quality Assurance Commission.pdf
- (3)B.3.2.8.OMIK Academic Unit Representatives.pdf
- (4)B.3.2.9.Academic Unit Carrier and Alumni Event.xlsx
- (4)B.3.2.10.Monitoring of Strategic Plan 2023.docx
- (4)B.3.2.11.OMIK Decisions from Semester Evaluation Meeting.pdf
- (4)B.3.2.12.Student Satisfaction Survey Result 2023.pdf
- (3)B.3.2.13.PDR Unit Directive.docx
- (4)B.3.2.14.2022 2023 PDR Activity Report.docx
- (4)B.3.2.15.SKS Survey.pdf
- (4)B.3.2.16.Improvement Areas for Units 2022 IER.xlsx
- (3)(4)B.3.2.17.SEM 2023 Activity Report.pdf
- (4)B.3.2.18.General English Course Poster.png
- (4)B.3.2.19.Ayvacık Vocational School Foreign Language Courses.docx
- (5)B.3.2.20.Conversation Club Days.docx
- (4)B.3.2.21.New Education Policy 2024.pdf

3.   Facilities and Infrastructure

Çanakkale Onsekiz Mart University has an open area of 4,962,008.32 m2 and a closed area of 481,859.16 m2, mostly consisting of green areas and forest areas. Our university has 18 campuses, 9 in the central district and 9 in other districts. There are 1 institute, 18 faculties, 1 college, 1 school, 1 state conservatory, 4 vocational schools and 37 application and research centers within the campuses in the central district. There are campuses of our University in all districts of Çanakkale except the central, Eceabat and Bozcaada districts. In total, there are 3 faculties and 9 vocational schools in these districts (pp. 34-37 in the Strategic 24-28 plan).

In Terzioğlu Campus, which is the largest campus of our university, apart from academic units, there are University Hospital, 2 laboratory buildings, 3 student dormitories (1 private and 2 KYK, (Credits and Dormitories Institution)), central library, 2 outdoor basketball courts in 2 different locations, 2 indoor sports halls, 2 tennis courts, 1 fitness center, archery field, Student Social Interaction Center (ÖSEM- student cafeteria, market, shop and cafeterias), 1 cultural center, 1 theater hall, kindergarten and cafeterias in different locations. Anafartalar Campus, located in the central district, has the Faculty of Education and the State Conservatory, as well as an indoor sports hall and a cafeteria. Çanakkale Martyrs Campus, another large campus located in the central district, has the Faculty of Theology, Vocational School of Marine Technologies, 1 Congress Center, Application Mosque and a library. The central Dardanos Campus has an indoor swimming pool, stadium, fitness center, outdoor basketball and tennis courts, practice areas of the Faculty of Marine Sciences and Technologies, a practice hotel and restaurant, and a recreation area. Kepez Campus has the Faculty of Dentistry and Oral and Dental Health Application and Research Center (DİSMER), Sarıcaeli Campus has Technopark, Faculty of Agriculture Application Areas, football field, basketball court and recreation areas. The Ulupınar Observatory is located in the central Ulupınar Campus. Biga Prof. Dr. Ramazan Aydın Campus, which is the largest campus in the districts, has 2 faculties, 1 vocational school, foreign language preparatory school building as well as an indoor sports hall, student social life center, library, dining hall, student dormitory, guesthouse and other areas. In other districts where the campuses of our university are located, there are academic unit classrooms, library, student social and sports areas. In addition, the campus in Gökçeada has academic and social areas as well as a guesthouse. Transportation to the campuses of our university is accessible for everyone and transportation is carried out by public

transportation. Campus security is provided by the Security Branch Directorate within the Department of Administrative and Financial Affairs. There are two health service units, the University Hospital and DİSMER, which students can actively use (Strategic 24-28 plan pp. 34-37).

Within the libraries of our university, there are technology-equipped areas where students can work individually or collectively. In addition to the study areas within the libraries, there are also individual study areas within some academic units such as the Vocational School of Health Services and the School of Foreign Languages (B.3.3.1). The Central Library is open 24/7, the Faculty of Education Library is open 7 days a week until 23:00, and other libraries are open to students and researchers until the end of working hours. Users can also benefit from library services from off-campus and use the databases offered by the library. Information on library use is provided to users in the Library User Guide (B.3.3.2) and Student Handbook (B.3.3.3). In addition, orientation programs for students are organized by the Library Department (B.3.3.4). The principles and rules regarding the use of the library are set out in the Library Documentation Department Libraries Directive (B.3.3.5) and the conditions of use (B.3.3.6) and are publicly announced.

Eduroam service, which is the third in Turkey after METU and Ankara University, is actively used by students and staff. The internet speed is 3000 Megabit on the Terzioğlu Campus of our university, and the average internet speed is approximately 300 Megabit throughout the university. The IT services that our academic units need in administrative, academic or physical terms are monitored and improved by the Department of Information Technologies. In this context, the provision of hardware, network, software, technical, etc. services continued in 2023. Some of the works carried out in this context; Installation of 43 new indoor and 4 outdoor wireless access devices, relocation of 5 indoor wireless access points to increase efficiency, installation of 105 network cables, installation of ducts and 72 sockets, 4500 meters of Cat6 cable, etc. (B.3.3.7 pp. 22-24).

The implementation of distance education programs at our university is carried out under the coordination of the Distance Education Application and Research Center (COMUZEM) (B.3.3.8). Until 2023, our Center used "Moodle" Learning Management System for sharing asynchronous content with students, conducting online exams, reporting activities, student registrations, etc. and all these activities were carried out through the "https://lms.comu.edu.tr/" website. "Adobe Connect" system was used for the realization of synchronous courses and meetings carried out within our center (B.3.3.3.9 pg.9). In order to make it more suitable for the educational technologies of the future, COMUZEM and Turkcell collaborated to transition to the "eduBiz" system, which will offer a more efficient, more interactive and user-friendly distance education environment compared to the LMS and live course tools previously used at our University as of 2024 (B.3.3.10). In this context, as of the spring semester of 2024, the relevant teaching activities will be carried out through the "eduBiz" system and "Suit Conference", which is the live lecture platform of the relevant system. These structures under the control of our center serve through the servers within the IT Department of our University, and all courses and exams held synchronously and asynchronously under the management of our center are recorded and stored on the servers of our university. Online systems are also used within our center to hold online meetings within our university, as well as exams and meetings (Thesis Monitoring Committee Meetings, Thesis Proposal Defense Exam, PhD Qualifying Exam, Thesis Defense Exam, etc.) within the Institute of Graduate Studies. In addition, Microsoft Teams Application can also be used in online course and meeting activities carried out within the units.

The management of social and cultural facilities at our university is carried out by SKS (B.3.3.3.11 Art. 6-7); the management of sports fields is carried out by SKS and the Sports Union Coordinatorship established in 2023; and infrastructure, maintenance, repair and construction services are carried out by the Department of Construction and Technical Affairs. Monitoring and improvement activities are carried out systematically to monitor and improve the facilities and infrastructure services provided throughout the institution. As of 2023, the indoor swimming pool at Dardanos Campus, which had been out of use in recent years, was opened for use after the necessary maintenance work (B.3.3.12). Maintenance of the indoor sports halls on the Anafartalar Campus and Biga Prof. Dr. Ramazan Aydın Campus, maintenance and repair works such as ground improvement of the Yenice Vocational School volleyball-basketball court, etc. were also carried out (B.3.3.13).

The principles and procedures for the use and operation of all kinds of sports fields and facilities belonging to our university, and to provide the users with the opportunity to do sports in healthy living conditions were determined and started to be implemented with the COMU Sports Facilities Management Directive (B.3.3.11), which was accepted by the Senate Decision dated 14.12.2023 and numbered 21/02.

The cafeteria services offered throughout the university are periodically inspected by the Nutrition Branch Directorate within the body of SKS and penal action is taken against the companies from which service is procured when deemed necessary (B.3.3.14). As of 2024, the Food Menu Survey was started to be implemented by the Directorate of Nutrition Department of SKS and a step was taken to create weekly food menus with stakeholder participation. Students' demands are collected weekly, food menus are created according to their demands and the results are announced on the website (B.3.3.15). In addition, as of December 2023, SKS started to work on creating a Nutrition Branch Unit Satisfaction Survey, and the related survey draft is currently under review by the Quality Assurance Commission Measurement and Evaluation Advisory Board (B.3.3.16). The Nutrition Branch Unit Satisfaction Survey is planned to be implemented in 2024.

With the stakeholder satisfaction surveys conducted every year, satisfaction levels (B.3.3.18) for the facilities and infrastructure services provided throughout the university are monitored. In 2022, 23 construction repair activities were carried out by

the Department of Construction and Technical Affairs in 2023, and 4 construction repair activities (e.g. Faculty of Medicine Morphology Building, Faculty of Medicine was stated as a direction open to improvement in the Faculty of Medicine IER) are in progress (B.3.3.3.19), taking into account the satisfaction rates of "Construction and Repair Services" (academic staff 69.4%, (B.3.3.17) administrative staff 70.1%) and the improvement suggestions in the IER Executive summaries prepared by the units.

It is noted in the KAR (p. 19) that the development of the University's facilities and infrastructure in relation to institutional growth is not clearly visible. Institutional growth is also taken into account in activities to improve facilities and infrastructure across the University. Due to the high number of students studying at the University and the fact that the majority of these students study at the Terzioğlu Campus, the need for additional security measures has arisen, and in this context, the campus security monitoring system was established in 2023, covering the entire campus with high security camera (panic button) systems with Fiber Optic infrastructure and the monitoring room was renewed (B.3.3.20). In order to overcome the accommodation problem arising from the high number of students, the construction work of the student dormitory for 1052 students, which is planned to operate within the University in Terzioğlu Campus, has started as of 2023. In addition, the construction of the Faculty of Medicine Morphology building and the Faculty of Sports Sciences building in Dardanos Campus is ongoing (B.3.3.13). Ayvacık Vocational School Student Dormitory with a capacity of 150 students, 75 girls and 75 boys, started to serve in the 2023-2024 academic year (B.3.3.21).

With the 2023 stakeholder satisfaction survey, the satisfaction level of stakeholders regarding facilities and infrastructure was monitored. The results of the monitoring were evaluated at the Quality Assurance Commission dated February 27, 2024, and at the relevant meeting, it was decided to carry out improvement studies by the relevant units for cafeteria services (decision no. 13), sports and social services (decision no. 15), physical and technological conditions of the classrooms (decision no. 18), transportation (decision no. 20), health services (decision no. 27) (B.3.3.22).

In the revised Strategic Plan 2024-2028, the indicators of investment budget per student and size of educational space (m2) per student (A.2. H2.4 PG 2.4.1 and PG 2.4.3) were added. In our Quality Assurance Policy (B.3.3.3.23) and Management System Policy (B.3.3.3.24), which have been prepared in line with the Strategic Plan 2024-2028, the principle of strengthening the facilities and resources to support education and training processes has been determined.

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

Evidence

- (3)B.3.3.1.Example of Student Workspace in Academic Unit.docx
- (3)B.3.3.2.Library Guideline.pdf
- (3)B.3.3.3.Ogrenci Handbook Compressed.pdf
- (3)B.3.3.4.Library Orientation.docx
- (2)(3)B.3.3.5.Library Directive.docx
- (2)(3)B.3.3.6.Library Utilization Terms.docx
- (3)(4)B.3.3.7.COMU Administrative Activity Report 2023.pdf
- (2)(3)B.3.3.8.COMUZEM Directive.pdf
- (3)B.3.3.9.2023 COMUZEM Activity Report.pdf
- (4)B.3.3.10.COMUZEM TURKCELL.docx
- (2)(3)(4)B.3.3.11.COMU Directive on Sports Facilities.docx
- (4)B.3.3.12.Pool Opening.PNG
- (4)B.3.3.13.Improvements on Infrastructure and Facilities Department of Building Operations.pdf
- (4)B.3.3.14.Refectory Inspection.pdf
- (4)B.3.3.15.Food Menu Survey.pdf
- (4)B.3.3.16.SKS Survey.pdf
- (4)B.3.3.17.Academic Personnel Survey Result 2022.pdf
- (4)B.3.3.18.Administrative Personnel Survey Result 2022.pdf
- (4)B.3.3.19.IER 2022 Improvement Areas for Units.xlsx
- (4)B.3.3.20.Security Camera System.docx
- (4)B.3.3.21.Ayvacık Vocational School Dormitory.docx
- (4)B.3.3.22.Satisfaction Survey Improvements 2023.pdf
- (4)B. 3.3.23.New Quality Assurance Policy 2024.pdf
- (4)B.3.3.24.New Administration System Policy 2024.pdf

4. Disadvantaged Groups

In the Education and Training Policy, which has been put into practice in line with the 2021-2025 Strategic Plan of our University, the principle of making education and training opportunities accessible to all students has been adopted (B.3.4.1). In this context, with the Barrier-Free Campus approach, the Disabled Student Unit, which is coordinated by a faculty member from the Department of Special Education at the Faculty of Education of our University to ensure that our disabled students studying at our University can receive education within the framework of equal opportunity, to determine their needs, to plan the activities to be

carried out taking into account the identified needs, and to coordinate the realization of the planned activities by working in coordination with the relevant units. The unit operated under the name of COMU Student Unit without Barriers until September 2023, and with the Senate Decision dated 14.09.2023 and numbered 15/15, the unit started to continue its activities under the name of Disabled Student Unit with the acceptance of the updates made in the unit directive. With the relevant regulation amendment, the job descriptions of the unit and the commission were established, and the "Principles Regarding Education and Training" and "Principles Regarding Access" were determined in detail so that students with special needs can study within the framework of equal opportunity and their success is not negatively affected (B.3.4.2).

In the Principles Regarding Education and Training section of the Directive, the issues to be considered in course practices (Art. 12), exam practices (Art. 13), internship practices (Art. 14) and course adaptation practices (Art. 15) are determined in order for students with special needs to receive education within the framework of equal opportunity. Under the same heading, principles regarding the support of part-time students or volunteer students who can be assigned within the unit to assist students with special needs upon their request are also set out (Art. 16). In the section of the Directive on Physical Accessibility, the principles and regulations to be implemented with physical accessibility (Art. 17), access to information (Art. 18) on access to all electronic systems and technologies, access to health and rehabilitation services (Art. 19) on priority access to hospital and psychology services, and access to social and cultural activities (Art. 20) on facilitating participation in organized cultural and sports activities are determined.

The "Accessibility Guide" prepared by the Ministry of Family, Labor and Social Services in order to make disadvantaged students active in social life was shared publicly on the unit's website (B.3.4.3). In order to enable students with special needs to take exams under appropriate conditions, a sample "Exam Petition" was created by the relevant unit, put into practice and shared on the unit's website (B.3.4.4). Necessary arrangements are made within the units within the relevant petition. For example, in Biga Faculty of Economics and Administrative Sciences, in order for students with special needs to successfully complete their exams, the exam format and venue are specially created in accordance with the demands of the students in question (B.3.4.5).

Until 2023, the Barrier-Free Student Unit, which served at COMU ÖSEM until 2023, was relocated to the Central Library to increase its accessibility for students with special needs, and the unit's new office space was opened on December 3, World Disability Day (B.3.4.6). The Brail Alphabet printer within the relevant unit is also available for the use of students. In addition, in order to facilitate the university life of students with special needs in the academic units where they study and to ensure the coordination of related activities in the units, a Disabled Student Unit Coordinator has been assigned in each unit (B.3.4.7). A Panel on Inclusion on the Basis of Equal Opportunity was organized by the Disabled Students Unit on December 3, World Day of Persons with Disabilities in 2023 (B.3.4.8).

Within the scope of the Barrier-Free Campus approach, our University has carried out and continues to carry out the necessary work on ramps, trails, classrooms, buildings, building entrances, toilets, elevators and direction signs to facilitate the physical access of students and individuals with special needs on its campuses (B.3.4.9). In this context, the necessary works are monitored by the Disabled Student Unit using the "Building Observation Form" and the necessary improvements determined as a result of the monitoring are carried out in coordination with the relevant units within the institutional possibilities or the process for their realization is initiated (B.3.4.10). In 2024, the Induction Loop System was purchased, installed and put into use (B.3.4.11).

Barrier-Free Flag Awards activities at our university are carried out under the coordination of the Disabled Student Unit. In this context, the Faculty of Dentistry in the category of Accessibility in Space (Orange Flag), the Faculty of Education in the category of Accessibility in Education (Green Flag) and the State Conservatory in the category of Accessibility in Socio-Cultural Activities (Blue Flag) applied for the 2023-2024 Barrier-Free University Awards (B.3.4.12). In addition, 5 faculty members, 4 from the State Conservatory and 1 from the Faculty of Education, applied for the Barrier-Free Program Order within the scope of Autism Spectrum Disorder and Visually Impaired studies (B.3.4.13). COMU DİSMER was awarded the "Accessibility Certificate" and "Accessibility Flag" by the Çanakkale Governorship, Çanakkale Provincial Accessibility Monitoring and Supervision Commission in August 2023 and became the first health institution in Çanakkale to receive the relevant certificate and flag (B.3.4.14).

In the library of our university, there is a study room where more than one visually impaired individual/student can work at the same time, with special computer equipment for visually impaired individuals and software that allows reading PDF documents aloud. In addition, there are 14 audio books and 3 printed resources written in Brail Alphabet in our library. Voluntary support is provided to students/individuals with special needs by library staff upon request (B.3.4.15).

The activities carried out for disadvantaged groups within our university are systematically monitored and improved through Disabled Student Unit Activity Reports (B.3.4.16), YÖKAK Performance Indicators, YÖK Report Card, COMU Strategic Plan 2021-2025 monitoring studies (A3 -H3.1: PG3.1.2, H3.2: PG 3.2.5) (B.3.4.17), evaluation surveys and stakeholder meetings. In this context, evaluation meetings are held with the Disabled Student Unit coordinators (B.3.4.16 p.11). As of 2024, the Disabled Student Unit Evaluation Questionnaire filled out by the unit coordinators has been prepared and implemented, and the analysis process of the results of the relevant questionnaire is ongoing (B.3.4.18). The development of the Disabled Student Satisfaction Survey regarding the activities carried out throughout the university is ongoing and is planned to be implemented in 2024. In order to include students with special needs in decision-making processes and to create additional communication channels where they can communicate their needs, representation of students with special needs was ensured in the Student Quality Commission (1 representative) (B.3.4.19) and the Student Senate (5 representatives stated in B.3.4.20 Art.16), which started its activities in 2023.

In the Education Policy (B.3.4.21), which has been prepared in line with the Strategic Plan 2024-2028, it is adopted as a principle to consider stakeholders with special needs in education planning and to provide equal opportunities in education.

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

Evidence

- [(2)(3)B.3.4.1.2021 2025 Education Training Policy.pdf](#)
- [(3)(4)B.3.4.2.Senate Decision and Directive on Disable Student Unit.pdf](#)
- [(3)B.3.4.3.Accessibility Guideline of Ministry Announcement.docx](#)
- [(4)B.3.4.4.Request for Disable Student Exams.docx](#)
- [(3)(4)B.3.4.5.Demand of Students with Special Needs.pdf](#)
- [(3)B.3.4.6.Disabled Student Unit Office Opening.docx](#)
- [(3)B.3.4.7.Disabled Student Unit Coordinators.pdf](#)
- [(3)B.3.4.8.Event Examples.docx](#)
- [(3)B.3.4.9.Individuals with Special Needs Physical Access.pdf](#)
- [(3)(4)B.3.4.10.Building Observation Form Examples and Monitoring.pdf](#)
- [(4)B.3.4.11.Induction Unit Purchase.docx](#)
- [(4)B.3.4.12.Barrier Free University Flag Application.pdf](#)
- [(4)B.3.4.13.Barrier Free April Awards compressed.pdf](#)
- [(4)B.3.4.14.DISMER Accessibility.pdf](#)
- [(3)B.3.4.15.Library Services for Visually Disabled Individuals.pdf](#)
- [(4)B. 3.4.16.2023 Disabled Student Unit Activity Report.docx](#)
- [(4)B.3.4.17.2023 Strategic Plan Monitoring.docx](#)
- [(4)B.3.4.18.Disabled Student Unit Evaluation Survey.pdf](#)
- [(4)B.3.4.19.Student Quality Commission Member.pdf](#)
- [(4)B.3.4.20.Student Senate Directive.docx](#)
- [(4)B. 3.4.21.New Education Policy 2024.pdf](#)

5. Social, Cultural, and Sportive Activities

There are defined processes and administrative organizations for the execution and management of social, cultural and sports activities at our university. The Department of Health, Culture and Sports, Sports Union Coordinatorship and Institutional Communication Directorate actively work in the planning, execution and monitoring processes of the relevant activities.

Social, cultural and sports activities carried out by students within our university were carried out under student communities until the end of 2023. As a result of the monitoring activities explained below, it has become necessary to make improvements in the "COMU SKS Student Communities Establishment and Functioning Directive" (B.3.5.1). With the Senate Decision No. 17/03 dated 19.10.2023 and numbered 17/03 (B.3.5.2), the "Directive on the Establishment and Operation of Student Clubs" was put into practice and efforts were initiated to continue the activities of student societies as Student Clubs (B.3.5.3). The response to the item "The diversity of student clubs is sufficient" in the Student Satisfaction Survey conducted in 2022 (B.3.5.4) and the suggestion to "increase social opportunities and activities" stated by our graduates in the Graduate Satisfaction Survey (B.3.5.5) were also taken into consideration in the realization of the directive amendment in the province. With the amendment of the directive, it is aimed to ensure diversity in student clubs by ensuring that the newly established clubs do not serve only one field, but appeal to multidisciplinary fields and more students. This is guaranteed by paragraph 1 of Article 7 of the relevant directive. In addition, in order to increase the activities to be carried out by student clubs, with the renewed directive, student clubs were given the opportunity to obtain their own income (donations, sponsorships, etc.) in addition to the financial support provided by SKS (Art. 20). 125 student societies that were active in 2022 (B.3.5.6) were closed in accordance with the new directive and the changes made in the relevant directive (multi-disciplinary, etc.) were taken into consideration and re-establishment processes were initiated. In this context, 78 student clubs were established and started their activities as of March 2024 (B.3.5.6). In 2023, 90 activities were carried out by student clubs (B.3.5.7). In order to encourage students to participate in club activities, student club promotion days are organized at the beginning of each academic year, primarily at the central campus, but also at other campuses of our University (B.3.5.8). Student clubs are provided with space, logistical and financial support within the institutional budget and facilities upon request (B.3.5.9).

The process of establishing, closing, monitoring and improving the activities of student clubs is carried out systematically by the commission (B.3.5.10) established in accordance with SKS and the relevant directive and working principles (B.3.5.11). Student clubs submit an activity and budget report (Activity Plan until the end of 2023) to SKS both during the establishment and activity processes (B.3.5.12). The relevant reports are evaluated and monitored by the commission established in accordance with the directive. Workflows, forms and petitions that student clubs can use in the process are shared publicly on the website of SKS (B.3.5.13).

The planning of the process of organizing sports activities and using sports fields within our university was carried out within SKS until 2023. Taking into account both the aspects open to improvement (B.3.5.14) stated in the academic unit IERs for 2022 (For

example, Yenice Vocational School) and the determination stated in the KAR (p. 19), the Sports Union Coordinatorship was established in 2023 in order to plan, monitor and improve sports activities more systematically (B.3.5.15). Among the activities planned within the Sports Unity Coordinatorship are the establishment of new sports clubs/teams at the university (B.3.5.16, B.3.5.17), as well as contributing to the planning and execution of sports activities across the university under a single roof, supporting the active sports lives of licensed/national athletes who are our students (B.3.5.18), planning the use of sports facilities (B.3.5.19), and cooperating with other institutions and organizations on sports activities (B.3.5.15 Art. 5). The planning, implementation and monitoring of the processes regarding the use of sports activities and sports facilities are carried out under the coordination of the Sports Union Coordinatorship and SKS. The relevant processes are regulated by the COMU Directive on the Execution and Organization of Sports Activities (B.3.5.20), which was put into practice with the Senate Decision dated 14.09.2023 and numbered 15/11. COMU Sports Facilities Management Directive (B.3.5.21), which was accepted with the Senate Decision dated 14.12.2023 and numbered 21/02, was determined and started to be implemented. In order to carry out the sports activities to be carried out within the academic units throughout our university under the coordination of the Sports Union Coordinatorship, representatives / boards have been determined within the units (B.3.5.22).

Underwater Hockey 100th Year Republic Cup, 100th Year Rectorate Football Tournament, 100th Year Rectorate Volleyball Tournament, 100th Year Rectorate Chess Tournament, Ultimate Frisbee Indoor Championship 9th Troy Cup, etc. were organized with the organization of the Sports Union Coordinatorship (B.3.5.23). In addition, on the 100th anniversary of the Republic, an event was organized with the participation of 2023 stakeholders in which participants played "zeybek" at the same time, and the event gained visibility in national media and reached more than 6 million people (B.3.5.24). The European Champion Down Syndrome Basketball National Team was offered the opportunity to camp at the sports and social facilities of our University as part of the preparatory camp activities, and within the scope of our "Barrier-Free Campus" motto, an Awareness Competition was organized where our National Team and the Provincial Protocol met. The competition also found its place on the national agenda (B.3.5.25). Apart from these, sportive activities are also organized by our academic units (B.3.5.26).

Many cultural activities are organized within our university. In the organization of these activities, the Culture Branch Directorate under the umbrella of SKS and the Scientific Activities Unit under the Corporate Communication Directorate are actively active, as well as our academic units also organize activities within their own structure (B.3.5.27). The process of planning the culture / congress centers within our university according to the activities is coordinated by SKS. Our culture / congress centers can be allocated for internal activities as well as external activities (B.3.5.28). With this practice, it is also aimed to increase the number of cultural activities for our internal stakeholders.

Social, sportive and cultural activities organized within our university are accessible to all our stakeholders. Announcements regarding the relevant activities are notified to our stakeholders via e-mail by the Institutional Communication Directorate, as well as shared publicly on our corporate website and social media accounts (B.3.5.29).

Cultural, educational and sportive activities are regularly organized for our students studying at our university within the Mehmet Akif Ersoy Youth Office, which was opened in 2017 in cooperation with the Ministry of Youth and Sports and operates in our central campus (B.3.5.30).

In order to make the social, sportive and cultural activities organized within our university more valuable and to encourage student participation in the planning and implementation processes of the relevant activities, the Social Transcript Directive was adopted and put into practice with the Senate decision dated 26.10.2023 and numbered 18/31 (B.3.5.31).

The process of monitoring and improving the social, cultural and sports activities of our university is systematically monitored and improved through unit activity reports, COMU in Numbers, Strategic Plan 2021-2025 monitoring study (A4. H4. PG 4.4.5) and Stakeholder Satisfaction Surveys (B.3.5.32). In addition to the General Stakeholder Satisfaction Surveys, as of December 2023, SKS started to work on the Culture Branch Unit Satisfaction Survey, and the related survey draft is currently under review by the Quality Assurance Commission Measurement and Evaluation Advisory Board (B.3.5.33). The Nutrition Branch Unit Satisfaction Survey is planned to be implemented in 2024.

The number of students participating in academic, sportive, cultural and artistic activities and competitions (A.2. H2.2 PG 2.2.5) indicator has been added to the revised Strategic Plan 2024-2028. In our Education Policy (B.3.5.34), which has been prepared in line with the Strategic Plan 2024-2028, it has been adopted as a principle to take into account not only the academic achievements of students, but also their social interactions, leadership experiences, participation in teamwork and similar personal development elements.

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (3)B.3.5.1.COMU Head of Department Health Culture and Sports Student Communities Establishment and Operations Directive.docx
- (4)B.3.5.2.Senate Decision on Student Clubs Establishment and Operation.pdf
- (4)B.3.5.3.Directive on Student Clubs Establishment and Operation.docx

4. Academic Staff

1. Criteria for Appointment, Promotion and Assignment

In our university, the appointment and promotion criteria of academic staff and members are carried out with the directives of our University, which are established in addition to the national legislation. Faculty member appointments are carried out in accordance with the provisions of the Higher Education Council's "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Examinations to be Applied in the Appointments to be Made by Transfer or Open Appointments to the Academic Staff Positions other than Faculty Members". Appointments to academic staff are made in accordance with the provisions of the Council of Higher Education "Regulation on Promotion and Appointment to Academic Staff", our university's "COMU Academic Staff Appointment and Promotion Criteria Commission Directive" (B.4.1.1) and "COMU Academic Staff Application, Term Extension, Appointment and Promotion Criteria" (B.4.1.2) in force until the end of 2023. The staffing studies made in line with the needs of the units are sent to YÖK and the conditions of the allocated positions are determined according to the competencies needed within the university and announced by the Higher Education Council at ilan.gov.tr and in the official newspaper. The positions announced in the official gazette are also notified to the units and also announced on the University's website. Faculty member and staff application and evaluation processes are carried out through the online "COMU Advertisement Information System", which has been developed by our University. Candidates upload the necessary documents within the application deadlines through the system and are saved from costs such as time loss, cargo and paper. The announcement, application and evaluation processes of the appointments to be made to academic staff positions are carried out by the units in accordance with the provisions of the "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Examinations to be Applied in the Appointments to be Made to the Academic Staff Other than Faculty Members by Transfer or Open Appointments". Appointment and promotion processes for faculty members are carried out in accordance with the provisions of the "Academic Staff Appointment and Promotion Criteria Commission Directive". The evaluation of candidates who apply for the first time or for reappointment to doctoral faculty positions is carried out by the relevant unit pre-jury evaluation commissions according to whether they meet the conditions specified in the criteria. Whether the applicants for the announced professor and associate professor positions meet the criteria determined by the University is evaluated by three members determined by this commission. Applications that do not meet the criteria are rejected. No jury is formed for the candidate or candidates whose application is rejected and their files are not sent for jury evaluation. The university executive board determines the main evaluation juries for professors and the Criteria Commission determines the main jury

determination process for associate professors (B.4.1.3). If there is sufficient feedback from the jury members, the appointment process is realized with the approval of the University Administrative Board. In the case of doctoral faculty members, this process is carried out by the academic units and the preliminary evaluation jury is determined based on the decisions of the faculty board of directors and the candidate applications that pass the preliminary evaluation process are sent to the main evaluation juries. As a result of all the examinations, the appointment process is carried out with the approval of the faculty board of directors and the approval of the rector.

Appointments at our university were made in 2023 in accordance with the provisions of "COMU Academic Staff Application, Term Extension, Appointment and Promotion Criteria".

The "Çanakkale Onsekiz Mart University Directive on the Criteria for Application, Extension of Term of Office, Appointment and Promotion Criteria for Faculty Member Positions" (B.4.1.4), which was approved by the decision of the University Senate dated 29.12.2022 and numbered 21/05, was approved by the General Assembly of Higher Education at its meeting dated 13.04.2023. The old directive was abolished on 31.12.2023. The renewed directive entered into force on 01.01.2024. In order for faculty members to complete their preparations for the requirements brought by the new directive, in which field-specific needs and fields of study were evaluated more comprehensively, the new criteria were announced to the public via the website announcement and to faculty members via UBYS in May 2023 (B.4.1.5). Although the announcements were made in advance, a gradual transition plan to the new directive was prepared for 2024 and 2025, taking into account the preparation process, and it was clearly stated in the directive with temporary articles. Taking into account the improvement proposal expressed in the KAR (p.18), improvements were made in the appointment and promotion criteria to prioritize education and training, and in addition to the criteria for thesis supervision in the previous directive, the criteria "a", "b", "c", "m", "n", "o" and "u" were added to the "Other Activities" category of the relevant directive. In addition, the general condition of "having taught/teaching at least four (4) semesters (2 years) in at least one of the associate, undergraduate or graduate programs in the field of application" has been added for appointments to professor and associate professor positions.

The practices regarding the course assignments of academic staff at our university are carried out according to the provisions of the "Directive on the Procedures and Principles Regarding Course Assignment and Additional Course Fee Payments" (B.4.1.6). Course assignments are based on a balanced distribution of courses to academic staff. Provided that they have sufficient knowledge and expertise, the distribution of the courses to the lecturers is made according to the order of priority within the department, within the department, within the unit, within the University, higher education institutions and other institutions / organizations. In the event that the need cannot be met despite this, a person with at least a master's degree who is an expert in his/her field can be assigned to teach the relevant course. Lecturers complete their compulsory course load primarily in associate degree and undergraduate education courses, as well as in the courses of the department or department courses or courses of other departments in the unit.

Within the scope of the improvement proposal stated in the KAR (p.18), course loads of academic staff are monitored by the units every academic semester after their course assignments (B.4.1.7). In the 2023 Academic Staff Satisfaction Survey, 63.8% were satisfied with the item "Balance of authority-responsibility of the work done by academic staff", 72.6% were satisfied with the item "Transparent distribution of course loads according to competencies" and 70.4% were satisfied with the item "Distribution of graduate consultancy according to areas of expertise" (B.4.1.8). The results were evaluated at the Quality Assurance Commission meeting on February 27, 2024, and a decision (No.11) was taken at the relevant meeting to pay attention to ensuring balance in the distribution of duties and authorities (B.4.1.9). Academic units were informed about the implementation of the necessary improvement decision (B.4.1.10).

Current Status: The results of appointment, promotion and assignment processes are monitored and measures are taken by evaluating the monitoring results.

Evidence

- (3)B.4.1.1.Academic Personnel Appointment and Promotion Criteria Commission Directive.docx
- (3)B.4.1.2.Appointment Promotion Criteria Directive 2023.pdf
- (3)B.4.1.3.AKS-0193 Workflow Chart Academic Department.docx
- (3)B.4.1.4.Appointment Promotion Criteria Directive 2024.docx
- (3)B.4.1.5.Announcement of Appointment Promotion Criteria.pdf
- (3)B.4.1.6.Directive on Course Assignment and Additional Course Fee Payments.pdf
- (4)B.4.1.7.Example of Unit Course Balance Monitoring.pdf
- (4)B.4.1.8.2023 Academic Personnel Satisfaction Survey Result.pdf
- (4)B.4.1.9.Quality Assurance Commission Decision.pdf
- (4)B.4.1.10.Announcement of Improvement on Lecturer Workload.pdf

1. Teaching Competencies and Development

Processes to improve the competencies of academic staff at our university are systematically planned, implemented, monitored and improved. Training activities to improve the competencies of academic staff are carried out through in-service trainings carried out within the Continuing Education Center (SEM), Personnel Department In-Service Training Branch Directorate, Distance

Education Application and Research Center (COMUZEM), Scientific Research Application and Research Center (ÇOBİLTUM) and academic units.

The Training of Trainers Program, whose preparation process continued in cooperation with the Faculty of Education and SEM during the KAP Evaluation process, was implemented as of the end of 2021. The content of the certificate program consists of online asynchronous videos on "Introduction to Educational Science and Social Foundations of Education", "Educational Psychology", "Philosophy of Education, Character and Values Education", "Teaching Principles and Methods", "Measurement and Evaluation in Education", "Classroom Management", "Instructional Design", "Distance Education", "Technology Integration and Current Trends in Education", "Multimedia Design and Applications", "Adult Education" and "Educational Adaptations in the Education of Individuals with Special Needs in Higher Education". The certificate program is open to the participation of the academic staff of our University as well as to the participation of individuals outside the institution. Five people participated in the certificate program in 2021, 37 in 2022, and 39 in 2023 (B.4.2.1). As a result of the monitoring carried out, it was decided at the Quality Assurance Commission meeting dated 20.10.2023, taking into account both the low participation in the certificate program and the recommendations stated in the KAR (p. 17,42), to improve the Training of Trainers Certificate Program in order to improve the teaching competencies of the lecturers, taking into account the conditions of the day and allowing all lecturers to benefit throughout the institution (B.4.2.2). Within the scope of the decision taken, a Training of Trainers Certificate Program Planning Commission was established with the SEM Director and Deputy Director as members (B.4.2.3). In the studies carried out by the relevant commission, current training topics were determined to improve the competencies of academic staff within the scope of the certificate program and it was decided to conduct a competency analysis to determine the trainers for the relevant topics (B.4.2.4). In this context, the Competency Form and training topics were sent to the Faculty of Education and requests for training were started to be collected from lecturers (B.4.2.5). The relevant process is ongoing and it is planned to create training contents and activate the certificate program until the end of the year after the instructors are determined. In addition to the Training of Trainers Certificate Program, SEM also organizes different paid and free trainings to support the competence of academic staff. 41 trainings were organized in 2023 (B.4.2.6 page 5).

Face-to-face or online in-service training activities are also organized by the In-Service Training Branch Directorate of the Personnel Department within the scope of the In-Service Training Procedure (B.4.2.7) and In-Service Training Directive (B.4.2.8) in order to improve the competencies of teaching staff as well as administrative staff. In the organization of the relevant activities, the demands of the units are also taken into consideration within the scope of the In-Service Training Workflow (B.4.2.9) (B.4.2.10). The trainings planned and realized by the In-Service Training Branch Directorate (30 trainings in 2023) are published in the in-service training menu on the website of the Personnel Department (B.4.2.11). Based on the improvement decision No.3 (B.4.2.12) taken at the Management Review Meeting dated 22.03.2023, the Unit Supervisor Evaluation Questionnaire (B.4.2.14) and Participant Evaluation Questionnaire (B.4.2.15) were developed by the Quality Assurance Commission Measurement and Evaluation Advisory Board (B.4.2.13) in cooperation with the relevant branch directorate for the evaluation of in-service trainings and started to be implemented as of November 2023 (B.4.2.16).

A total of 65 in-service training activities were organized by academic units other than the In-Service Training Branch Directorate of the Personnel Department in 2023, 12 of which were aimed at improving the competence of academic staff (B.4.2.17). Two of the trainings organized were based on the suggestion to provide a training for academic staff and graduate students to raise awareness and remind them about academic ethics (B.4.2.17 No.48,54), which was presented as an improvement suggestion (B.4.2.12 pg.5 Art.27) at the Management Review Meeting dated 22.03.2023. Orientation trainings are organized by COMUZEM for academic staff to gain competence in the distance education process (B.4.2.18 pp.17-20). In addition, since 2021, ÇOBİLTUM has been organizing the "Academic Education and Development Program-AEGEP", which includes 28 training contents such as Measurement-Evaluation Training, Effective Teaching Seminar, Distance Education, in cooperation with SEM, and academic staff and graduate students can participate in the program free of charge and receive a certificate of participation at the end of the program (B.4.2.19). In 2023, 3696 people registered for the program and 676 people completed the training (B.4.2.20). If requested by academic units, the Quality Assurance Commission also organizes Measurement and Evaluation trainings for academic staff (B.4.2.21).

Necessary improvement works were carried out within the scope of "Providing foreign language support for students" (B.4.2.22), which is one of the improvement suggestions specified in the IERs of academic units for 2022. In this context, in 2023, the online "General English A1-A2 Massive Open Online Course" course (B.4.2.23), which was attended by 2952 people, and the "Academic Writing: How to Get your Research Published" course, which was attended by 1114 people, were held free of charge at SEM (B.4.2.6 pg.5). These courses were also made available to faculty members in order to increase student-faculty interaction and to support their language proficiency. In addition, the "Conversation Club Days With Native Speaker TÖMER Students" event, organized for the first time in Turkey at our University, was also offered to the participation of our academic staff (B.4.2.24).

The teaching competence/performance of the instructors is monitored through the "Course and Instructor Evaluation

Questionnaire" administered by the students at the end of each semester (B.4.2.25). In addition, with the decision of the University Senate dated 29/12/2022 and numbered 21/05, it was approved by the General Assembly of Higher Education at the meeting dated 13/04/2023 with the "Çanakkale Onsekiz Mart University Directive on Criteria for Application for Faculty Member Positions, Extension of Term of Office, Appointment and Promotion Criteria", the appointment and promotion criteria have been improved in order to prioritize education and training, and in addition to the criteria for thesis supervision in the previous directive, the criteria "a", "b", "c", "m", "n", "o" and "u" have been added to the "Other Activities" category of the relevant directive (B.4.2.26).

In our university's revised Strategic Plan 2024-2028, Strengthening the Competencies of Instructors has been set as a target (A2. H2.3) and PG 2.3, PG 2.3.2 and PG 2.3.3 indicators have been added. In our Education Policy (B.4.2.27), which has been prepared in line with the Strategic Plan 2024-2028, it has been adopted as a principle to attach importance to the training of trainers in order to effectively use alternative models, digital technology and resources, and pedagogical skills in learning and teaching processes. Likewise, in our Quality Policy and Management System Policy, we have adopted the principle of developing the competencies of academic staff.

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- (3)(4)B.4.2.1.SEM Training of Trainers.pdf
- (4)B.4.2.2.Quality Assurance Commission Decision.pdf
- (4)B.4.2.3.Training of Trainers Certificate Program Planning Commission.pdf
- (4)B.4.2.4.Training of Trainers Commission Request Form and Education List.pdf
- (4)B.4.2.5.Training of Trainers Personnel Request Letter, Faculty of Education.pdf
- (3)(4)B.4.2.6.SEM 2023 Activity Report.pdf
- (2)B.4.2.7.In-Service Education Procedure.pdf
- (2)(3)B.4.2.8.Directive on In-Service Education.docx
- (2)B.4.2.9.In-Service Education Workflow.doc
- (3)B.4.2.10.In-Service Education Request Example.pdf
- (2)(3)(4)B.4.2.11.In-Service Education Menu.docx
- (4)B.4.2.12.2022 Management Review Meeting.docx
- (4)B.4.2.13.Improvement on In-Service Education Survey.pdf
- (4)B.4.2.14.Head of Unit Evaluation Survey.pdf
- (4)B.4.2.15.Participant Evaluation Survey.pdf
- (4)B.4.2.16.Examples of In-Service Evaluation Survey Results.pdf
- (3)B.4.2.17.Academic Unit In-Service Education.pdf
- (3)B.4.2.18.COMUZEM Activity Report.pdf
- (3)B.4.2.19.AEGEP.docx
- (4)B.4.2.20.AEGEP Number of Participants.PNG
- (3)B.4.2.21.Example of Assessment and Evaluation Education.pdf
- (4)B.4.2.22.Improvement Areas for Units 2022 IER.xlsx
- (3)(4)B.4.2.23.General English Course Poster.png
- (5)B.4.2.24.Conversation Club Days.docx
- (4)B.4.2.25.Course and Lecturer Evaluation Survey.pdf
- (3)B.4.2.26.Appointment and Promotion Criteria.docx
- B.4.2.27.New Education Policy 2024.pdf

3. Incentives and Rewards for Educational Activities

Practices for encouraging and rewarding academic staff, administrative staff and students at our university are implemented in accordance with the COMU Award Directive in an impartial, fair and transparent manner, taking into account the competencies of the relevant stakeholders (B.4.3.1). In accordance with the relevant directive, the awards are presented to the personnel who are entitled to receive awards at the COMU Days event organized every year. Due to the February 6 Earthquakes in our country, COMU Days event was not organized at our University in 2023. In the relevant period, it was decided to update the COMU Award and Incentive Directive by taking into account the recommendations stated in the Management Review Meeting dated 22.03.2023 (B.4.3.2) and the Quality Assurance Commission Meeting dated 20.10.2023 (B.4.3.3) and the "Incentive and Rewarding" title of the KAR report (p.18, 42). Suggestions for improving reward and incentive mechanisms in the Unit IERs for 2022 prepared by academic units (B.4.3.4) and the low level of satisfaction with the related issue as a result of the Academic Staff Satisfaction Survey for 2022 (B.4.3.5) were also effective in the decision to update the Award Directive. As a result of the comprehensive studies carried out after the relevant decision, the updated COMU Award Directive was accepted and put into practice with the Senate Decision dated 01.03.2024 and numbered 07/06 (B.4.3.6). With the updated Directive, the variety of award types has been increased. In this context, new award categories under the titles of "Education and Training Awards", "Student Awards", "Quality Awards" and "Social Contribution Awards" have been added, and in addition to the awards in the previous directive for academic performance, "Active Researcher Award", "Young Scientist

Award", "Public-University-Industry Cooperation Award", "Entrepreneurship Award", "Registration Award", "Commercialization Award", "Intellectual Property and Industrial Rights Award", "Literature, Visual and Applied Arts Award", "Sports Award" have been added in the categories.

In order to increase creative/innovative education practices and competition in this field for academic staff, the "Academic Performance Award in the Field of Education and Training" was started to be given to academic staff in the category of "Education and Training Awards" based on the results of the student course evaluation survey. In the "Quality Awards" category, the "Education-Training Quality Award" was established to be given to academic staff who pioneer technological, physical, methodological or pedagogical developments that contribute to education and training in a way to increase the quality of education and training, create teaching environments that support inclusive education, and/or lead/coordinate external projects on effective education and training. In addition, the "Certificate of Appreciation" application, which has been implemented since 2021 and aims to encourage program accreditation studies, has been added as a type of "Program Accreditation Award" in the "Quality Awards" category with the renewed award directive. In order to reward students in postgraduate education and to create a competitive environment, awards were started to be given in the category of "Student Awards" in the types of Graduate Thesis Project Award, Master's Thesis Award and Doctoral Thesis Award.

Due to the fact that the COMU Days award ceremony could not be organized due to the February 6 Earthquakes and the update of the COMU Award Directive continued in 2023, the awarding mechanism could not be fully operated throughout our university. This situation was reflected in the 2023 Stakeholder Satisfaction Surveys (B 4.3.7, B 4.3.3.8). In the Quality Assurance Commission improvement decision no: 10 dated February 27, 2024 (B.4.3.9), where the results of the 2023 satisfaction survey were evaluated, it was decided that the reward and incentive mechanism should be operated more actively by the relevant units in accordance with the renewed COMU Award Directive in order to increase the satisfaction level of academic and administrative staff with the reward and incentive practices. In accordance with the decision taken by the relevant commission, the COMU Days event was organized on 20.03.2024 and awards were given to academic staff, administrative staff and students who were entitled to receive awards as a result of the evaluation of the award commissions (B.4.3.10).

Accepted with the decision of the University Senate 29.12.2022 and numbered 21.05 and approved in the General Assembly of Higher Education dated 13.04.2023, "Çanakkale Onsekiz Mart University Directive on Criteria for Application to Faculty Member Positions, Extension of Duty Period, Appointment, Promotion" has been improved in order to prioritize education and training, and in addition to the criteria for thesis advisory that existed in the previous directive, "m", "n", "o" and "u" criteria have been added to the "Other Activities" category of the relevant directive (B.4.3.11).

Current Status: Incentive and reward practices are monitored and improved.

Evidence

- (2)(3)(4)B.4.3.1.COMU Directive of Awards.docx
- (4)B.4.3.2.2022 Management Review Meeting.docx
- (4)B.4.3.3.Quality Commission Decision.pdf
- (3)(4)B.4.3.4.Improvement Areas for Units 2022 IER.xlsx
- (4)B.4.3.5.2022 Academic Personnel Survey Result.pdf
- (4)B.4.3.6. COMU Directive of Awards, Senate Decision.pdf
- (4)B.4.3.7.2023 Administrative Personnel Survey Result.pdf
- (4)B.4.3.8.2023 Academic Personnel Survey Result.pdf
- (4)B.4.3.9.2023 Quality Assurance Commission Decision on Award Incentive.pdf
- (4)B.4.3.10.Board of Management Decision on Award.pdf
- (3)B.4.3.11.Appointment and Promotion Criteria.docx

C. RESEARCH AND DEVELOPMENT

1. Management of Research Process and Research Sources

2. Management of Research Process

Our institution, which has institutional accreditation, carries out and monitors directives, policies, practices and management processes in a holistic manner within the framework of the PDCA cycle, with a management approach that supports and disseminates original and innovative research activities in all academic fields in order to carry out research and development activities effectively. Since 2023, a Vice Rector has been appointed responsible for monitoring research activities and coordination for the implementation, monitoring and improvement of R&D activities has been strengthened.

In the 2021-2025 Strategic Plan, 15 performance indicators for the goals of increasing academic skills, qualifications and capacity to conduct effective research, improving infrastructure facilities related to research and innovation, and increasing scientific and innovative outputs that create added value were monitored until the end of 2023 and necessary improvements were carried out

within the scope of this plan (C.1.1.1, C.1.1.2). In the revised 2024-2028 Strategic Plan, 22 performance indicators will be monitored in 6-month periods as of 2024 for the goals of Increasing Research and Product Development Capacity, Increasing Value-Added Research Outputs, Encouraging and Disseminating Entrepreneurship Activities, Increasing Joint Research and Product Development Projects within the Scope of University-Industry Collaborations, Supporting Student Entrepreneurship and Innovation Programs in order to Create Added Value at National and International Level through Qualified R&D and P&D Activities (C.1.1.3). In line with the renewed mission, vision, core values, strategic goals and objectives of the institution, the R&D Policy was developed with stakeholder participation to cover other policies (social contribution, education, quality and leadership). The policy adopts the principle of conducting R&D activities focusing on the priority areas of the institution. In addition, R&D policy items were associated with the performance indicators of the 2024-2028 Strategic Plan and published with QR on the policies (C.1.1.4). The priority areas of our university adopted in the 2024-2028 Strategic Plan were determined by TUBITAK Competency Analysis Reports and the COMU Competency and Performance Evaluation Workshop held in 2023, where the WOS performance of our university was evaluated, and the workshop result declaration was shared with the public under the Research Menu on the corporate website (C.1.1.5).

The processes of planning, execution, monitoring and improvement of R&D activities are carried out by the Scientific Research Projects Coordination Unit (BAP), Application and Research Centers Monitoring and Evaluation Coordinatorship (UYGAMER), Research Centers, Scientific Publications and Journals Coordinatorship, External Relations Coordinatorship, Revolving Fund Management Directorate, Technopark, TTO (Technology Transfer Office) and academic units.

The coordination and methodological processes of internal scientific research projects and national external projects (TUBITAK, TUSEB, etc.) are carried out by BAP. BAP's job descriptions and workflow charts have been determined and shared on the unit's website (C.1.1.6). BAP carries out its activities according to its directives and implementation principles (C.1.1.7; C.1.1.23). BAP support types, scopes and budget upper limits have been determined and shared on the website. At the 22.03.2023 dated Management Review meeting, it was decided (Decision No. 7) by the BAP unit to make improvements in project support (C.1.1.8). In this context, in addition to the monitoring of YÖK and YÖKAK Performance Indicators and COMU in Numbers, comparative analysis reports were prepared according to the URAP ranking of COMU's academic performance and YÖK Monitoring and Evaluation criteria with the monitoring mechanism that started to be implemented for the first time in 2023 (C.1.1.9, C.1.1.10). In addition, the performances of academic units were monitored and reported to be presented at academic boards (C.1.1.11). As a result of the monitoring activities carried out, it was determined that the qualified publication (Q1, Q2) performance of our university is not at the desired level to become an A3 group research university. In the feedbacks of the stakeholder meetings held, it was also observed that the types of projects and budgets offered by BAP were insufficient (C.1.1.12). As a result of the analysis reports and feedbacks, decisions were taken by the BAP Commission for necessary improvements and changes were made in the existing directives and implementation principles (C.1.1.13, C.1.1.14). The directive on the amendment of the Scientific Research Projects Implementation Directive was approved and entered into force with the Senate Decision dated 26.12.2023 and numbered 22/03. Career Support Projects have been added to the project types and the scope of undergraduate projects has been expanded as Associate / Undergraduate Student Research Projects. In accordance with the same decision, in order to encourage independent research projects, in case of qualified publications produced from previous BAP-supported projects, researchers were offered additional budget opportunities according to the publication category in new project applications. Application, application follow-up and management processes (refereeing, meeting agendas, aid documents, etc.) of scientific research projects within the scope of BAP are carried out through BAPSIS.

Our Application and Research Centers also play an active role in the execution of research activity processes. Activity reports of the centers are systematically monitored and uploaded to YÖKSİS. Within ÇOBİLTUM, general, environmental, soil, archaeometry, meteorite, earthquake, thin section, food, water, olive oil, plant etc. analyzes can be performed and users can get easy service with e-lmas Laboratory Automation. In addition, Academic Education and Development, Project, Intellectual Rights, University-Industry Cooperation, Entrepreneurship units operate under the relevant unit. UYGAMER was established with the Senate Decision No. 24/5 dated 30.12.2021 dated 30.12.2021 in order to gather, monitor and improve the research centers under a single roof, taking into account the improvement proposal in the KAR (Pp. 22, 43) (C.1.1.15). As a result of the regular monitoring of center activity reports carried out by UYGAMER, the Center was closed with the approval of 5 YÖK in 2022 and 8 YÖK in 2023 (C.1.1.16). On 26.12.2023, the Cognitive and Behavioral Sciences Application and Research Center proposal, which was approved to be opened at the Senate Meeting dated 26.12.2023, was established with the regulation published in the Official Gazette dated 17.03.2024 after the approval of YÖK (C.1.1.17). Within the scope of the European Union project titled "Skill Sets and Needs for Behavioral Science Lab", the Center continues its joint studies with our project partner Ludwig Maximilian University (Germany), which ranks 33rd in the world according to THE 2023 ranking. In addition, taking into account the improvement proposal (p. 44) stated in the KAR, with the decision of the Quality Assurance Commission dated 20/10/2023, studies have been initiated to unite the centers operating in a similar field under a single roof (B.1.1.18).

In order to regulate the principles regarding scientific publications and journals produced within Çanakkale Onsekiz Mart University, to establish, monitor, evaluate and improve responsible, fair, transparent, accountable standards to increase the quality of related publications in terms of international recognition, quantity and quality, "Scientific Publications and Journals Coordinatorship Directive" entered into force with the Senate Decision dated 10.11.2023 and numbered 19/04. In line with the coordinatorship activities, active journals with COMU address were identified, printed journals were closed and the online version was switched to the online version. In addition, journals that had not published issues for a long time were closed. The websites of the scientific

journals of our university were examined and the accuracy of the information was investigated, and deficiencies and areas in need of improvement were identified (C.1.1.19).

Our university carries out R&D activities with the scientific studies carried out by the academic staff working within the academic units of our university. R&D activities are carried out in cooperation with Çanakkale Technopark and Dinamo TTO, which also have companies within our academic staff. As of December 2023, there are 72 companies in Technopark, while our university faculty members have 22 companies (C.1.1.20).

The realization of international cooperation protocols within the scope of R&D activities and the coordination of international projects are carried out by the Foreign Relations Coordinatorship. The projects/protocols (58-K) realized by the academic staff of our university with industrial organizations within the scope of R&D activities are monitored within the Directorate of Revolving Fund Management. Meetings and informative activities are also carried out by the BAP and ÇOBİLTUM Project Unit to internalize the R&D culture (detailed in C.2.1).

Work has started to establish a Space Science Center within our Ulupınar Observatory, which makes significant contributions to the field of space sciences, one of the priority areas of our university, with national and international scientific research carried out with its telescopes (C.1.1.24).

R&D activities of our university are systematically monitored through COMU in Numbers, YÖK Monitoring and Evaluation and YÖKAK Performance Criteria, Unit IER and SAR reports, Strategic Plan Monitoring Operations and Satisfaction Surveys. In 2022, academic staff satisfaction with R&D activities of our University was 71.9% and 84% in 2023, while student satisfaction rate was 64.28% in 2022 and 79.5% in 2023. In addition, satisfaction with BAP evaluation criteria increased from 72.6% in 2022 to 86.6% in 2023 (C.1.1.21, C.1.1.22).

Current Status: The results related to the management of research processes and the functionality of the organizational structure of the institution are monitored and measures are taken.

Evidence

- (3)C.1.1.1.Strategic Plan 2021 2025.pdf
- (4)C.1.1.2.Srategic Plan Monitoring.docx
- (4)C.1.1.3.Strategic Plan 2024 2028.pdf
- (4)C. 1.1.4.R&D Policy 2024 2028.pdf
- (4)C.1.1.5.Research Competence Workshop.pdf
- (3)C.1.1.6.BAP Workflow and Job Descriptions.docx
- (3)C.1.1.7.BAP Directive.pdf
- (4)C.1.1.8.2022 Management Review Meeting.pdf
- (4)C.1.1.9.URAP Report.pdf
- (4)C.1.1.10.YOK Report Comparison.pdf
- (3)(4)C. 1.1.11.Academic Committee Example.pdf
- (4)C.1.1.12.Stakeholder Meeting.pdf
- (4)C.1.1.13.BAP Directive Change.pdf
- (4)C. 1.1.14.2024 BAP Application Principles.pdf
- (3)C.1.1.15.UYGAMER Directive.docx
- (4)C.1.1.16.Center Closure.pdf
- (4)C.1.1.17.Cognitive Behavior Central Directive.pdf
- (4)C. 1.1.18.Merging Similar Areas.pdf
- (4)C.1.1.19.Scientific Journal Coordinatorship 2023 Activity Report.pdf
- (3)(4)C.1.1.20.COMU in Numbers 2023.docx
- (4)C.1.1.21.2022 Student Academic Satisfaction Survey Result.pdf
- (4)C.1.1.22.2023 Student Academic Satisfaction Survey Result.pdf
- (3)C.1.1.23.2023 BAP Application Principles.pdf
- (3)C.1.1.24.Space Science Center.docx

3. Internal and External Sources

Within the scope of R&D activities of our university, monitoring and improvement of internal and external resources are carried out on the basis of Strategic Plan Monitoring Studies, YÖK Monitoring and Evaluation and YÖKAK performance indicators, Unit Activity Reports (e.g. BAP Activity Report) and Fiscal Year Budget data of the Strategy Development Department.

In the 2021-2025 Strategic Plan of our university, PG.1.3.3 The ratio of the budget spent on R&D to the total budget (%) was determined as a performance indicator for the goal of increasing scientific, entrepreneurial and innovative outputs that create added value for the purpose of developing R&D innovation activities. In the 2023 monitoring report, the ratio of the relevant indicator was 4.25% and the target was achieved (C.1.2.1). Within the scope of the revised Strategic Plan 2024-2028, the same indicator PG 1.1.2

was retained, and in addition to this, the indicator PG 1.1.4 Research Centers' amount of income was added in order to evaluate the financial performance of research center activities more comprehensively (C.1.2.2) These indicators will continue to be systematically monitored throughout the years within the plan.

The total area of the Research Areas of our institution is 111052.57 square meters in 2023 (m2), including health areas (C.1.2.3).

In order to develop the research ecosystem of our university, to provide resources to researchers and to ensure the sustainability of scientific studies, the BAP unit provides different internal and external resource supports within the framework of the procedures and principles in the directive.

Within this framework, different project types such as Independent Research, Thesis, Rapid Support, Industry Collaboration, Advanced Research, Co-funded Scientific Research, Associate and Undergraduate Student Research Project, Career Support have been defined (C.1.2.4). The budget upper limits set for these projects have been determined in accordance with the requirements and objectives of different project types. In addition, the needs of academic staff such as consumables, devices, travel, stationery and service procurement are also met. The diversity and adequacy of these supports are regularly monitored and improved on an annual basis in line with the implementation principles (C.1.2.5). In this way, researchers can carry out their projects more effectively and research quality is improved.

The BAP unit organizes information meetings and various Industry and NGO meetings to increase the funds received from externally funded projects. Through the consortiums formed in this context, it is aimed to increase the amount of funds received and strengthen external stakeholder relations by applying to high-budget external project calls (C.1.2.6). In order to improve the international networks of academics, informative meetings are held to encourage them to benefit from travel funds and to pave the way for activities to increase their international recognition. These activities increase the interaction of academics in the international arena, support the flow of information and cooperation in research areas, and increase the visibility of the university in the international arena (detailed in section C.2.2.).

The diversity and adequacy of internal and external resources are monitored and improved. According to the financial year data of the Strategy Development Department of our university, R&D revenues were 11,183,866.08 TL in 2022 and 26,511,513.03 TL in 2023. While R&D expenses were 10,606,000.00 TL in 2022, they were realized as 24,969,621.00 TL in 2023 (C.1.2.7; C.1.2.8). In 2022, when the budget analysis of the BAP unit is examined, it is seen that the total budget was 10,606,000.00 TL, while the total BAP budget was realized as 42,089,711.00 TL in 2023. This is due to the significant increase in the amount transferred to the BAP unit from its own income (revolving fund + non-thesis master's degree income). While 7,071,580.00 TL was spent by the BAP unit within the scope of project expenditures in 2022, 7,242,629.00 TL was spent in 2023. The distribution of BAP budget expenditures by type and unit is monitored and detailed in the Unit Annual Report (pp. 13,14) (C.1.2.9; C.1.2.10).

Some of the 31,929,082.00 TL transferred from the 2023 budget will be used within the scope of advanced research projects planned for the priority areas determined in the 2024-2028 Strategic Plan, and some of it will be used in the additional project budget incentive mechanism developed to contribute to increasing the number of qualified publications (Q1, Q2) of our university. In this way, it is envisaged to increase the quantity of 1 advanced research project approved in 2023 and to support at least 10 advanced research projects in 2024 (C.1.2.11). With this planning, it is aimed to increase the quality of the university's R&D activities and scientific publications by ensuring that the budget is directed effectively and in accordance with strategic goals and that resources are used optimally. The 2024 BAP Implementation Principles have been updated according to stakeholder opinions and monitoring results, and in order to encourage independent research projects, researchers are offered an additional budget of 50% for Q1 and 25% for Q2 in new project applications in the presence of qualified publications produced from previous BAP-supported projects. In addition, it was decided to increase the budget by 25% for Q1 for qualified publications produced from non-BAP projects. In the Unit IER 2022 reports, budget inadequacies in supporting participation in national and international scientific activities (Ziraat, Deniz Teknoloji Vocational School of Agriculture, Deniz Teknoloji Vocational School and Yenice) were seen as aspects open to improvement, and in the amended BAP implementation principles, congress participation support was improved by increasing 267% for academic staff and graduate student projects and 300% for associate / undergraduate student projects (C.1.2.12). According to BAP 2022 data, the distribution of project budgets according to project types is as follows: 53.82% is independent, 30.19% is thesis, 9.89% is rapid support, 4.76% is advanced research, and 1.34% is undergraduate student research project. According to BAP 2023 data, the distribution of project budgets according to project types is as follows: 55.41% are unaffiliated, 28.63% are thesis, 10.79% are rapid support, 3.39% are advanced research, and 1.78% are undergraduate student research projects (C.1.2.13).

According to the results of 2022 satisfaction surveys, satisfaction with the adequacy of Scientific Research Projects (BAP) funding increased from 73.4% in 2022 to 86.4% in 2023 (C.1.2.14).

While the total budget of TUBITAK projects was 10,303,949.00 TL in 2022, it increased to 25,126,317.00 TL in 2023. In 2022, there were no external projects other than TUBITAK, while in 2023, an additional external funding of 3,193,850.00 TL was provided due to the entry into force of TUSEB projects (C.1.2.9, C.1.2.10).

Within the scope of 58-K projects carried out within the Directorate of Revolving Fund Management, while the total budget of the projects completed in 2022 was 1,003,590.00 TL, it was 423,640.00 TL in 2023, and the project with a budget of 883,555.82

TL continues (C.1.2.15). The budget needs and planning of projects related to intellectual and industrial property rights are also carried out by the Directorate of Revolving Fund Management. Within the scope of intellectual and industrial property rights, 82.24% of the total 321,025.33 TL expenditures made by our university in 2023 were used for patent consultancy services and 17.76% for the payment of official fees of the Turkish Patent and Trademark Office (C.1.2.16).

Within the scope of international projects carried out within the scope of the External Relations Coordinatorship, a project with a budget of 34,120 Euros (COMU budget) was completed in 2022, a project with a budget of 284,887 Euros was completed in 2023, and a project with a budget of 1,367,172 Euros is ongoing (C.1.2.17).

Current Status: The adequacy and diversity of research sources at the institution are monitored and improved.

Evidence

- (4)C.1.2.1.Evaluation Report of 2021-2025 Strategic Plan dated 2023.docx
- (4)C.1.2.2.Strategic Plan 2024 2028.pdf
- (4)C.1.2.3.COMU in Numbers 2023.docx
- (3)C.1.2.4.BAP Directive.pdf
- (3)(4)C.1.2.5.2024 BAP Operation Principles.pdf
- (4)C.1.2.6.Sayem Interred Operations.pdf
- (3)(4)C.1.2.7.2022 Financial Condition.pdf
- (3)(4)C.1.2.8.2023 Financial Condition.pdf
- (3)(4)C.1.2.9.2022 BAP Activity Report.pdf
- (3)(4)C.1.2.10.2023 BAP Activity Report.pdf
- (4)C.1.2.11.BAP Priority Area, Call for Projects.pdf
- (4)C.1.2.12.Improvement Areas for Units 2022 IER.xlsx
- (3)(4)C.1.2.13.Distribution of Supported Project Budgets by Year.xls
- (3)(4)C.1.2.14.2022 and 2023 Academic Satisfaction Survey Result.pdf
- (3)(4)C.1.2.15.58K Project Data.pdf
- (4)C.1.2.16.Intellectual Property Payments 2023.pdf
- (3)(4)C.1.2.17.2022 and 2023 EU Project Budgets.pdf

3. PhD Programs and Postdoctoral Opportunities

The indicator for the number of graduate (master's and doctoral) students, which was set as PG 2.1.1 in the 2021-2025 Strategic Plan, was revised as PG 2.1.1 in the 2024-2028 Strategic Plan and now includes only the number of students graduating from doctoral programs (C.1.3.1; C.1.3.2). These performance indicators are also monitored through mechanisms such as COMU in Numbers, Institutional Assessment Analysis, YÖK Monitoring and Evaluation, and YÖKAK. In addition, communication and coordination of doctoral graduates is ensured through the Alumni Communication System (MİS) developed by the Department of Information Technologies.

Our doctoral students, who are an indicator of researcher potential, make significant contributions to scientific research and academic activities at our university. In 2023, 16 students benefited from the 100/2000 doctoral scholarship program, which is designed to meet the country's need for doctoral human resources in priority areas determined by YÖK (C.1.3.3).

As of 2023, the Graduate School has 64 active doctoral programs, 5 of which are interdisciplinary. In 2022, 12.99% of the students in graduate programs were doctoral students, while in 2023, 14.24% of the graduate students were in doctoral programs. Apart from 65 doctoral programs, there are 3 active proficiency in art programs (C.1.3.4.). Our interdisciplinary doctoral programs are Ottoman Archaeology, Energy Technologies, Occupational Health and Safety, Sports Sciences, Media and Cultural Studies. The Department of Molecular Biology and Genetics also offers the opportunity to do an integrated PhD program and has 4 active PhD students (C.1.3.5). As of December 31, 2023, 796 doctoral students were studying at the Graduate School (C.1.3.3). Application processes for graduate programs are clearly defined and published on the institute's website every relevant semester (C.1.3.6). The number of medical specialty trainees is 228 in 2023. When the graduate student statistics are analyzed, it is seen that 78 doctoral graduates were given in 2023 and 671 graduates were given in total (C.1.3.3).

Within the scope of TUBITAK 2219 Overseas Postdoctoral Research Fellowship Program, 3 academicians benefit from the fellowship program in the 1st period call of 2023 and 1 academician in the 2nd period call of 2023 (C.1.3.7).

The lack of post-doctoral opportunities at the institution has been identified as an important opportunity for improvement towards the university's goals of increasing its R&D activities and academic potential.

Current Status: The institution offers PhD programs and post-doctoral opportunities that are in line with and support research policy, goals and strategies.

Evidence

- (3)C.1.3.1.Strategic Plan 2021 2025.pdf
- (3)C.1.3.2.Strategic Plan 2024 2028.pdf
- (3)C.1.3.3.COMU in Numbers 2023.docx
- (3)C.1.3.4.Performance Indicators.pdf

- [(3)C.1.3.5.Integrated PhD.docx](#)
- [(3)C.1.3.6.Announcement for Graduate.docx](#)
- [(3)C.1.3.7.Research on PhD Abroad.docx](#)

2.   Research Competency, Cooperations and Supports

1. Research Competency and Development

Our university has updated the appointment and promotion criteria to become a research university and achieving the strategic plan goals and objectives. The "Çanakkale Onsekiz Mart University Directive on the Criteria for Application, Extension of Term of Office, Appointment and Promotion Criteria for Faculty Members", which was approved by the decision of the Senate of our University dated 29.12.2022 and numbered 21/05, was approved by the General Assembly of Higher Education on 13.04.2023. In this context, criteria (such as the requirement of being a project coordinator, min. publication requirement, etc.) that emphasize the contributions of academic staff to the research ecosystem and guarantee these competencies (C.2.1.1).

In the 2021-2025 Strategic Plan, the ratio of the budget spent on R&D to the total budget (%), PG 1.3.3, PG 2.3.3 Number of academic staff going abroad for research purposes and PG 2.3.4 Number of academic staff benefiting from exchange programs such as Erasmus and Mevlana were monitored with performance indicators. On the other hand, in the revised 2024-2028 Strategic Plan, PG 1.1.1, a significant indicator was added such as number of trainings (project preparation, patents, publications, etc.) provided to increase the competence of researchers, and also PG 1.1.2, the ratio of the budget spent on R&D to the total investment budget, PG 2.3.2, the number of beneficiaries participating in trainings supporting the foreign language proficiency of academic staff, with which the institutional monitoring will be conducted.

While the academic staff of our university participate in different national and international events in order to both increase their academic development and establish new collaborations, our university also hosts such different activities (C.2.1.2). With the Scientific Research Projects directive and implementation principles updated in accordance with the Senate Decision No. 22/03 dated 26.12.2023, it is aimed to train qualified scientists through our internal resources, to provide the financial support they need and to increase the competencies of our researchers by strengthening the support provided for the graduate theses they manage.

The fact that your institution has qualified academic staff and especially the increase in the number of faculty members with PhD degrees increases the research power and impact of your institution. In 2022, 1116 of our total 1993 academic staff, 18 of whom are foreign nationals, are faculty members with doctoral degrees. The year 2023 ended with 2001 academic staff, 14 of whom were foreign nationals. According to 2023 data, 1160 of our 2001 academic staff have doctoral degrees (357 professors, 305 associate professors, 498 doctoral faculty members) (C.2.1.3).

In order to increase the research and development competencies of academic staff, our institution organizes various trainings to achieve the goals set out in its Strategic Plan. For example, a free training program titled "Academic Writing: How to Get your Research Published" was launched via SEM in January 2023 and completed in December 2023. 1114 stakeholders participated in this training (C.2.1.4). Similarly, a Quality Assurance System training certificate program was organized within SEM, and the satisfaction rate of the academic staff was 84% (C.2.1.5; C.2.1.6). Within the scope of this training program, information on Research and Development, BAP and TUBITAK Student Projects, Intellectual Rights, Patents, Technology Ambassadors and 58K Projects were provided.

As stated in IER 2022, the Academic Ethics Application and Research Center, the first of which was established within your university, continues its activities. Among the activities of this center, the "International Cooperation for the Prevention of Plagiarism in Universities" Project funded by the Social Sciences and Humanities Research Council of Canada stands out. This project is carried out with a budget of 2,500,000 Canadian Dollars. In addition, the "Confronting Academic Integrity Violations" project is ongoing within the center. In 2023, 5 international publications were realized within the scope of the center's activities. The activities of the center contribute to increasing the international recognition of your university in the field of academic ethics (C.2.1.7).

Designed and coordinated by the Science and Technology Application and Research Center of our University, the Academic Education and Development Program-AEGEP has been organized since 2021 in order to contribute to the academic development of our academic staff and graduate students and to increase institutional quality. Academic staff and graduate students can participate in the program free of charge and receive a certificate of participation at the end of the program. Within the scope of AEGEP-2023, a training on Scientific Research Ethics Committee Process was organized and 3696 people registered for the relevant program and 676 people completed the training and received their certificates. This shows that our academic staff and graduate students actively participate in research and development opportunities and benefit from the activities (C.2.1.8; C.2.1.9).

On 18-19 December 2023, the Association of Thrace Universities (TUB) organized the "Horizon Europe Project Processes Writing Training and Experience Sharing" event. Within the scope of this important event, a presentation titled "Sharing Experience on Horizon Europe Project Execution Processes" was made by COMU academic staff. The event was offered free of charge to all academic staff via the online platform. In this way, COMU staff had the opportunity to learn about Horizon Europe project processes and share experiences (C.2.1.10).

The calendar for the year 2024 was determined and served to the universities at the 22nd Supreme Board Meeting of the Union of Thrace Universities held on 23.02.2024 with the participation of Prof. Dr. Erol OZVAR, President of the Higher Education Council and Prof. Dr. Naci GÜNDOGAN, member of the Higher Education Executive Board, under the Presidency of Tekirdağ Namık Kemal University. In line with this calendar, it is planned to organize Project Writing Training within the scope of TUBITAK ARDEB - TEYDEB Programs by COMU academic staff. The participation of your university in such important events is very valuable in terms of supporting research and development activities and increasing the competencies of academic staff (C.2.1.11).

In 2023, 10 of the in-service trainings organized within the academic units consisted of information trainings for projects such as EU, COST, TUBITAK (C.2.1.12). However, in order to disseminate the research culture and improve researcher competence throughout our university, it was decided at the Quality Assurance Commission meeting dated 13.07.2023 to carry out studies to encourage academic staff to benefit from TUBITAK 2237 A, TUBITAK 2237 B etc. activity supports (C.2.1.13). Based on the relevant decision, necessary studies were carried out by COBILTUM, one faculty member of our University applied for TUBITAK 2237 B and one faculty member applied for TUBITAK 2237 A program support and was entitled to be supported by TUBITAK and started to be implemented (C.2.1.14).

Various trainings are organized with the awareness of the importance of scientific ethics in improving the competence of our academic staff. In addition, due to the inadequacy of the scope of the training of trainers certificate program organized through SEM in 2023 to improve the competencies of academic staff, the scope of the program was expanded in line with the decision of the Quality Assurance Commission meeting dated 20.10.2023 and research ethics and professional ethics were included in this scope (C.2.1.15, C.2.1.16). On 22.03.2023, two trainings on scientific ethics were organized by academic units based on the improvement suggestion (p.5 art.27) in the Management Review Meeting (C.2.1.17; C.2.1.18).

Stakeholder surveys are also monitored in order to evaluate and provide feedback on the academic competencies and development of the staff of our institution. According to the 2022 satisfaction survey results, satisfaction with the opportunities for faculty members to develop their research competencies was 69%, while it was 84% in 2023 (C.2.1.19). This significant increase is evidence that your institution has successfully implemented strategies for the competence and development of its academic staff.

Current Status: At the institution, practices to improve 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

- (3)C.2.1.1.2024 Directive on Appointment and Promotion Criteria.docx
- (3)(4)C.2.1.2.Scientific Activities.xlsx
- (4)C.2.1.3.COMU in Numbers 2023.docx
- (3)C.2.1.4.SEM 2024 Activity Report.pdf
- (4)C.2.1.5.Quality Assurance Education.docx
- (4)C.2.1.6.Quality Assurance Education Satisfaction.pdf
- (3)C.2.1.7.Academic Ethic Application and Research Center Activities.pdf
- (3)C.2.1.8.AEGEP.docx
- (3)C.2.1.9.AEGEP Number of Participants.PNG
- (3)C.2.1.10.Horizon Europe Project Processes Writing Education.docx
- (3)C.2.1.11.TÜB 22 Committee Decision.pdf
- (3)C.2.1.12.Project Trainings.pdf
- (4)C.2.1.13.Quality Assurance Commission Decision TUBİTAK.pdf
- (3)(4)C.2.1.14.TUBITAK 2237A Application.pdf
- (4)C.2.1.15.Quality Assurance Commission Decision on Training of Trainers.pdf
- (4)C.2.1.16.Education List of Training of Trainers.pdf
- (4)C.2.1.17.2022 Management Review Meeting.pdf
- (3)(4)C.2.1.18.Ethics Education.pdf
- (4)C.2.1.19.2022 and 2023 Academic Satisfaction Survey Result.pdf

2. National and International Joint Programs and Joint Research Units

In the 2021-2025 Strategic Plan, in order to monitor the activities carried out by national programs, the performance indicator PG 1.3.4 Number of projects (innovative products) carried out by academic staff with industry was taken into consideration in the relevant planning period. In the revised 2024-2028 Strategic Plan, in line with the goal of increasing joint research and product development projects within the scope of University-Industry collaborations, the importance of national and international joint programs has been increased with the performance indicators PG 1.4.1 Number of University-Industry cooperation protocols, PG 1.4.2 Number of publications realized in University-Industry cooperation, PG 1.4.3 Number of projects realized in University-Industry cooperation. Within the scope of the 2021-2025 Strategic Plan, it was observed that while the number of projects (innovative products) P.G.1.3.4 carried out by academic staff with the industry was 19 in 2022, it increased to 26 in 2023 (C.2.2.1; C.2.2.2).

Our university aims to encourage interdisciplinary and inter-institutional national/international collaborations and to disseminate the activities carried out within the scope of these collaborations within the institution. To this end, various activities were organized in 2023. These activities included SAYEM (Industry and Innovation Ecosystem Center) activities and meetings for national and international cooperation projects such as INTERREG meetings (C.2.2.3).

The distribution of projects and publications of our institution in 2023 according to collaborators (national/international) was monitored through AVESIS Institutional Reports. Accordingly, in 2023, 254 projects were carried out in national cooperation, 6 projects in international cooperation, 1616 publications in national cooperation, and 434 publications in international cooperation (C.2.2.4; C.2.2.5). As a university, participation in international programs is encouraged and the recognition of our academic staff in the international arena is considered important.

In this direction, documents containing information on the importance of international recognition and opportunities in this field, as well as our university's strategic goals, were presented to the relevant units through academic boards (C.2.2.6). In these meetings, especially the process of participation in COST working groups was emphasized, and after the awareness created, another general event was organized to provide more detailed mentoring to academics in need (C.2.2.7).

In the meeting held between the BAP Coordination Unit and the Technology Transfer Office (TTO) on 04.08.2023 (C.2.2.21), it was decided to develop academician-industry collaborations and raise awareness about entrepreneurship opportunities, and as an example, a Demoday event was held with Kale Seramik, one of the important companies in the region, and potential cooperation areas were discussed (C.2.2.20). In addition, our university's Technopark team organizes Meet-Up events in specific areas (C.2.2.8). In order to support the internationalization activities and overseas operations of our technology-based entrepreneurial companies operating in Çanakkale Technopark, Çanakkale Technopark office was opened in 2023 at the Spaces Co-Working Center in Warsaw, the capital of Poland. Çanakkale Technopark continues to cooperate with the Dubai Trade Delegation in order to expand its global trade network (C.2.2.9). The Technopark, which hosts "Protothinks", South Marmara's First Design and Prototype Development Center, is also working on the Kıvılcım Blockchain and Artificial Intelligence Pre-Incubation Program (C.2.2.10). In 2023, Çanakkale Technopark's (TTO) project titled "Development of Technology Transfer Strategies for University-Industry Cooperation and Regional Development" was found worthy of support within the scope of TUBITAK 1601 - Support Program for Increasing Capacity in Innovation and Entrepreneurship Areas (C.2.2.11).

The Union of Thrace Universities (TUB), of which COMU is a founding member, has the mission of achieving greater goals by collaborating in scientific and technological research and development activities. In this context, COMU contributes to the laboratory infrastructure facilities that are active in TUB member universities and opened for common use with a total of 7 laboratories such as Archaeometry Laboratory, Food Analysis Laboratory, Advanced Technological Imaging Laboratory (C.2.2.12). Within the scope of TUB, the research and development activities given in sub-heading C.2.1. have been carried out and continue with the planned activities. Thanks to these activities, academicians and researchers come together with their colleagues from different disciplines and universities to share their knowledge and experience, improve their competencies, develop joint projects and evaluate cooperation opportunities. Our university is also a member of the Balkan Universities Association (C.2.2.13). In addition, our Balkan and Aegean Application and Research Center became a member of the International Union of Balkan Studies in 2023 (C.2.2.14).

Taking into account the improvement proposal stated in the KAR (P.42), studies on making international joint diploma or double diploma agreements have started as of 2023. In 2023, with the cooperation agreement signed with ATYRAU University of Kazakhstan, an article (Art.2/e) for the development of dual diploma programs between the two universities was added to the text of the agreement. (C.2.2.15) In this context, studies for the opening of the "Joint Master's Degree Program in Foreign Languages Education with Thesis" between the two universities have started and a draft protocol has been prepared. The program is planned to become operational after the finalization of the relevant protocol (C.2.2.16).

One improvement made in order to expand the use of research groups at your institution is the provision of dynamic web pages that allow research groups to manage themselves through the Academic Data Management System (AVESIS) with the AVESIS Research Groups Module. This improvement allows research groups to manage and promote their activities more effectively. Our academic staff has been informed about the use of the module and an attempt has been made to make it widespread (C.2.2.17). The fact that AVESIS pages of research groups are scanned by international thresholds significantly increases their visibility and recognition. Research groups can introduce information about the group, research areas, scientific activities, group members, publications and projects of the group, and manage the menus and content of their web pages. Currently, there are 5 research groups (COMU Amphibia, Reptilia, Aves Researchers, Cultural Heritage Research and Green Practices in Hotel Businesses, Intangible Cultural Heritage, Strategies to Increase the Qualifications of Horeca (Hotel, Restaurant, Café and Catering) Personnel with Food Safety and Hygiene Practices, Photoneuroendocrine, Özay Research Group) which utilize the AVESIS Research Groups Module (C.2.2.18).

Stakeholder evaluation of national/international joint programs and joint research units is monitored through satisfaction surveys. According to the survey reports, in 2022, 74.8% of academic staff reported satisfaction with the statement "academic cooperation is realized among academic staff at our university" in the research and development sub-dimension. However, this item only emphasizes internal collaboration. For this reason, in the updated academic staff satisfaction survey conducted in 2023 by the Measurement and Evaluation Advisory Board of the Quality Assurance Commission, the question "satisfaction with working groups

for interdisciplinary research" was added in the R&D dimension. According to the 2023 satisfaction results, 82% of the academic staff participating in the survey reported that they were satisfied with the working groups for interdisciplinary research (C.2.2.19).

Current Status: Intra- and inter-institutional joint programs and joint research activities at national and international level are monitored, evaluated and improved with relevant stakeholders.

Evidence

- (3)(4)C.2.2.1.Strategic Plan 2021 2025, Evaluation dated 2023.docx
- (3)(4)C.2.2.2.Strategic Plan 2021 2025, Evaluation dated 2022.pdf
- (4)C.2.2.3.Sayem Interred Operations.pdf
- (3)(4)C.2.2.4.Project Cooperation.pdf
- (3)(4)C.2.2.5.Publishing Cooperation.pdf
- (4)C.2.2.6.Example of Academic Committe.pdf
- (4)C.2.2.7.Marine Science COST Education.docx
- (3)C.2.2.8.MeetUp Events.docx
- (4)C.2.2.9.Technopark Internationalization.docx
- (4)C.2.2.10.Technopark Kıvılcım Kulucka.docx
- (3)C.2.2.11.Technopark TUBITAK 1601.docx
- (3)C.2.2.12.TÜB Joint Laboratory Utilization.docx
- (3)C.2.2.13.Balkan Universities Association.pdf
- (3)C.2.2.14.Balkan Studies Association.docx
- (3)C.2.2.15.Cooperation for Joint Degree.pdf
- (3)C.2.2.16.Evidence on Foreign Language Double Degree Operations.jpeg
- (3)C.2.2.17.Establishing the Research Groups.pdf
- (3)C.2.2.18.Joint Research Groups.docx
- (4)C.2.2.19.2022 and 2023 Academic Satisfaction Survey Result.pdf
- (3)(4)C.2.2.20.DemoDay Event.docx
- (4)C.2.2.21.BAP TTO Meeting.doc

3. Research Performance

1.   Monitoring and Evaluation of Research Performance

Our institution has adopted the principle of implementing R&D activities in line with its strategic goals and objectives, monitoring and reporting R&D processes based on performance indicators and making the necessary improvements to achieve the targets in its research and development policy. This principle is associated with performance indicators in all categories in the revised 2024-2028 Strategic Plan. (C.3.1.1. Art. 2)

The research performance of our institution is systematically monitored and evaluated based on COMU in Numbers, YÖK Monitoring and Evaluation and YÖKAK Performance Criteria, Unit IER and SAR report, Strategic Plan Monitoring and Evaluation Practices and Satisfaction Surveys. In addition, the research performance of our institution is monitored and evaluated with criteria such as United Nations Sustainable Development Goals Performance Indicators, URAP, Entrepreneurial and Innovative University Index, and COMU in Numbers.

The performance realization percentages of the performance indicators of the 2021-2025 Strategic Plan and the 2024-2028 Strategic Plan, the reasons for deviation from the target and the measures taken are evaluated and improvements are addressed in the PDCA cycle with the 2021-2025 Strategic Plan Monitoring and Evaluation Reports. According to the 2023 Strategic Plan Evaluation Report, the goal of increasing academic skills, qualifications and capacity to conduct effective research was achieved by 46%, the goal of improving the infrastructure and facilities related to research and innovation was achieved by 71%, and the goal of increasing scientific, entrepreneurial and innovative outputs that create added value was achieved by 73%. In the target cards of the 2021-2025 Strategic Plan, it was reported that the performance of achieving the target of PG 4.1.1 University's world academic achievement ranking target card in the 2023 monitoring was low and that measures should be taken to emphasize the relevant criteria in order to increase academic achievement (C.3.1.2).

In 2023, 13176 research and development activities covering the United Nations Sustainable Development goals were carried out in our institution. Of these activities, 23.15% were for Health and Quality of Life, 12.48% for Life on Land, and 9.00% for Peace, Justice and Strong Institutions. Compared to 2022, in 2023 there were significant increases in activities serving the goals of sustainable cities and communities (189.90%), quality education (159.46%) and reducing inequalities (148.70%) (C.3.1.3). According to the URAP report for 2023, your institution ranked 50th among 123 public universities (C.3.1.4). Our institution maintained its place in the Entrepreneurial and Innovative University Index list for 2022 (C.3.1.5). COMU's current academic performance URAP World/Turkey ranking comparative analysis report, YÖK Monitoring and Evaluation analysis report comparing with A3 group research universities were prepared and presented at the 2023 academic boards. The improvement activities carried out according to

the monitoring results are detailed in sub-heading C.1.1 (C.3.1.6; C.3.1.7).

Our university has performance-based reward and incentive mechanisms. Within the scope of the Science, Art and Sports Awards (Second Section/a) in the COMU Awards Directive, stakeholders are given awards such as Publication Performance Award, Citation Performance Award, Active Researcher Award, Public-University-Industry Cooperation Award, Young Scientist Award, Entrepreneurship Award, Registration Award, Commercialization Award, Master's Thesis Award, Doctoral Thesis Award, etc. (C.3.1.8). As a result of the performance monitoring for 2023, faculty members and students who received awards in 2024 were determined by the decision of the Board of Directors of our University (C.3.1.9).

The research performance of our university's priority areas was evaluated through TUBITAK Competency Analysis Reports and our university's WOS performance through the COMU Competency and Performance Evaluation Workshop held with the participation of stakeholders in 2023, and the workshop result declaration was shared with the public (C.3.1.10).

Current Status: Research performance at the institution is monitored and improved through evaluation with relevant stakeholders.

Evidence

- [(4)C.3.1.1.R&D Policy.pdf](#)
- [(3)C.3.1.2.Strategic Plan 2021 2025 Evaluation Report dated 2023.docx](#)
- [(3)C.3.1.3.UN Sustainable Progress Goals, Performance Indicators.docx](#)
- [(3)C.3.1.4.2023-2024 URAP Ranking.docx](#)
- [(3)C.3.1.5.2022 TUBITAK Entrepreneurship Innovation Index.pdf](#)
- [(3)C.3.1.6.URAP REPORT.pdf](#)
- [(3)C.3.1.7.YOK Report Comparison.pdf](#)
- [(3)C.3.1.8.Directive on Award.docx](#)
- [(3)C.3.1.9.Board of Directors Decision on Award.pdf](#)
- [(4)C.3.1.10.Research Competence Workshop.pdf](#)

2.   Performance Evaluation of Academic Staff/Researcher

The processes defined for the evaluation of faculty/researcher performance at our institution are defined on the basis of the Strategic Plan goals, objectives and policies.

In the 2021-2025 Strategic Plan, performance indicators PG 1.1.1 - PG 1.1.5, PG 1.3.1- PG 1.3.5, PG 2.3.3, PG 4.1.1, PG 4.1.2, PG 4.1.4 - PG 4.1.6 are monitored, while in the 2024-2028 Strategic Plan, which focuses on research and development activities in core performance indicators, performance indicators are broadened with PG 1. 1.3 , PG 1.2.1- PG 1.2.5, PG 1.3.1 , PG 1.3.3.3 - PG 1.3.5, PG 1.4.1 - PG 1.4.3, PG 2.1.1 , PG 3.2.4 , PG 4.2.1, PG 5.3.3 , PG 5.4.2. In addition, our academic units conduct monitoring and evaluation of their strategic activity reports within the scope of their own strategic plans and share them with the public on the unit websites.

AVESIS platform, which was developed in order to measure and evaluate performance and to create a sustainable quality assurance system, is used for performance evaluation in our institution. In this platform, the control of performance criteria is carried out on a researcher basis. Analysis reports on the research performance of academic staff are presented to academic staff through Personal Performance Analyses. In addition, there is an Institutional Reports module within AVESIS. With this module, our staff can access institutional reports and statistics (activity lists, number of activities of units, number of research activities and sustainability reports) on a unit or researcher basis.

Through the AVESIS Institutional Reports module, the field-based distribution of projects and publications for 2023 and the changes in the Quartile information of publications over the years were monitored. Accordingly, in 2023, 24.8% of the projects were in basic sciences, 19.5% in agricultural and environmental sciences, 16.9% in social sciences, 13.8% in engineering, information and technology, 10.7% in life sciences, 9.1% in clinical medicine, and 5.2% in arts and humanities (C.3.2.1). In 2023, 19.0% of publications were in basic sciences, 17.5% in social sciences, 14.3% in other, 13.2% in agricultural and environmental sciences, 10.7% in clinical medicine, 10.2% in engineering, information and technology, 8.0% in arts and humanities and 7.1% in life sciences (C.3.2.2). It has been observed that the number of publications in Q1 and Q2 journals has increased over the years, and the necessary studies are carried out by the BAP unit to increase the increasing trend in the future years (C.3.2.3).

According to the COMU in Numbers 2023 report, the number of active doctoral students is 796, the total number of doctoral graduates is 671, the number of publications in Web of Science is 747, the number of citations in Web of Science is 703, the h index value in Web of Science is 10, the number of invention notifications is 15, the number of national patent applications with university address is 7, the number of international patent applications is 2, the number of national utility model applications is 1, and the number of nationally registered patents is 7, The number of BAP projects in force is 177, the number of BAP projects in force is 353, the number of completed BAP projects is 262, the number of TUBITAK projects in force is 43, the number of TUBITAK projects in force is 70, the number of completed TUBITAK projects is 29, the number of international projects in force is 36, the number of

completed international projects is 8, the number of Erasmus/Erasmus+ projects is 35, the number of United Nations supported projects is 1 (C.3.2.4).

Research performances monitored by AVESIS, COMU in Numbers, etc. were evaluated with stakeholders for the first time in 2023 at the academic boards of academic units (C.3.2.5). The feedback from the stakeholder meetings also showed that the types of projects and budgets offered by BAP were insufficient (C.3.2.6). As a result of the analysis reports and feedbacks, decisions were taken by the BAP Commission for necessary improvements and changes were made in the existing directives and implementation principles (C.3.2.7, C.3.2.8). In the presence of qualified publications produced from BAP-supported projects, researchers were offered an additional budget of 50% for Q1 and 25% for Q2 in new project applications. In addition, it was decided to increase the budget by 25% for Q1 for qualified publications produced from projects other than BAP. In the Unit IER 2022 reports, budget inadequacies in supporting participation in national and international scientific events (Agriculture, Marine Technology Vocational School and Yenice) were seen as aspects open to improvement, and in the amended BAP implementation principles, congress participation support was improved by increasing 267% for academic staff and graduate student projects and 300% for associate / undergraduate student projects (C.3.2.9).

In 2023, 10 faculty members from Çanakkale Onsekiz Mart University were included in the "World's Most Influential Scientists" list prepared by Stanford University in the USA. We have 5 faculty members on the list of "Elsevier scientists in the career-long impact category" and 9 faculty members on the list of "Elsevier scientists in the annual impact category".

Based on the 12th decision of the meeting dated July 27, 2023 and numbered 10, the Performance Monitoring System (PERSIS) was established to monitor the performance of our academic staff. Information entries to PERSIS are made by academic staff. Since this platform works integrated with the COMU announcement information system, it provides convenience to our staff in the appointment and promotion processes (C.3.2.10).

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

Evidence

- (3)C.3.2.1.Project Research Field.pdf
- (3)C.3.2.2.Publication Research Field.pdf
- (3)C.3.2.3.Quartiles by Years.pdf
- (3)C.3.2.4.COMU in Numbers 2023.docx
- (4)C.3.2.5.Academic Committee Example.pdf
- (4)C.3.2.6.Stakeholder Meeting.pdf
- (4)C.3.2.7.BAP Directive Change.pdf
- (4)C.3.2.8.2024 BAP Application Principles.pdf
- (4)C. 3.2.9.Improvement Areas for Units 2022 IER.xlsx
- (3)C.3.2.10.PERSIS Article.pdf

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Sources

1. Management of Social Contribution Processes

The coordination of social contribution processes at our university is carried out by the Social Responsibility Project Coordinatorship and Application and Research Centers Monitoring and Evaluation Coordinatorship (UYGAMER) in line with the Strategic Plan 2021-2025 (A.3. H3.1 and H3.2); Social Contribution Policy and Social Contribution PDCA cycle. Academic units, application, research and centers, administrative units and our stakeholders actively contribute to the social contribution processes with their activities.

UYGAMER was established with the Senate Decision No. 24/5 dated 30.12.2021 in order to systematically monitor the activities of the application and research centers and to make the necessary improvements (D.1.1.1), taking into account the recommendations in the "Social Contribution" section of the KAR (P.32,44). UYGAMER regularly collects center activity reports (D.1.1.2), the Coordination Board evaluates the activities, budget, management, etc. of the centers in all areas, especially social contribution activities, and provides feedback to the centers regarding the evaluation (D.1.1.3, Art. 17). As a result of the evaluation, the relevant Board submits to the Senate its reasoned opinion on the closure of the center that it does not deem beneficial to continue its activities (D.1.1.4, Art. 18). Within the scope of the coordinatorship monitoring activities, 5 centers in 2022 and 8 centers in 2023 were closed with the approval of the Council of Higher Education (D.1.1.5). The Board also evaluates the opening proposals of the centers planned to be opened and submits the proposals it deems appropriate to the Senate (D.1.1.6, Art. 15). Job descriptions and workflows of the Coordinatorship and the Board are available and published on the website (D.1.1.7). However, taking into account the improvement recommendation (p. 44) stated in the KAR, with the decision of the Quality Assurance Commission dated

20/10/2023, studies were initiated to unite the centers operating in similar fields under a single roof (D.1.1.8). The activity reports of the application and research centers are shared publicly on the website.

Taking into account the recommendations of the KAR under the title of "Social Contribution" (P.32,44), the Social Responsibility Unit was established and carried out its activities within the Corporate Communication Coordinatorship in 2022 in order to systematically monitor the social responsibility activities carried out throughout our University and to make the necessary improvements. In order for the relevant unit to carry out its activities more systematically, the Social Responsibility Project Coordinatorship Directive was adopted by the Senate Decision dated 14.09.2023 and the Unit started to continue its activities as a Coordinatorship. In accordance with the directive, the Coordinatorship Board was established to plan and monitor the activities of the unit, raise awareness of stakeholders in the field of social responsibility, evaluate project applications, etc. (D.1.1.9). The relevant board meets regularly and publishes the reports of the meetings on the unit website (D.1.1.10). Unit representatives were appointed to ensure the coordination of social responsibility activities carried out within academic units and regular evaluation meetings were held with the representatives (D.1.1.11). While many activities are carried out within the Coordination Office, there is also a social market where free food, clothing and household goods are provided to our students in an area allocated to our Central Campus within the scope of the COMU BUTİK Project (D.1.1.12). In order to raise awareness and encourage internal stakeholders in the field of social responsibility, activities such as orientation/visits etc. are carried out by the Coordinatorship (D.1.1.13). With the decision of the Quality Assurance Commission dated 29/11/2023 regarding the monitoring and evaluation of social responsibility activities carried out within the units, the "Project Notification Form" and "Project Result Output" form were developed and put into practice by the Coordination Department (D.1.1.14).

Our university has guaranteed the quality of health services provided to the society with the Social Contribution Policy prepared in accordance with the 2021-2025 Strategic Plan (D.1.1.15). In this direction, the processes of obtaining the quality certificates of COMU Hospital (ISO 9001:20215, ISO 10002:2018, EN ISO 15189:2012) and DİSMER (ISO 9001:2015, ISO 10002:2018), which provide health services for the community within our institution, were completed as of 2022 (D.1.1.16). In 2023, COMU Hospital successfully completed the Ministry of Health SKS Quality Assessment with 87.19 points (D.1.1.17). In 2023, COMU Hospital also received the "International Health Tourism Authorization Certificate" issued by the Ministry of Health and started its activities in the relevant field (D.1.1.18-D.1.1.19). As of 2023, DİSMER became the health institution in Çanakkale that was entitled to receive the "Accessibility Certificate" and "Accessibility Flag" (D.1.1.20).

In its 2021-2025 Social Contribution Policy, our university has adopted the principle of contributing to the distance education of students in its geography. In this context, we offer distance education opportunities to students in our geography/region with our 13 graduate distance education programs using COMUZEM infrastructure and paid/free courses that provide online learning opportunities within SEM. Our University, which is a partner in the field of capacity building and training activities in the "RE-You Project" carried out by the South Marmara Development Agency with the support of the Ministry of Labor and Social Security and the Department of European Union and Financial Assistance; SEM received the GWO certificate, which allows it to carry out training within the scope of the project in 2023, and TURKAK TS EN ISO/IEC 17024:2012 quality certificate in 2024 (D.1.1.21). The process of obtaining a certificate from the Vocational Qualifications Authority is ongoing.

Both BAP-supported and externally supported research projects and scientific studies produced within our university add to the development of society and social contribution. Within the scope of the provision of associate, undergraduate and graduate education and training services and scientific research, our University has ISO 26000:2021 quality certificate (D.1.1.22). In addition, our University also contributes to the society with its research laboratories. Within ÇOBİLTUM, which has TS EN ISO/IEC 17025:2017 (D.1.1.23) quality certificate approved by TÜRKAK, general, environmental, soil, archaeometry, meteorite, olive oil, seismicity, thin section, water, food, plant, etc. analyzes can be performed and users can get easy service with Laboratory Automation. The research facilities within our Experimental Research Application and Research Center are also open to the service procurement of external researchers. COMU Earthquake Research and Application Center continuously monitors earthquakes in its region with its earthquake monitoring stations and shares information with Kandilli Observatory. At the same time, it informs the public, especially municipalities, to raise earthquake awareness (D.1.1.35).

The Children's Home and Nursery of our university has ISO 9001: 2015, ISO 29990: 2010, ISO 21001: 2018 quality certificates. Our university has ISO 9001: 2015, ISO 22000: 2018, ISO 14001: 2015, ISO 45001: 2018 and GCP Good Catering Practices quality certificates within the scope of hotel and restaurant services within the Dardanos Campus Economic Enterprise.

In the 2021-2025 Social Contribution Policy of our university, it is adopted as a principle to provide equal opportunities to all our students, including students requiring special approaches, in education and training processes. In our university, studies are carried out by the Disabled Student Unit for students with special needs (Detailed information is explained in B.3.4.). In addition, our University's Center for Application and Research on Education of Mentally Handicapped Children, Gifted Application and Research Center, Disadvantaged Children Application and Research Center (ÇABAÇAM project is being carried out with ÇABA Association) Disabled Athlete Training Application and Research Center also operates in the relevant field. Our other research and application centers operating for disadvantaged groups are: Center for Application and Research on Combating Addiction, Application and Research Center for Child Education, Application and Research Center for Women and Family Studies, and Application and Research Center for Healthy and Active Aging Studies. The functioning of the centers is monitored by UYGAMER.

Students are encouraged to carry out social responsibility activities within academic units. In 2023, 79 courses such as "Community Service Practices", "Social Responsibility Project" and "Volunteerism Studies" in the curricula of 19 academic units, students carried out activities/responsibility/social contribution activities for social disadvantaged people (D.1.1.25). Assignments can be made within academic units to ensure the coordination of social contribution activities within the unit (D.1.1.26).

Protocol processes carried out between our University and private/public institutions are carried out in cooperation with the relevant units and the Legislation Commission of our University.

As of 2021, our university established the Zero Waste Management System and received a Zero Waste Certificate (D.1.1.27). Various trainings/activities have been carried out by the Zero Waste Commission at our University over the years in the relevant field. With the Senate decision dated 10.05.2023, COMU Zero Waste Directive was adopted. In order to systematically carry out, monitor and improve sustainability and "green campus" practices throughout our university, COMU Sustainability Office Coordinatorship (D. 1.1.28) was established with the Senate decision dated 14.12.2023 and Green Transformation Coordinatorship was established with the Senate decision. With the established coordinatorships, our University has started the TUBITAK SAYEM Project application process (D.1.1.29). Within the scope of Higher Education Studies, ISO 14001: 2015 - Environmental Management System quality certificate was obtained (D.1.1.30). The Calculate Carbon Footprint module was activated. In order to increase University-Public-Public-Industry-CSO collaborations, COMU University-Public-Industry-Civil Society Organizations Cooperation Coordinatorship was established with the senate decision dated 7.12.2023 (D.1.1.31). The relevant coordinatorship aims to increase the cooperation between the University-Public-Public-Industry-Civil Society Organizations. Established in 2022, the COMU Civil Society Organizations Application and Research Center aims to contribute to the improvement of the functioning of Civil Society Organizations (D.1.1.32).

In the renewed 2024-2028 Strategic Plan of our university, "Increasing the Activities of the University for the Benefit of Society and Environment" has been determined as the goal. The objectives planned to be realized in relation to the relevant purpose are "Increasing Social Contribution Activities", "Strengthening Public Services Provided by the University" and "Increasing Effectiveness in Environment-Friendly University Activities". In line with the revised Strategic Plan, our Social Contribution Policy has been updated, and the "Sustainability Policy" has been added and developed in addition to the relevant policy.

The items adopted as principles in our Sustainability (D.1.1.33) and Social Contribution Policies (D.1.1.34) were associated with the Strategic Plan 2024-2028 goals, targets and performance indicators.

Current Status: The results related to the management of social contribution processes and the operability of the organizational structure are monitored and measures are taken.

Evidence

- (3)D.1.1.1.UYGAMER Directive.docx
- (3)D. 1.1.2.Examples of Activity Report.pdf
- (4)D.1.1.3.UYGAMER Evidence of Feedback.pdf
- (4)D. 1.1.4.Center Enclosure Decisions.pdf
- (4)D. 1.1.5.Official Gazette Enclosure.PNG
- (4)D. 1.1.6.Declaration of Decisions on Application Form, Invitation, Opening.pdf
- (3)D. 1.1.7.Workflow Charts.pdf
- (4)D. 1.1.8.Quality Assurance Commission Decision and Coordinatorship.pdf
- (4)D. 1.1.9.Social Responsibility Organization Chart.pdf
- (4)D.1.1.10.Social Responsibility Coordination Committee Meetings.pdf
- (4)D. 1.1.11.Social Responsibility Unit Representatives Meeting.pdf
- (4)D. 1.1.12.COMU Boutique Evidence.pdf
- (3)D.1.1.13.Social Responsibility Coordination, Orientation.docx
- (4)D. 1.1.14.Quality Assurance Commission Decision and Monitoring Evaluation.pdf
- (3)D.1.1.15.2021 2025 Social Contribution Policy.pdf
- (3)D.1.1.16 ISO Documents.pdf
- (3)D.1.1.17.COMU Hospital SKS Evaluation Result.png
- (4)D. 1.1.18.Health Tourism Document.jpeg
- (4)D. 1.1.19.Uzbekistan Protocol.docx
- (4)D. 1.1.20.DISMER Accessibility.pdf
- (4)D.1.1.21.SEM ISO Documents.pdf
- (4)D. 1.1.22.ISO 26000 Document.jpeg
- (3)D.1.1.23.COBİLTUM ISO Document.pdf
- (3)D. 1.1.24.Daum 2023 Activity Presentation.pdf
- (3)D.1.1.25.Social Responsibility Courses.docx
- (3)D. 1.1.26.Assignments of Individuals Responsible for Units.docx
- (3)D. 1.1.27.Zero Waste Document.pdf

- [(4)D. 1.1.28.Sustainability Office Directive.pdf](#)
- [(4)D. 1.1.29.TUBITAK Sayem.pdf](#)
- [(4)D.1.1.30.ISO 14001 2015.jpeg](#)
- [(4)D.1.1.31.NGO Directive.pdf](#)
- [(3)D. 1.1.32.NGO Research Center.pdf](#)
- [(4)D. 1.1.33.New Sustainability Policy 24.pdf](#)
- [(4)D. 1.1.34.New Social Contribution Policy 24.pdf](#)

2.   Sources

The resources of our university regarding social contribution activities are generally carried out with the resources provided from scientific and institutional facilities (central budget), research projects, consultancy services, health services, national/international collaborations, sponsorships, donations, etc. Our university has the qualified manpower and physical facilities to carry out social contribution activities. External resources have been increased for the relevant activities, taking into account the recommendation in the KAR to carry out external funding studies for social contribution processes (p. 45).

Our University is monitored through Social Contribution resources, YÖKAK Performance Indicators, YÖK University Monitoring and Evaluation Criteria, Unit Activity Reports, Stakeholder Satisfaction, etc.

According to the financial year data of the Strategy Development Department, in 2023, our University's Community Service Revenues were determined as 10,651,165.61 TL; Community Service Expenses were determined as 315,912,431.60 TL (D.1.2.1).

The resources of scientific research projects, which are considered as social contribution activities of our university, are provided by BAP internal support and external funds such as TUBITAK, TUSEB and EU projects. In 2023, the most important source of income of the BAP Unit is the revolving fund and non-thesis master's degree revenues with 23,995,621.00 TL. The treasury aid of the BAP Unit in 2023 is 983,000 TL. 7,242,629 TL of the BAP resources, whose total budget for 2023 was 42,089,711 TL, was spent for the purchase of goods / materials / services of 618 projects carried out during the year, and 2,918,000 TL of expenditure item is ongoing. TL 31,929,083 was transferred from the related expenditure item to 2024. In 2023, 43 TUBITAK projects were supported and the administrative and financial processes of a total of 92 projects were carried out, including 49 ongoing projects from previous years. The amount transferred by TUBITAK for the 92 projects in force during the year was 25,126,317 TL, and the amount of expenditures (total expenditures on goods/materials/services purchases, Project Incentive Premium (PTI), travel allowances, scholarship payments, etc.) 15,453,423 TL. 6 TUSEB projects were supported in 2023. Of the total budget of 3,193,850 TL for 2023, 1,631,740 TL was spent and the remaining amount was transferred to the expenditure item for 2024. The detailed analysis of the expenditures realized on the basis of expenditure item and academic unit is systematically monitored by the BAP Coordination Unit of our University through the unit activity report (D.1.2.2). However, as of December 31, 2023, the total budget of 39 International Externally Supported Projects in which our university is a stakeholder or coordinator is € 1,367,172. The total budget of 8 International Externally Supported Projects completed in 2023 is € 284,887.00 (D.1.2.3). In the field of energy, the "Renewable Youth Energy/RE-YOU (Renewable Youth Energy/Yenew You) Operation" project, which was deemed worthy of support under the European Union Instrument for Pre-Accession Assistance (IPA), is carried out in cooperation with Balıkesir University with the support of the South Marmara Development Agency (IER 2022 is described in detail in the Social Contribution Chapter. S. 82).

The academic staff of our university can carry out community service activities such as consultancy, training, courses, expertise, university-industry-collaboration, etc. for real persons, legal entities and public institutions outside the institution. The relevant services are carried out through protocols carried out in accordance with the provisions of the Directorate of Revolving Fund Management Consultancy / Service Protocol Directive (D.1.2.4). The relevant directive was renewed with the Senate Decision dated December 14, 2023. For the fiscal year 2023, the revolving fund income including consultancy, projects and research was realized as 18,869,545.52 TL excluding VAT (D.1.2.5). In 2023, the total financial value of 4 projects/protocols completed within the scope of 58-K projects/protocols is 423,640.00 TL including VAT and 2 projects/protocols worth 883,555.82 TL are ongoing (D.1.2.6).

In 2023, our University Hospital provided health services to 605,837 patients with 511 physicians. With the service provided, 609,048,769 TL income was generated and 729,841,426 TL was spent (D.1.2.7). Within the DİSMER of our university, health services were provided to 25,916 patients with 21 dentists in 2023. With the service provided, 39,172,411.47 TL income was generated and 28,981,055.65 TL was spent (D.1.2.8).

In 2023, 20 lecturers, experts and administrative staff working within ÇOBİLTUM conducted a total of 1425 analyses, 286 of which were conducted for other public institutions and universities, and 1139 for the private sector/individuals, and generated TL 1,116,034.56 in revenue (D.1.2.9). In cooperation with ÇOBİLTUM and Çanakkale Municipality, free soil analysis service was provided to Çanakkale producers with the slogan "Reduce Fertilizer Cost, Increase Your Yield, Protect Your Soil" (D.1.2.10). A total of 986,264.13 TL income was generated from the courses offered by SEM in 2023 (D.1.2.11).

The activities carried out by the Social Responsibility Project Coordinatorship are carried out through donations, in-kind aid, bilateral collaborations and outsourced projects. Projects such as the COMU BUTIK project, which is carried out by the Coordination, which provides support to students with supplies, clothes, household goods, etc., and the "Black Day Friend Project" for disaster

victims affected by fire, earthquake and flood disasters are carried out with the donations and in-kind support of stakeholders. In 2023, the Coordinatorship's "A Pinch of Science, A World of Festivities" Project was supported under the TUBITAK 4007 program (D.1.2.12). Kolunsağ Muflon Industry Limited Company provides support for the unit's social responsibility activities (D.1.2.13). In addition, COMU Boutique receives in-kind support from organizations such as Çanakkale Municipality, Kepez Municipality, Ezine OSB, etc. In order to support the activities carried out within the coordinatorship, 15 students work part-time in the unit (D.1.2.14).

Student clubs operating under the Directorate of SKS Department also contribute to the realization of social contribution activities of our university. Upon request, student clubs are provided with space, logistical and financial support within the institutional budget and facilities (D.1.2.15). In the 2022 graduate satisfaction survey (D.1.2.16), the suggestion of our graduates to "increase social opportunities and activities" was also taken into consideration. With the "Directive on the Establishment and Functioning of Student Clubs", which was renewed in order to increase the activities to be carried out by student clubs, student clubs were given the opportunity to generate their own income (donations, sponsorships, etc.) in addition to the financial support provided by SKS (Art. 20) (D.1.2.17). In 2023, food scholarships were provided to 500 students within SKS. In addition, in cooperation with Kolin Hotel and NGO, food scholarships were provided to 100 students from COMU in honor of the 100th anniversary of the Republic (D.1.2.18). In 2023, the level of satisfaction with scholarship opportunities (75%) was monitored through a student satisfaction survey (D.1.2.19). The results of the monitoring were evaluated at the Quality Assurance Commission on February 27, 2024, and it was decided at the relevant meeting to carry out improvement studies by the relevant units regarding the scholarship opportunities offered to students (D.1.2.20).

In the renewed 2024-2028 Strategic Plan of our university, "Increasing the University's Activities for the Benefit of Society and the Environment" and "Strengthening the Quality Culture and Institutional Resources" have been determined as objectives. "Strengthening Public Services Provided by the University" (p. 71) and "Strengthening Institutional Resources" (p. 78) are among the objectives planned to be realized in relation to the relevant objectives. With the Quality Assurance Policy (D.1.2.21) and Management System Policy (D.1.2.22) prepared in accordance with the revised Strategic Plan, the principle of strengthening and effectively managing institutional resources has been adopted.

Current Status: The adequacy and diversity of community contribution sources at the institution are monitored and improved.

Evidence

- (3)D. 1.2.1.Social Service Incomes.pdf
- (3)D. 1.2.2.BAP Activity Report.pdf
- (3)D. 1.2.3.Budget of Projects Supported Internationally.pdf
- (2)(3)D. 1.2.4.Dosim Directive.docx
- (3)D.1.2.5.Dosim Revolving Fund Income.pdf
- (3)D.1.2.6.Dosim 58K Value.pdf
- (3)D. 1.2.7.University Hospital Income.pdf
- (3)D.1.2.8.University DISMER Income.pdf
- (3)D.1.2.9.COBILTUM Analysis Income.pdf
- (4)D.1.2.10.COBILTUM Soil Analysis.docx
- (3)D.1.2.11.SEM 2023 Activity Report.pdf
- (4)D.1.2.12.TUBITAK 4007 Project.docx
- (4)D.1.2.13.Kolunsag.PNG
- (4)D. 1.2.14.Part Time Coordinatorship.pdf
- (3)D.1.2.15.Example of Club Support Request.pdf
- (4)D.1.2.16.2022 Alumni Satisfaction Survey Result.pdf
- (4)D.1.2.17.Directive on Student Clubs Establishment and Operation.docx
- (4)D. 1.2.18.Evidence on Food Support.PNG
- (4)D.1.2.19.2023 Student Satisfaction Survey.pdf
- (4)D. 1.2.20.Evidence of Scholarship Improvement.pdf
- (4)D.1.2.21.New Quality Assurance Policy 2024.pdf
- (4)D.1.2.22.New Management System Policy.pdf

2. Social Contribution Performance

1. Monitoring and Evaluation of Social Contribution Performance

The social contribution activities carried out within our university are systematically monitored through the Strategic Plan 2021-2025 Monitoring Study, COMU in Numbers, YÖK and YÖKAK Performance Criteria, Unit Internal Evaluation Reports, Self-Assessment Reports, Unit Activity Reports, Stakeholder Satisfaction Studies, etc. and improved by taking into account the PDCA cycle.

After the monitoring study carried out for the Strategic Plan 2021-2025, it was observed that 100% success was achieved in all performance indicators (PG 3.1.1, PG 3.1.2, PG 3.1.3 and PG 3.1.4) of the target (H3.1.) "Improving the quantity and quality of services for the community" under the strategic objective of "Improving Services for the Benefit of Society and the Environment" (A.3). It was observed that the target of "Developing sustainable projects and practices for the benefit of the environment" (H3.2.) was achieved 100% in two performance indicators (PG 3.2.4 and (PG 3.2.5), while in the other performance indicators (PG 3.2.1, PG 3.2.2 and PG 3.2.3), the target was not achieved due to the fact that no awards were received in the field of environmentalism and zero waste and the tender for the wind turbine power (MW) project could not be realized due to current economic conditions (D.2.1.1)

With the AVESIS system, which is actively used within our university, the activities carried out by our academic staff are monitored, and the association of the activities with the UN Sustainable Development goals is systematically monitored through the same system (D.2.1.2).

In 2023, health services were provided to a total of 631,735 patients with a total of 532 physicians, 511 of whom served at COMU Hospital and 21 at DİSMER (D.2.1.3; D.2.1.4). Service monitoring and improvements are systematically carried out by commissions within the units in order to increase the quality of health services provided within the hospitals (D.2.1.5). Within the scope of the protocol between Kepez Family Health Center and COMU Hospital, 43 family physicians carry out support activities for the health center. At the same time, contributions are also made to AMATEM.

Within the scope of the activities carried out by taking into account the recommendation to carry out outsourcing activities in social contribution processes (p. 45) in the KAR, the number of scientific projects that create social added value with their outputs increased in 2023. In 2023, 177 new BAP projects, 43 TUBITAK projects, 6 new TUSEB projects and 15 new EU projects were initiated (D.2.1.6).

In 2023, a total of 6 58-K activities were carried out, including projects/protocols completed through the Revolving Fund Management Directorate (D.2.1.7).

In 2023, 1425 analyzes were performed within ÇOBİLTUM and 1,116,034.56 TL income was generated as a result of the analyzes (D.2.1.8). In order to monitor and improve the services provided in ÇOBİLTUM laboratories, an evaluation survey is applied to users via e-lmas Laboratory Automation. The results of the monitoring show that satisfaction with laboratory services has increased over the years (D.2.1.9). With 41 courses opened within SEM in 2023, 7009 participants received 1260 hours of training and 2748 certificates (D.2.1.10 p.7; D.2.1.11).

In 2023, 21 social responsibility projects/activities were carried out by the Social Responsibility Project Coordinatorship, including the "Regular Sofralarımız Bir Project", "Black Day Friend Projects", "Hediyem Gelsin Project", "TUBITAK 4007 - Bir Tutam Bilim Bir Dünya Şenlik Project", "Bir Kitap Bir Mektup Project", "COMU BUTİK Project", etc. for disaster victims affected by earthquakes, floods and fire disasters. With the first "Black Day Friend Project" organized for the earthquake region, an aid campaign was organized between February 6 and February 28 for the disaster areas in the earthquake centered in Kahramanmaraş on February 6, which affected 11 provinces. Within the scope of the project, 4 trucks and 40 pallets were sent to the disaster areas by sea. COMU BUTIK supported 1587 students with 1057 clothing, 674 provisions and 265 household items in 2023. 863 clothing, 51 supplies, 47 household goods and 260 hygiene packages were provided to 816 earthquake victims who came to our city after the earthquakes that occurred on February 6, 2023 and affected 11 provinces (D.2.1.12). In order to monitor and improve COMU Boutique activities, a satisfaction survey is conducted among beneficiary students. In 2023, as a result of the survey monitoring, the number of products in the food support package was increased from 5 to 6 with the notifications received from the students (D.2.1.13).

261 budgeted and non-budgeted social responsibility projects/activities were carried out by students and academic staff of our university in 2021 and 281 in 2022 (IER 2022 p. 89). Within our university, 30 activities for the inclusion of disadvantaged groups were carried out in 2021 and 80 activities in 2022 (IER 2022 p. 89). In 2023, 190 budgeted and non-budgeted social responsibility projects/activities were carried out by the academic units, centers, students and academic staff of our University, 83 of which were for disadvantaged groups (D.2.1.14). In addition, various workshops and meetings were organized by our University in 2023 on topics such as "Autism, Violence Against Women, Sustainability, Green Transformation, Zero Waste, Earthquake, Fire and Food" within the scope of social contribution (D.2.1.15). Within our State Conservatory, trainings are provided for Roma citizens in cooperation with Çanakkale Governorship, and folk music choir activities are carried out at ÇASEMDER in cooperation with Çanakkale Bar Association NGOs and organizations.

The 3rd "Autism Summer School", which started to be held for the first time in Turkey in 2021, was held in 2023 after workshops within the scope of preparation and improvement (D.2.1.16).

In 2023, 51 cooperation protocols were accepted and signed in the Legislation Commission of our University within the scope of supporting public/private organization activities (D.2.1.17). One of the most important protocols signed is the cooperation protocol on the establishment of the Civil Society Academy signed between the Ministry of Interior General Directorate of Relations with Civil Society and our University. With the protocol, a "Civil Society Academy" was established within the Civil Society Organizations Application and Research Center to increase the human resource capacities of CSOs and to provide training on current issues related to civil society, especially civil society legislation, volunteering and social entrepreneurship (D.2.1.18).

According to the 2022 stakeholder satisfaction survey monitoring results, while the general satisfaction of academic staff with the University's social contribution activities was 75.1%, it was observed that their satisfaction level increased to 85.5% in 2023 (D.2.1.19; D.2.1.20). In 2023, the general satisfaction level of administrative staff with the University's social contribution activities was 75.6%, while the satisfaction level of students was 81.5%.

Current Status: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [(3)(4)D.2.1.1.Strategic Plan 2021 2025 Evaluation Report dated 2023.docx](#)
- [(3)(4)D.2.1.2.UN Sustainability Progress, Performance Indicators.docx](#)
- [(3)(4)D.2.1.3.Hospital Data.pdf](#)
- [(3)(4)D.2.1.4.DISMER Data.pdf](#)
- [(4)D.2.1.5.Monitoring and Improvement of Hospital.pdf](#)
- [(3)(4)D.2.1.6.COMU in Numbers.docx](#)
- [(3)(4)D.2.1.7.Dosim 58K Activity in 2023.pdf](#)
- [(3)(4)D.2.1.8.COBILTUM Analysis Service.pdf](#)
- [(4)D.2.1.9.COBILTUM Monitoring.docx](#)
- [(3)(4)D.2.1.10.SEM 2023 Activity Report.pdf](#)
- [(3)(4)D.2.1.11.SEM Statistics.pdf](#)
- [(3)(4)D.2.1.12.Social Responsibility Coordinatorship Activity.pdf](#)
- [(4)D.2.1.13.Social Responsibility Coordinatorship Survey.pdf](#)
- [(3)(4)D.2.1.14.Social Responsibility Activity on Disadvantaged.xlsx](#)
- [(3)D.2.1.15.Workshop and Other Activities Link.docx](#)
- [(4)(5)D.2.1.16.Autism Workshop and Summer School.docx](#)
- [(3)(4)D.2.1.17.2023 Protocols.pdf](#)
- [(5)D.2.1.18.NGO Academy.docx](#)
- [(3)(4)D.2.1.19.2022 Academic Satisfaction Result.pdf](#)
- [(3)(4)D.2.1.20.2023 Academic Administrative Student Satisfaction Survey Result.pdf](#)

E. CONCLUSION AND EVALUATION

CONCLUSION

Our university, which aims to complete its conditional institutional accreditation to full accreditation, has planned and implemented its "Leadership, Governance and Quality", "Education and Training", "Research and Development" and "Social Contribution" processes and activities in line with the determinations and aspects open to improvement specified in the 2021 KAR and KAP Letter prepared by YÖKAK. The activities carried out within the scope of the relevant guidance documents are summarized as follows:

LEADERSHIP, GOVERNANCE AND QUALITY (Aspects for improvement under the headings of "Quality Assurance System" and "Management System" in the KAR and the KAP letter were synthesized.)

Recommendation 1: Strategic planning efforts should be holistic and relational/ Performance indicators and policy documents should be designed and developed with a participatory and inclusive approach,

Improvement 1: The mission, vision, goals, objectives, targets, performance indicators and policies determined within the scope of the 2021-2025 Strategic Plan were successfully implemented until 2024. In the monitoring studies carried out in this process, taking into account the data such as KAR suggestions and stakeholder survey results, it was evaluated to update the Strategic Plan at the 2022 Management Review meeting and it was decided to renew it at the Quality Assurance Commission meeting dated 13.07.2023. Based on the relevant decision, the necessary committees were established, the 2024¬2028 Strategic Plan was renewed with a holistic and relational approach through internal and external stakeholder meetings, and new mission, vision, goals, objectives, targets, performance indicators and policies were adopted. The principles adopted with the renewed policy documents were associated with the performance indicators in the Strategic Plan 2024¬2028 through a matrix and shared with a QR code in the policy documents (explained in detail in A.2.1 and A2.2.).

Recommendation 2: Expand program and laboratory accreditation efforts to cover more units,

Improvement 2: Our university attaches great importance to program accreditation and laboratory accreditation studies and applies incentive mechanisms to spread these studies throughout the institution. For this purpose, information meetings and workshops are organized to encourage accreditation studies. While there were 6 program accreditations in total in 4 different academic units during the KAP evaluation process carried out in 2021, it is expected that the number of accredited academic units will increase to 8 in a short time and the number of programs with accreditation will increase by 50% to 23 by the end of 2024 with the program

accreditations completed and in process as of 2024. The number of accredited laboratories has also increased (explained in detail in A.1.2 and B.1.5).

Recommendation 3: The Quality Commission should work in coordination with the Quality Assurance Office,

Improvement 3: COMU Quality Assurance Directive was renewed in order to ensure that the Quality Assurance Office, which was established in 2021 and is considered to be in a dominant position in the KAP process, works in coordination with the Quality Assurance Commission. With the renewed directive, the Quality Assurance Office was transformed into a coordinatorship and continues its activities under the name of Quality Development and Institutional Monitoring Coordinatorship. The Quality Assurance Commission, Internal Stakeholder Advisory Boards, Student Quality Assurance Commission and Unit Quality Assurance Commissions play an active role in the process. The Quality Development and Institutional Monitoring Coordinatorship carries out support activities for the relevant commissions and boards (explained in detail in section A.1.4.).

Recommendation 4: Conduct the IER preparation process with a coordinated and holistic approach and determine the level of maturity based on evidence,

Improvement 4: The process of writing the institution's IER is carried out in a holistic and coordinated manner. During the preparation of the draft report, support was received from the relevant units based on a participatory approach, IERs and SARs prepared by the units were examined, the draft IER for 2023 was evaluated by sub-working groups consisting of members of the Quality Assurance Commission of our University and the final version was given by the Quality Assurance Commission.

Recommendation 5: Extending the participation and contribution of internal and external stakeholders to the "quality assurance system", "education and training", "research and development", "social contribution", "management system" and "internationalization" processes throughout the institution/ Extending the participation of internal and external stakeholders in all processes throughout the institution/ Ensuring more effective and competent participation of students and administrative staff in decision-making processes,

Improvement 5: Our internal and external stakeholders actively participate in all stages of the PDCA cycle. This participation is realized through meetings/visits, board/commission assignments, stakeholder satisfaction surveys and the Campus 24/7 Wish, Suggestion and Improvement System. Internal and external stakeholder meetings are held systematically at the level of the Rectorate and units. In addition, stakeholder satisfaction surveys are regularly conducted to monitor stakeholder satisfaction and to take the opportunity to improve from their feedback. In order to ensure more effective and competent participation of students and administrative staff in decision-making processes, an Internal Stakeholder Advisory Board was established with the Quality Assurance Directive renewed in 2023. In this board, at least 1 administrative staff from each department was given the opportunity to participate in decision-making processes. With the same directive, the Student Quality Assurance Commission, consisting of student representatives from academic unit quality assurance commissions, student club representatives, international student representatives and disadvantaged student representatives, was also established and became operational. In addition, the Dean of Students' Office and the Student Senate have also been established and are actively working (explained in detail in section A.4.1 and other related sections).

Recommendation 6: To operate PDCA cycles for management system activities and to ensure synchronization between systems in monitoring and evaluation activities,

Improvement 6: PDCA cycles are actively operated within the management system and stakeholder participation is ensured at every stage of these cycles. Aspects open for improvement are identified through monitoring studies such as Strategic Plan Monitoring studies, Institution IER, Academic Unit IERs, SARs, SAR and IER Control Reports and Executive Summaries, YÖK and YÖKAK Performance indicators, COMU in Numbers, Annual Reports, stakeholder satisfaction surveys and feedbacks, etc., and improvement measures are taken in the relevant boards/commissions. Evidence of the improvements made is presented throughout the IER.

Recommendation 7: Actively use feedback and satisfaction survey results in improvement efforts,

Improvement 7: Stakeholder satisfaction surveys and the COMU Campus 7/27 Wish, Suggestion and Improvement System are systematically operated and effectively used to improve processes. Evidence of improvements made based on relevant stakeholder feedback and the results of satisfaction surveys is presented throughout the IER.

Recommendation 8: Identifying the principles and guidelines for the use of the organization's communication channels and operating PDCA cycles,

Improvement 8: A Corporate Communication Coordinatorship was established in 2022 in order to ensure the execution and coordination of platforms such as the corporate website, COMU TV, KampusFM, COMU Newspaper, Corporate Social Media accounts, etc. under a single roof, where all activities of our university are carried out and shared with the public. The relevant Coordinatorship was renamed as the Corporate Communications Directorate in 2023 with a directive amendment and continues its activities systematically (explained in detail under the heading A.1.5).

EDUCATION AND TRAINING

Recommendation 1: Monitoring and improving the participation of internal and external stakeholders in education and training planning activities,

Improvement 1: The participation of our internal and external stakeholders in education and training processes is ensured, monitored and improved through systematic meetings/visits and stakeholder satisfaction surveys. In order to increase stakeholder participation, Student Quality Commission, Dean of Students Office, etc. have been established and started their activities. Student Quality Commission, Dean of Students Office, etc. have been established and started their activities. Evidence of stakeholder participation is presented in detail under the relevant headings.

Recommendation 2: Systematic follow-up of graduates,

Improvement 2: Graduates of our university are followed up through alumni activities organized by the Career and Alumni Relations Coordinatorship and our academic units. Following the decision of the Quality Assurance Commission taken in 2022, our graduates are tracked more effectively with the Graduate Transmission System developed by our IT Department in 2023 and started to be used as of 2024. Our alumni survey, which is systematically implemented every year, has been revised and implemented as of 2022 to track demographic information such as employment status, type of institution, and graduation field of study. Feedback from our graduates is taken into account in prevention activities and contributes to the improvement of processes (explained in detail in A.4.3.).

Recommendation 3: Monitoring and improving academic advising services,

Improvement 3: Mechanisms that will enable the monitoring and improvement of academic advising activities implemented at our university have been established and implemented in cooperation with the Quality Assurance Commission, the Student Affairs Department and our academic units. In order to contribute to the process of improving and monitoring the academic advising service, a Student Academic Advising Commission was established in each academic unit as of 2021 and started to work actively. In 2023, in accordance with the improvement decision taken by the Quality Assurance Commission, COMU Associate / Undergraduate Student Advising Directive was renewed by the relevant department. In addition, an Academic Advisor Evaluation Survey was developed and implemented by the Measurement and Evaluation Advisory Board of the Quality Assurance Commission. The results of this survey are evaluated by the relevant boards and commissions and necessary improvements are made (explained in detail in section B.3.2).

Recommendation 4: Conduct effective studies on international joint diploma or double degree agreements,

Improvement 4: As of 2023, bilateral cooperation efforts were initiated to establish international joint diploma or dual diploma agreements. In this context, as the first concrete implementation, a cooperation agreement was signed with ATYRAU University of Kazakhstan. Within the scope of this agreement, studies were initiated to open a "Joint Master's Degree Program with Thesis in Foreign Languages Education" between the two universities and a draft protocol was prepared. The program is planned to be launched after the finalization of the protocol (explained in detail under the headings A.5.1, B.2.4 and C.2.2).

Recommendation 5: Equalizing the ECTS of the same courses in different units and thus ensuring equal distribution of workload,

Improvement 5: Necessary work has been started on the suggestion that courses with the same content and code should have the same workload and ECTS. In this regard, under the coordination of the Student Affairs Department and the Bologna Process Coordinatorship, studies were carried out in academic units (e.g. Faculty of Education) that offer common courses or service courses, including the departments under the Rectorate responsible for providing compulsory courses of Higher Education Council. At the beginning of 2024, the Strategic Education Coordinatorship was established and the directive ensures that the relevant coordinatorship and the coordinatorship board take an active role in the process of creating the content and syllabus of the joint courses. In this way, it is aimed to ensure standardization in the content and workload of common courses and to ensure that students receive an equal education. Activities in this regard continue to be carried out (explained in detail in section B.1.4).

Recommendation 6: Planning and conducting studies to provide students with the opportunity to take elective courses outside the department,

Improvement 6: In the Management Review Meeting of 2022, it was decided to improve the dissemination of elective courses that give students the opportunity to get to know different disciplines and cultural depth within/out of the faculty. Based on the relevant decision, an in-unit/out-of-field elective course pool was created in all units of our university, and pilot implementation within the Faculty of Fine Arts started in 2023. In addition, in 2022, studies on the relevant subject were carried out within the Vocational Schools Coordinatorship, and a "common general culture elective course pool" was added to the curriculum plans of all departments/programs within the vocational schools and started to be implemented. Implementation continues in the Faculty of Medicine and the Faculty of Agriculture, which are already in the KAP process (explained in detail in section B.1.2).

Recommendation 7: The Training of Trainers Program should be improved and put into service to meet the needs,

Improvement 7: The Training of Trainers Program, whose preparations continued during the KAP process, was implemented by the end of 2021 and continues to be implemented. However, it was decided to improve the Training of Trainers

Certificate Program at the Quality Assurance Commission meeting, taking into account both the low participation in the program and the suggestions stated in the KAR. Within the scope of the decision, a Training of Trainers Certificate Program Planning Commission was established. In the studies carried out by the relevant commission, current training topics to improve the competencies of the instructors within the scope of the certificate program were determined and it was decided to conduct a competency analysis to determine the trainers for the relevant topics. The relevant process continues with the collection of training requests and the new certificate program is planned to be implemented in 2024 (explained in detail in section B.4.2).

Recommendation 8: Reducing the number of students per faculty member,

Improvement 8: While the number of students per faculty member at our university was 43.64 in 2020, this number was 41.44 in 2023 according to YÖKSİS data. Improvements are made in the relevant subject within the staffing opportunities offered to the institution.

Recommendation 9: Measurement and evaluation processes should be carried out in a coordinated manner in units / Lack of evidence of student-based program outcome tracking,

Improvement 9: In order to ensure a systematic measurement and evaluation and to maintain inter-unit standards, in accordance with the decision of the Quality Assurance Commission, an exam paper template was prepared in order to associate course learning outcomes with exam questions and started to be implemented in academic units. In addition, the Quality Assurance Commission's Measurement and Evaluation Advisory Board prepared a sample question document within the scope of Bloom's Cognitive Domain Classification for exams in different education types (formal, blended, distance), shared it with our units and uploaded it to unit web pages. There are also practices to ensure the consistency and reliability of the measurement and evaluation processes in multi-branch courses and YÖK compulsory courses across time and people. COMU Education Catalogue, which includes program descriptions, program outcomes and teaching plans of all programs, has been announced to the public by our university. In the relevant system, a matrix showing the relationship between the learning outcome of each course and the program output was prepared and published. In our university, studies are carried out to monitor the level of achievement of program outcomes in programs that have accreditation and whose accreditation process is ongoing, and an improvement decision was taken by the Quality Assurance Commission in 2023 in order to make the application throughout the institution, and in accordance with the decision, software improvement studies are continuing in cooperation with Izmir Katip Çelebi University and Yıldız Technical University (explained in detail in B.1.5. and B.2.2).

Recommendation 10: Elimination of physical and infrastructure deficiencies,

Improvement 10: Efforts to eliminate physical and infrastructure deficiencies are carried out in coordination with the Department of Construction and Technical Affairs and the Department of Information Technologies of our university with institutional facilities and outsourcing according to the results of monitoring (Unit IER, stakeholder surveys) etc. Institutional growth is also taken into account in facility and infrastructure improvements. For example, due to the fact that the majority of students study on the Terzioğlu Campus, the campus security monitoring system was renewed with Fiber Optic infrastructure to cover the entire campus in 2023 within the scope of additional security measures. In addition, the construction of a dormitory for 10152 students was started in 2023 with the support of the Turkish Ministry of Youth and Sports, Spor Toto Organization and the construction of the Faculty of Sports Sciences was started in 2022. Laboratories have been provided to the Chemical Engineering and Electrical and Electronics Engineering departments of the Faculty of Engineering with external funding (described in detail in B.3.1 and B.3.3).

Recommendation 11: Encourage students to participate in double major and minor programs and use the opportunities effectively.

Improvement 11: While 39 double major programs were active in 2022, this number increased to 55 in 2023. In addition, the double major process of 3 new programs is ongoing. While there were 6 minor programs in 2022, as of 2023, 14 active minor programs as well as 13 programs are in the process of minor programs. In addition to making the necessary announcements and sharing on the unit web pages to encourage our students by increasing the opportunities, students are encouraged by informing them about the opportunities of DMP and YAP in the student orientation programs held at the level of institutions and units (explained in detail in B.1.1 and B.1.6).

RESEARCH AND DEVELOPMENT

Recommendation 1: Research Centers should operate in an integrated structure and in cooperation, and mechanisms should be established to monitor and improve their work,

Improvement 1: The Monitoring and Evaluation Coordinatorship of Application and Research Centers (UYGAMER) was established at the end of 2021 to ensure the coordination of research and application centers. Thanks to this coordinatorship, the cooperation between the centers is carried out in an integrated structure and coordination is strengthened. UYGAMER increases communication between the centers through systematic center directors' meetings. In addition, UYGAMER plays an important role in the evaluation of proposals to open new centers, monitoring and evaluation of center activities. As a result of its monitoring, remedial feedback is provided for centers that are not active enough or, if deemed appropriate, an opinion is submitted to the Senate to close the center. In this way, the effectiveness and efficiency of the research and application centers within the university are continuously monitored and improved (explained in detail in section C.1.1).

Recommendation 2: Defining the processes for the recruitment of domestic/foreign postdoctoral researchers and operating the PDCA cycle,

Answer 2: Although the PDCA cycle is actively operated in the Research and Development processes of our university, the definition of processes for the employment of domestic/foreign postdoctoral researchers continues to be an aspect open to improvement, and it is planned to carry out improvement studies to define the relevant processes in 2024.

Recommendation 3: Studies should be carried out to improve the position of the institution in the world university rankings,

Improvement 3: Our university carries out various studies to improve its position in the world university rankings. In this context, COMU's current academic performance is monitored by URAP World/Turkey ranking comparative analysis report and YÖK Monitoring and Evaluation analysis report comparing with A3 group research universities. In addition, academic unit performances are monitored on a unit basis and shared with stakeholders at academic general assemblies. In the relevant meetings, information about world university rankings and opinions on necessary improvements were exchanged (detailed in section C).

Recommendation 4: Establish a mechanism that shows the use, distribution, etc. of the institution's research budget resources and carry out monitoring and improvement studies,

Improvement 4: Monitoring and improvement of internal and external resources within the scope of R&D activities of our university are carried out based on Strategic Plan Monitoring Studies, YÖK Monitoring and Evaluation and YÖKAK performance indicators, Unit Activity Reports (e.g. BAP Activity Report) and Fiscal Year Budget data of the Strategy Development Department (detailed in C.1.2).

Recommendation 5: Define processes for monitoring and improving joint programs and joint research activities.

Improvement 5: The distribution of collaborators (national/international) of projects and publications carried out by faculty members at our university is monitored through AVESIS Institutional Reports. Thanks to these reports, interdisciplinary and inter-institutional national/international collaborations are encouraged, and the activities carried out within the scope of these collaborations are spread throughout the institution. In addition, AVESIS Research Groups Module has started to be used in order to disseminate research groups throughout the institution. International double diploma/joint diploma studies have gained momentum as of 2023 (detailed in section C.2.2).

SOCIAL CONTRIBUTION

Recommendation 1: Monitor and improve social contribution policy, strategy and targets,

Improvement 1: The goals and objectives for social contribution adopted within the framework of the 2021-2025 Strategic Plan of our university were monitored with performance indicators. Taking into account the monitoring results and KAR recommendations, our social contribution policy was renewed with a participatory and holistic approach within the scope of the renewed 2024-2028 Strategic Plan. The principles adopted in the renewed policy document were associated with the performance indicators in the 2024-2028 plan and a relationship matrix was created. In this way, the social contribution policy document was shared with a QR code and made accessible to our stakeholders (explained in detail under D.1.1).

Recommendation 2: Establish a mechanism for social contribution activities and carry out monitoring and improvement activities,

Improvement 2: Within the scope of establishing, monitoring and improving the mechanism for social contribution activities, Application and Research Centers Monitoring and Evaluation Coordinatorship (UYGAMER) was established at the end of 2021 and Social Responsibility Project Coordinatorship was established in 2023. The Social Responsibility Project Coordinatorship previously operated as the Social Responsibility Unit within the Corporate Communication Coordinatorship established in 2022 and was transformed into a coordinatorship in order to enable more systematic monitoring and mechanisms. UYGAMER monitors and evaluates proposals to open new centers and the activities of existing centers. As a result of the monitoring, remedial feedback is provided for centers that are not active enough, or if deemed appropriate, an opinion is submitted to the Senate to close the center. Social responsibility projects/activities across the university are monitored and improved under the coordination of the Social Responsibility Project Coordinatorship (explained in detail in D.1.1 and D.2.1).

Recommendation 3: To ensure the dissemination and sustainability of social contribution activities to all units and to ensure that stakeholders adopt the practices,

Improvement 3: With the establishment of UYGAMER in 2021, social contribution activities were carried out in a coordinated and systematic manner within the strategic plan goals and objectives of the principles stated in the policy. With the establishment of the Social Responsibility Project Coordinatorship, unit representatives were determined to ensure the dissemination and coordination of social contribution activities in academic units. In addition, courses on social responsibility and social contribution have been increased in the curriculum. In addition, orientation activities have been systematically organized to ensure the adoption of social contribution activities by stakeholders, and the visibility of activities on websites and social media has been increased (explained in detail in D.1.1 and D.2.1).

Recommendation 4: Carry out outsourcing activities with the use of existing social contribution resources; conduct monitoring and improvement activities on the effective use of resources,

Improvement 4: The social contribution activities of our university are generally supported by scientific and institutional facilities (central budget), research projects, consultancy services, health services, national/international collaborations, sponsorships, donations and financing from other sources. To increase external resources for social contribution activities, collaborations with public institutions, NGOs and private sector organizations were developed and support was received from these sources. At the same time, the number of externally funded projects was also increased (explained in detail in section D.1.2).

LEADERSHIP, MANAGEMENT AND QUALITY

Strengths

- Systematic continuity of quality studies and the fact that the institution has received conditional accreditation.

- Strong leadership approach in internalizing the quality culture throughout the organization

- Effective stakeholder participation in decision-making processes

- Effective implementation of the quality assurance directive

- Quality Development and Institutional Monitoring Coordinatorship has been established

- Existence and active activities of quality commissions in academic/administrative units

- Preparation of IER, SAR, Control Reports and Executive Summaries by academic units

- Presence of "Quality Assurance and Internal Control" main menu on unit web pages

- The perception of the established quality culture in the organization is known by all stakeholders

- Expanding the scope of the organization's Strategic Plan and policies with stakeholder participation

- Associating the performances monitored in achieving the targets within the scope of the 2024-2028 Strategic Plan studies with the new policies of the organization

- Program accreditation is encouraged and widespread

- The Department of Information Technologies has TURKAK-approved ISO 27001 certificate that guarantees information security

- The existence of unique software preferred by different universities,

- Establishment of Dean of Students/Student Senate and Student Quality Commission

Areas Open for Improvement

- Strengthening the digital infrastructure for data management

- Organizing activities to increase participation in the Graduate Monitoring System, which was established to follow up graduates and ensure communication and coordination

- Preparation of process manual

- International academic/administrative staff and student satisfaction surveys are not applied throughout the institution

EDUCATION AND TRAINING

Strengths

- Our institution's 2024-2028 Education policy is defined in line with strategic goals and objectives in an integrated manner with other policies

- Bologna information package is used throughout the institution and the content occupancy rates are high

- Graduate education institute is gathered under a single roof

- Central Library is open 24/7

- Strong digital infrastructure in distance education applications

- High satisfaction rates of students with education and training activities

- Vocational education practices in enterprises have become widespread

Areas Open for Improvement

- Expanding the application of the non-departmental elective course pool

- Lack of student workload evaluation mechanism

- Digital infrastructure to ensure the tracking of program outcomes on a student basis

- Lack of mobility in international exchange programs at the desired level in some of our units

- Inadequate physical conditions and number of classrooms in some units

RESEARCH AND DEVELOPMENT

Strengths

- The R&D policy of our organization for 2024-2028 has been defined in line with strategic goals and objectives in an integrated manner with other policies

- Strong university, public-industry-NGO collaborations to increase the research efficiency of the institution

- Having defined BAP types for associate/undergraduate and graduate students

- Rapidly increasing momentum in TUBITAK undergraduate student projects

- Quantity of project information and writing trainings

- Application and Research Centers Monitoring and Evaluation Coordinatorship is in place and continues its active activities

Areas Open for Improvement

- Lack of defined post-doctoral (post-doc) opportunities in the institution

- Increasing activities to improve our position in world and Turkish university rankings

- Lack of BAP type in the priority areas of our institution

- Low ratio of the number of companies of faculty members in Technopark or Incubation Center

- High number of students per faculty member in some units

- Limited support for national/international scientific activities of academic staff due to budgetary constraints

SOCIAL CONTRIBUTION

Strengths

- Our university's 2024-2028 Social Contribution policy has been defined in line with strategic goals and objectives in an integrated manner with other policies

- The existence of a medical faculty, a faculty of dentistry and a fertility center serving the whole region

- Implementation of social projects that support cultural heritage in the organization due to its location

- Exemplary social contribution activities carried out in cooperation with the public and industry,

- Social transcript application has been initiated

- Quality and quantity of trainings provided through SEM and COMUZEM

- Application and Research Centers Monitoring and Evaluation Coordinator and active

to continue its activities

- Having a Social Responsibility Project Coordinator and continuing its active activities

- In order to ensure the cooperation between Vocational Schools and the business world,

Areas Open for Improvement

- Develop more sustainable projects and practices for the benefit of the environment

- Increasing the diversity of social contribution activities