

INSTITUTIONAL FEEDBACK REPORT

KADİR HAS UNIVERSITY

Evaluation Board

PROF. DR. HÜSEYİN KARAMAN (CHAIRMAN of the BOARD)

PROF. DR. JÜLİDE YILDIRIM ÖCAL (ACADEMIC ASSESSOR)

ASSOC. PROF. DR. DİLER ÖNER (ACADEMIC ASSESSOR)

PROF. DR. SÜLEYMAN SAVAŞ DURDURAN (ACADEMIC ASSESSOR)

PROF. DR. GÜLSER KÖKSAL (ACADEMIC ASSESSOR)

DAİRE BAŞKANI ERKAN KÜÇÜKKILINÇ (ADMINISTRATIVE ASSESSOR)

IRMAK GÜZEY (STUDENT ASSESSOR)

1. INSTITUTIONAL INFORMATION

1) About the University

The efforts towards the foundation of Kadir Has University were initiated by Kadir Has Foundation in 1992, under the leadership of Kadir Has. However, the official foundation of the University was completed in 1997, with the collaboration of Kadir Has Foundation for Turkish Education and Turkish Society of Cardiology. Selimpaşa Campus construction was initiated in 1998 and the restoration of the historical Tekel Cibali Cigarette Factory on the Golden Horn shore, which constitutes the major structure of the Central Campus, was started in 1999. The University, which included the Bahçelievler Campus in its existing campus area in the 2000-2001 period, has been continuing its academic activities in the Cibali, Selimpaşa and Bahçelievler campuses as of the 2001-2002 academic year. At the end of 2007, the modern D Block was constructed with the aim to enlarge the Cibali Campus area. The Sports Hall and associated facilities were built in 2008 in collaboration with Fatih Municipality. Cibali Campus was renamed as Kadir Has Campus on March 28, 2007.

In 2005, Turkish Society of Cardiology withdrew its support and founded its own university. As a consequence of this change Faculty of Medicine, previously founded within the body of Kadir Has University, was transferred to Florence Nightingale Hospital Nursing School and the Health Sciences Institute and Vocational School of Health Sciences were transferred to İstanbul Bilim University in 2006.

As per Institutional Internal Audit Report of 2017, Kadir Has University currently carries out its academic activities with 7 Faculties (Faculty of Law, Faculty of Communication, Faculty of Economics, Administrative and Social Sciences, Faculty of Business Administration, Faculty of Engineering and Natural Sciences, Faculty of Art and Design and Faculty of Applied Sciences), 2 Institutes (Institute of Science, Institute of Social Sciences), 2 Vocational Schools (Vocational School of Justice, Kadir Has Vocational School) as well as 1 Academy (School of Foreign Languages). The University offers academic education in a total of 98 programs, 9 programs of which is at associate degree, 25 programs of which is at bachelor's degree, 54 programs at master's degree and 10 programs of which is PhD degree.

Kadir Has University carries out its activities within its campuses established on a total of 130.000 m² open area and 77.327 m² closed area. Closed area comprises 98 classrooms and lecture halls with a total capacity of 5.226 people and 29 laboratories with a capacity of 765 people. There are also offices used by academic and administrative staff, a library, meeting rooms, reading room, workshops and a conference hall for 1623 people. In addition, there are indoor sports facilities and gymnasiums. A cultural asset to be conserved located in the campus has been converted into Rezan Has Museum and is open to visitors. With the aim to expand the physical infrastructure of the university, we still make investments in facility and land purchases, particularly around the Cibali Campus, and proceed our efforts to construct additional service buildings and student houses. Bahçelievler Campus was closed in 2017 and moved to the newly built building in Cibali Campus.

As per August 2017 data, a total of 162 faculty members (44 professors, 31 associate professors and 87 PhD lecturers) have been working at Kadir Has University. In addition, a total of 296 academic and 215 administrative staff are employed, including

11 PhD lecturers, 89 lecturers, 33 research assistants and 1 PhD research assistant. The ratio of our administrative staff per academic staff is 1.37. A total of 5538 active students, 597 of which are enrolled in post graduate programs, are studying at the university. The number of active students per faculty member is 34.24.

The university offers formal education in all programs and there is no distance education program. The language of instruction of associate degree courses is Turkish. Although the language of instruction in bachelor's degree and post graduate programs is mainly English, there are some exceptions. The language of instruction of the Faculty of Applied Sciences, Faculty of Business Administration, Department of Banking and Insurance, Public Law, Private Law and Master's degree programs on Preservation of Cultural Heritage and PhD program on Private Law are Turkish. The number of students has been increased by approximately 6% compared to 2014. The relatively lower number of students compared to other foundation universities in Turkey draws attention. Kadir Has University does not plan to make a significant increase in the number of students in the near future.

Kadir Has University started its first strategic plan studies in 2006 and the most recent strategic plan covers the years 2015-2019. An administrative change has recently been realized in the University and it has been stated that this change will also be reflected in the goals and strategies of the University. In this sense, it is stated that the strategic plan as of the 2020-2024 period will be prepared on the grounds of the targets towards improving the institutional culture and quality and in parallel with the goals of improving education-training programs and R&D infrastructure goals.

2. QUALITY ASSURANCE SYSTEM

1) Our Quality Policy

As per the Evaluation Report of Higher Education and Quality Assurance Status 2017, "There are two options in determining the internal quality assurance strategy: compliance with standards and fit-for-purpose. The compliance with standards approach addresses finding answers for the questions such as which standards will be considered, to what extent they exist in the institution, whether a single standard shall be adopted for the university or specific standards shall be adopted for different units/departments, who will have the ownership, responsibility or review the compliance, etc. On the other hand, the fit-for-purpose approach, seeks answers for relatively more difficult questions such as where the long-term goals are decided and whether their responsibility is determined or not, whether they will be updated upon each change in management, whether the University shall set a single purpose or whether specific purposes for each unit/department will be set as well as their ownership and responsibility. Since the fit-for-purpose approach is rather geared towards improvement than adaptation, it would be healthier for institutions to start up with a compliance with standards approach first and then to step up for a fit-for-purpose phase after reaching a certain level of maturity."

The fact that Kadir Has University does not yet have a quality policy that has been defined and announced to cover all processes despite the quality assurance system development efforts executed by the Directorate of Institutional Research and Evaluation (KADED) has been considered as an issue that needs improvement. Kadir Has University may refer to the European Standards and Guidelines ("ESG") to

determine its quality assurance strategy. It is recommended to establish standards specific for the institution within the context of all the issues referred to in this guide, and afterwards design and execute annual self-evaluation mechanisms that collect evidence of performance in accordance with these standards. Although it is stated that a gradual self-evaluation mechanism is currently in place, it may be considered to improve this mechanism. What is expected here is the development of policies and strategies for the execution of the Plan - Apply - Check - Take action (PACT) cycle in all processes (education, research and development, community service, internationalization activities), preparation of a quality assurance manual, monitoring and evaluation of practices to ensure that necessary measures are taken for quality assurance.

As in many institutions, deficiencies are observed in closing the cycles in the quality assurance system in education, research and development and other processes at Kadir Has University particularly in Check - Take action step of the PACT cycle. In these steps, it is expected to collect data and information, to assess this information upon the participation of stakeholders, and to maintain the approaches that provide these consequences if the expected results are achieved, otherwise, to determine and implement remedial measures. For example, it is expected to follow up how the results of student evaluation and satisfaction surveys are reflected in improvement studies and what results have been obtained as well as the results of similar control and preventive activities and their results. It is a favorable development that senior management especially tries to engage students in decision making processes at the university. By extending this, students can be ensured to take a greater role in closing PACT cycles. Similarly, the graduate tracking system may be developed in a way that shall engage them to contribute more to the steps of taking action by collecting data for quality improvement from this essential group of stakeholders and assessing the results together. It is an exemplary practice to benefit from Advisory Boards in similar evaluations conducted by faculties. However, establishing these boards and clearly defining their working principles can better improve their contribution to the related processes. To give another example; new collaborations can be established or the management of existing ones can be relieved by assessing the results of the cooperation with international protocols in the light of the indicators appropriate to the expectations from these collaborations. For this reason, practices related to the closure of PACT cycles in general are considered as “needs improvement”.

The university's first strategic plan was put into effect on January 22, 2007. Strategy Development and Research Coordination Office (STRAR) was established in August 2011 and Kadir Has University Research Focus Strategy Report was published on November 16, 2011. In March 2015, Kadir Has University 2015-2019 Strategic Plan was prepared and published as a result of a comprehensive study carried out with both internal and external stakeholders for about two years. Performance indicators in the 2015-19 Strategic Plan are specified in terms of activity. It is understood that the plan is implemented and the actions are currently monitored by the University Quality Commission within the framework of the Rector's guidance. Monitoring in sub-units is carried out by the Quality Boards of the relevant Faculty and Departments. Strategic Plan evaluations were carried out by STRAR whose activities were terminated as of April 02, 2018. As of April 2018, Directorate of the R&D Resources started its activities and as of August 2018 Directorate of Institutional Research and evaluation (KADED) started its activities.

Short- and medium-term actions and performance indicators of these actions are determined for each strategic theme in the Strategic Plan for the period of 2015-2019. However, there is no clear information about who or which unit is responsible for the goals and action plans; the distribution of tasks is not yet clear. Actions that will guide the achievement of the strategic plan goals have not been defined. The first evaluation of the implementation of the Strategic Plan was presented in a report dated 07.07.2017 (<http://www.khas.edu.tr/uploads/khas-stratejik-plan-degerlendirme-raporu.pdf>). This report gives place to the rate of realization of strategic plan targets. However, it is not clear how these percentages are calculated.

The preparation of the current strategic plan of the University by following a process with stakeholder participation, monitoring and evaluation of the applications, defining and measuring the performance indicators are constructive developments. However, it is expected that the Strategic Plan is monitored and evaluated periodically at least once a year and the performance indicators included in both the plan and the evaluation report are properly defined and measured. Instead of defining performance indicators in terms of strategies or activities, improvements may be put into effect so as to measure the beneficial outcome expected with the realization of these activities.

On the other hand, it has been stated that quality management practices are used to achieve the determined strategic goals. However, practices regarding the integration of strategic planning efforts with the quality assurance system are still insufficient. It is essential that related units in strategic planning and implementation processes such as KADED, Quality Commission and Directorate of R&D Resources work in cooperation and harmony in this regard. Determining the priorities of the University and addressing them in a way that reflects its mission can be considered as an area open to improvement.

In addition to these elements within the context of preparing and executing new strategic plans, mechanisms may need to be developed and strengthened with a process engaging all stakeholders effectively in order for the strategic plan to be well understood and owned by all academic and administrative units of the University.

In-house audit reports at Kadir Has University have been prepared periodically every year since 2015 in line with Kadir Has University Quality Directive. However, it was understood that the contribution to these preparations was limited and the content of KIAR (Kadir Has Internal Audit Report) was not sufficiently known or discussed at the University. In addition, some parts of KIARs do not contain appropriate and/or sufficient information.

KIAR is one of the major tools to recognize the aspects of the University that are strong and that need improvement and to determine the improvement processes. Therefore, academic and administrative units, students and external stakeholders, particularly the Quality Commission should be ensured to participate more actively in the process of preparing the KIAR of the University which should then be published, distributed and assessed within the University. At this point, it may be useful to review the size and working order of the Quality Commission. In order for the Commission to work more effectively, it may be considered that members with heavy administrative duties such as the Dean/Institute Director should be assessed only for consultation or information purposes, while the work under the responsibility of the Commission should be executed with a limited number of academic and administrative experts and/or stakeholder representatives. This is because these people, who are responsible

for and have assumed heavy duties in University and faculties due to their primary administrative duties, may find it difficult to devote time and effort to the internal quality assurance system. Developing mechanisms that will enable units to systematically exchange information with quality representatives to ensure stakeholder engagement may be considered.

As per the Evaluation Report on Higher Education and Quality Assurance Status 2017, "KIAR is expected to provide information about whether the University adopts processes related to quality as well as "how these processes are executed" and to explain in detail the defined processes. The report should also include explanations on how performance indicators are assessed, how improvements are realized and how cycles are closed. Repetition should be avoided and information that will reflect the qualitative and quantitative development of the University should be presented in the KIARs prepared for consecutive years." In addition, the timing for the data and information collected for KIARs should be compatible with each other.

Kadir Has University received a positive grade from the European University Association External Evaluation Process (EUA Institutional Evaluation Program, IEP) in 2008. EUA evaluation report is available on the Kadir Has University Quality Assurance website (<http://www.khas.edu.tr/2940/kalite-guvencesi>). The University Advisory Board meeting was held in October 2008, soon after the publication of the EUA Report in August 2008. The reports from this meeting were later used as inputs in the University's strategy development studies. Following the EUA Institutional Evaluation, three engineering programs have been accredited by MÜDEK. It is a positive approach that mechanisms such as institutional external evaluation and accreditation in the University are put into use for quality assurance. The expected benefits can be maximized by regularizing, supporting and publishing the use of these and similar approaches.

2) Duties, Responsibilities and Activities of Higher Education Quality Commissions

Documentation regarding quality processes and related information and documents are available on the web page of the institution (<http://www.khas.edu.tr/2940/kalite-guvencesi>) under the title of Kadir Has University Quality Assurance System. It is a very gratifying situation that the university senior management believes in and adopts the concept of quality assurance. It is praiseworthy that the University has recently established the Directorate of Institutional Research and Evaluation (KADED) in order to "follow up and report quality processes, institutional data, strategy development processes and systematically carry out institutional improvement studies". Efforts to develop the quality assurance system at the university gained momentum with the establishment of this directorate. On the other hand, preparing the Strategic Plans of the University periodically and reveal its current situation and determine its future goals is considered a positive improvement in terms of creating a plan-based working culture.

3) Stakeholder Engagement

It is praiseworthy that the senior management of Kadir Has University attaches importance to interaction with internal and external stakeholders, devotes time to face-

to-face meetings and takes these suggestions into account in newly developed plans and practices. On the other hand, more effective results can be achieved by diversifying these channels of communication/interaction (for example establishing and operating an infrastructure where satisfaction/improvement suggestions/complaints can be submitted in addition to face-to-face meetings and ensuring to provide responses to such communications/interactions within an acceptable time period).

3. EDUCATION AND TRAINING

1) Design and Approval of Academic Programs

Design of academic programs in accordance with Bologna process and taking into consideration Turkish Qualifications Framework (TQF) for Higher Education as well as Basic Field Qualifications (BFQ) and considering the involvement of internal stakeholders has been evaluated as a positive development. Course information packages regarding the courses offered in associate degree, bachelor's degree, master's degree and PhD programs have been created and announced on the website (<https://bologna.khas.edu.tr/>). It is confirmed that the correlations (matrices) of the program outcomes, learning outcomes and TQF for Higher Education program outcomes are provided in the course information packages. However, it is considered that the diversification of the teaching methods and course assessment methods used in the courses will be beneficial in gaining and measuring high level learning outcomes (such as analysis, synthesis, evaluation).

Establishment of the advisory boards as well as designing and updating the academic programs in line with the feedback obtained from advisory boards are considered positive improvements. Nevertheless, the lack of guidelines on the functioning of advisory boards remains an issue that needs improvement. These directives may provide detailed explanations regarding the criteria for electing and updating the members of the advisory boards as well as the presidential election and term of office.

It is deemed positive that academic programs include elective courses, the University offers a pool of elective courses and students can take elective courses from other programs. In particular, it is admirable that interdisciplinary multi-instructor courses are offered at the university, open to all students and the public. An example of these courses is "Imagination, Reality, Science, Society and Law" course which is co-lectured by Prof. Dr. Kemal Yelekçi, Prof. Dr. Arzu Erdem, Prof. Dr. Hasan Bülent Kahraman, Assoc. Prof. Dr. Nilay Arat, Prof. Dr. Bülent Mengüç, Assoc. Prof. Dr. Salih Bıçakcı and Prof. Dr. Ömer Gebizlioğlu. However, the students think that the variety and number of elective courses offered in each semester are limited; for this reason, offering elective courses in the academic programs in a way that ensures the least overlap and maximum diversity is considered as an area that requires improvement. In addition, undergraduate students may be offered the opportunity to take postgraduate courses as elective courses.

The academic policy of the University towards terminating all-Turkish programs and switching to 100% and 30% English models is considered as a positive improvement. The decision allowing the time spent in the English preparatory program to be a calendar year including the summer period in order to support this policy is appreciated.

Encouraging undergraduate students to participate in the research studies of faculty members, particularly in engineering departments, is considered a strength. It is recommended that this practice should be extended in other departments as well.

2) Continuously Monitoring and Updating Programs

The fact that three departments of the Faculty of Engineering and Natural Sciences (Computer Engineering, Electrical-Electronics Engineering and Industrial Engineering) have renewed their MÜDEK accreditation, to be valid until 2021, is considered a strength. It has been observed that the accreditation planning of the programs other than the aforementioned ones has not started yet.

Clarifying and defining the processes for closing the Plan-Apply-Check-Take Action (PACT) cycles for programs that have not yet entered the accreditation process is considered as a subject that requires improvement. First of all, to plan and implement measurement and evaluation tools beyond a questionnaire (self-report) assessing the level of gaining the competencies on a program basis is recommended.

3) Student-Centered Learning, Teaching and Evaluation

Kadir Has University currently carries out its academic activities with 7 faculties, 2 institutes, 2 vocational schools as well as 1 Academy. These academic units offer 9 academic programs of which is at associate degree, 25 programs of which is at bachelor's degree, 54 programs at master's degree and 10 programs of which is PhD degree. There are double major and minor programs in faculties and departments. In addition, the Faculty of Law has been implementing a lane system that allows students to specialize in certain subjects since the 2015-2016 academic year.

Students are observed to develop a sense of belonging to the institution and they were generally satisfied with the education they have received. In addition, it is seen that the campus buildings have been meticulously restored by protecting the historical heritage and students are satisfied with this physical environment. Students declare that the senior management is easily accessible and that they can easily access the managers through the student representation board or even without intermediaries. On the other hand, it has been observed that international/visiting students may encounter language and communication problems and need more support from the International Office. It is emphasized that the consultancy system in DM and Minor programs needs improvement. The more effective use of student evaluations in improving quality processes is considered as an aspect that requires improvement.

There is a radical attempt to update the content and functioning of the programs at the University. It is confirmed that planning has been initiated in order to switch to a new student-centered teaching model designed with a project-based approach following a two-year core program. Two new engineering departments (mechatronics engineering and civil engineering) are being designed for this purpose and the University is planning to switch to this new model gradually, covering all departments, with priority given to these departments. This new approach, which is found to be in compliance with current learning theories and the requirements of the age and is among the short-term targets of the university is considered a positive improvement. However, internal stakeholder participation may need to be more activated within the context of the execution of the model.

4) Student Admission and Development, Recognition and Certification

As of August 31, 2017, a total of 5538 active students, 597 of which are enrolled in post graduate programs, are studying at the university. The student/faculty member ratio in the university is around 34.2. This ratio, determined by considering only active students, is a figure that can be considered high when we consider the average student per faculty member in Turkey and is an important indicator of the quality of academic education. The fact that a total of 9 PhD students graduated from the number of total post graduate program students (597) as of the 2016-2017 academic year indicates that the number of PhD graduates is relatively low. On the other hand, the fact that 79% of the students are proceeding with their education by receiving scholarships at various rates is also considered as a strength.

It is stated that there are 45 student clubs and 19 sports teams affiliated with the university. Dormitory facilities for students are very limited. Currently, the dormitory accommodation capacity is 67 for women and 43 for men. Since universities are expected to provide dormitory facilities for 30% of the total number of students, increasing the dormitory facilities has been determined as an area that needs to be improved.

5) Education and Academic Staff

A total of 162 faculty members (44 professors, 31 associate professors and 87 PhD lecturers) have been working as Kadir Has University academic staff. In addition, a total of 296 academic staff are employed, including 11 PhD lecturers, 89 lecturers, 33 research assistants and 1 PhD research assistant. Lecturers are predominantly employed at the Vocational School of Foreign Languages.

Approximately half (46%) of the PhD faculty members employed at the university have received their PhD degrees abroad. Most of the faculty members in the Faculty of Law have received their PhD degrees from domestic universities. When evaluated on the basis of faculties, the highest number of PhD faculty members who have received their PhD degrees abroad is in the Faculty of Engineering and Natural Sciences with a percentage of 70%. 6 of the 71 full-time lecturers at the Vocational School of Foreign Languages have a PhD degree. The high quality of the academic staff is an important issue in terms of ensuring the quality of academic education.

Academic staff usually have 2-3 course load per semester. One of the goals of the rector is to organize this course load as a maximum of 2 courses per semester in order to encourage faculty members to focus on scientific research. This is a strength. Faculty members have declared that they can offer courses for their specialization and find support for their professional development. In addition, faculty members have stated that they are allowed to participate when designing and updating their academic programs and that they can participate in decision-making processes through departmental boards. Faculty members consider the administrative staff to be easily accessible. These are also strengths. However, it has been observed that the faculty members are not very familiar with the university's KIAR documents and YÖK (Council of Higher Education) quality processes.

It has been observed that academic appointment and promotion criteria are well

defined in the university. The functioning of the appointment and promotion processes of the academic staff has been evaluated as systematic, sustainable, fair and effective. The academic activities of the faculty members are supported by a newly established in-university financial resource called the Individual Research Fund (IRF).

A Center for Excellence in Learning and Teaching - CELT was established in order to plan, monitor and improve academic processes. As of 27 November 2018, CELT pursues its activities under the name of Office of Learning and Teaching affiliated to the Directorate of Personal and Academic Support and Development (KADEG). Office of Learning and Teaching aims to improve the teaching skills of faculty members, to encourage students to learn more effectively and to support the quality improvement processes at the university by encouraging research in related fields. Although the center is a newly established unit and is engaged in the process of designing training for faculty members, it has been observed that it is well known by faculty members. This unit will definitely have an important function in closing PACT cycles in education and training processes. It is recommended that the Office of Learning and Teaching should conduct periodic activities on different education and evaluation methods, especially within the scope of the training of the academic staff.

6) Learning Resources, Accessibility and Supports

Kadir Has University carries out its activities within its campuses established on a total of 130.000 m² open area and 77.327 m² closed area. Closed area comprises 98 classrooms and lecture halls with a total capacity of 5.226 people and 29 laboratories with a capacity of 765 people. There are also offices used by academic and administrative staff, a library, meeting rooms, reading room, workshops and a conference hall for 1623 people. In addition, there are indoor sports facilities and gymnasiums. A cultural asset to be conserved located in the campus has been converted into Rezan Has Museum and is open to visitors. With the aim to expand the physical infrastructure of the university, we still make investments in facility and land purchases, particularly around the Cibali Campus, and proceed with our efforts to construct additional service buildings and student houses. Bahçelievler Campus was closed in 2017 and moved to the newly built building in Cibali Campus.

The University management strives to provide the necessary infrastructure and equipment to carry out social and cultural activities that will contribute to the intellectual development of the students in addition to effectively carrying out the education and training activities and to ensure their professional and academic development.

4. RESEARCH AND DEVELOPMENT

1) Research Strategy and Goals of the Institution

Kadir Has University is a private university established in order to contribute to the social, cultural, economic, scientific and technological development of the country by simultaneously carrying out academic activities and research activities.

The main strategy is defined in the 2015-2019 Strategic Plan of Kadir Has University as “To become a University favored by those who want to get academic education at

an international level, with a high student and employee satisfaction, carrying out high quality research and educational activities, giving support to innovative and entrepreneurial education, has adopted a transdisciplinary approach, serving the scientific world in various ways, raising individuals preferred in the markets, has a developed corporate identity, socially beneficial, environmentally sensitive and health conscious and is the center of attraction from a regional point of view working in cooperation with all kinds of stakeholders in line with the mission to convey the information obtained through scientific research to students and other parts of the society and to contribute to the social and economic development of humanity with various activities in line with the goal of being an academic institution that has attained international quality”.

In this direction, efforts towards increasing the quality of education and training activities and to have established various directorates and offices with the aim to achieve a higher level in research and development activities, to provide organizational infrastructure support in order to achieve research objectives (restructuring the R&D Directorate and providing active support) may be evaluated as the strengths. Furthermore, the University is said to have realized positive improvement by attaching importance to communication with external stakeholders as part of its research strategy and with efforts to increase R&D with NGOs, Associations, Public and Private Sectors can also be expressed as a positive development.

However, the research objectives stipulated in the 2015-2019 Strategic Plan of Kadir Has University are expressed very generally. To what extent these goals have been achieved (how the realization scores are calculated in the Kadir Has University 2015-2019 Strategic Plan Evaluation Report) is not measurable and therefore not clear. The university has already initiated the process of preparing a new strategic plan and the senior management has currently set clearer and more traceable targets in terms of R&D. The field visits and interviews with the university management as well as internal and external stakeholders have revealed that the future goals of the University are to become a research university and it was observed that several arrangements have already been realized to achieve these goals. In terms of sustaining this process based on stakeholder participation and a comprehensive due diligence, determining research objectives and strategies is considered as an issue that needs improvement. Similarly; all academic units, including research centers, are expected to put forward their own research goals and strategies in line with the University's relevant goals and strategies.

2) Research Resources of the Institution

All research activities within Kadir Has University have been managed by the R&D Resources Directorate since April 2018. The R&D Resources Directorate, in general, consists of the Project Development Office, Project Management Office and Technology Transfer Office (INEO) units and is responsible for the development of the University's strategic research goals and the execution of relevant policies.

It should be appreciated that research and implementation centers engaged in different subjects have been established at the University in addition to the R&D Resources Directorate. On the other hand, the insufficiency of facilities such as a central research laboratory and satellite laboratories, where students can practice and that may provide support for the research activities of academic staff, is an important deficiency for the University. Although there are noteworthy attempts to establish wet laboratories,

strengthening the research infrastructure was considered as an aspect that requires improvement.

With the awareness that research is an integral part of academic activities, Kadir Has University offers several supports and incentives to the research activities of its faculty members. Criteria for the allocation of the university's internal resources to research activities are stipulated in "Kadir Has University Directive Governing the Supports for Scientific Research Projects (SRP)", "Kadir Has University Directive Governing the Execution of Incentive Programs for International Scientific Publications" and "Kadir Has University Individual Research Fund (IRF)" documents. With respect to the allocation of resources to research activities, the University takes into account the parameters of multidisciplinary research in line with research priorities, inter-institutional and/or international partnerships, post graduate studies, fundamental research, applied research, experimental development and output / performance. The University encourages and supports collaboration with internal and external stakeholders and outsourcing, in order to provide additional resources as well as to use resources effectively and efficiently. Having developed mechanisms in order to support researchers and resources towards researchers, the guidelines prepared with the aim to explain them and the rich collection of the University Library should be considered as strengths.

The support provided for project development and management within the R&D Resources Directorate is noteworthy. Strengthening the infrastructure of these offices with software and expert support, which is integrated with the information systems from inside and outside the University and which will guide the researcher and facilitate the management of research activities shall further maximize the quality of the service that is tried to be provided with a limited number of personnel.

The Technology Transfer Office (INEO) is a new generation TTO facility, which acts as a bridge between the University and companies in projects, collaborations, corporation and entrepreneurship and acts as a facilitator, accelerator and problem solver in terms of transforming all these activities into benefits for the University and the national economy. In parallel with the increasing number of research activities, the infrastructure and resources of this office may need to be strengthened. The University encourages and supports collaboration with internal and external stakeholders and outsourcing, in order to provide additional resources as well as to allocate resources effectively and efficiently through the Directive Governing TTOs, IRFs and SRPs. Resources for research projects are tried to be obtained from ministries, international organizations, TUBITAK and the European Union. It has been observed that the university has gradually risen to the top among all universities in terms of the number of projects that have been submitted to TÜBİTAK in 2018.

3) Research Staff of the Institution

The "Directive Governing the Employment of Academic Staff" is applied within Kadir Has University, for the recruitment, appointment and academic promotion process of academic staff. Among the determined criteria, research activities such as publications and projects of academic staff and minimum criteria for appointment and promotion are also defined.

The fact that several targets and mechanisms have been set for recruiting qualified faculty members, PhD students and post-PhD program researchers at Kadir Has University is considered as a strength for the research staff. In addition, the students actively participating in research activities of faculty members is a favorable step towards improving both academic and research performance.

Approximately half (46%) of all faculty members holding a PhD title at Kadir Has University have received their PhD degrees from Universities abroad; furthermore the limitation of the number of courses (2-2.5), the support provided by the new management towards maximizing the time allocated for research activities and the fact that new management has set clear and clear goals to maximize research performance are considered as strengths.

However, the low number of indexed publications (0.43) and citations per faculty member of the academic staff of Kadir Has University and the low number of national/international projects are considered as a deficiency that requires improvement.

Since 2004, a total of 318 projects have been added to the existing research portfolio of Kadir Has University, 246 of which are research projects (72 outsourced, 72 internal source and 102 IRP projects), 20 consultancy projects, 43 activities and 9 infrastructure projects. More than half of these projects, mostly supported by external sources other than KHAS, have been initiated in the last four years. The number of projects supported by TÜBİTAK, the major state-owned R&D support institution, has reached a total of 61, and the number of projects supported by the European Union has increased to 29.

(<http://www.khas.edu.tr/w243/files/arge/KHAS%20Uzun%20Profil%20TR.pdf>)

Until the end of February 2018, 66 research projects of the research staff at Kadir Has University within the scope of IRP have been funded.

All these supports provided to the faculty members of the university have been evaluated as favorable in terms of academic development and productivity (international publications, projects, patents etc.).

4) Monitoring and Improving the Research Performance of the Institution

Measurement and evaluation of research and development activities at Kadir Has University are periodically carried out by the Strategy, Research and Development Coordinatorship and reported to the Rector's Office. As of April 2018, this task of STRAR has been transferred to the R&D Resources Directorate. In addition, the annual academic staff performance evaluation, which is carried out by the University Human Resources Board, is referred to when measuring the research performance of the staff on the basis of data. As of August 2018, the Institutional Research and Evaluation Directorate (KADED) has been holding this duty instead of the Human Resources Board.

The fact that a Research Strategy Document has not yet been established at Kadir Has University to facilitate the sharing, monitoring and evaluation of research objectives and to ensure quality, and that R&D Directorate is not sufficiently supported by information systems to maximize the impact of activities for creating, managing and

following up the projects are considered as issues that require improvement.

Kadir Has University makes significant contributions both to the regional and national economy. One of the most important indicators that the performance of the research and development activities of the institution is measured and monitored by external institutions is the URAP ranking.

In this context, the University's place in the 2018-2019 URAP ranking is as follows:

The Ranking of Foundation Universities without

Faculty of Medicine: 22 (among 83 universities)

Foundation Universities General Ranking: 16 (among 49 universities)

Ranking of Universities Established Before 2000: 61 (out of 71 universities)

All Universities Ranking: 84 (out of 157 universities)

Kadir Has University was ranked 20th in 2016 in the Most Popular Universities Ranking by Bloomberg - Realta however stepped up to 15 in 2017; and was ranked as 9th, 9th and 8th in the Most Popular Foundation Universities Ranking in 2015, 2016, and 2017 respectively.

Kadir Has University has been ranked among the top 50 universities in Turkey ever since TÜBİTAK started preparing "Innovative and Entrepreneurial Universities Index". In this index, the University has been ranked the 37th among 152 universities with a total score of 34.15 in 2015. As of 2016 it has been ranked the 45th among 152 universities with a total score of 31.42. In 2017, it could not be ranked among the top 50. Taking these and similar results into consideration in monitoring research performance and improvement studies are favorable developments.

5. MANAGERIAL SYSTEM

1) Structure of the Managerial and Administrative Units

The managerial and administrative structure at Kadir Has University comprise decision-making mechanisms consisting of the senate, university administrative board and advisory board, as defined within the scope of the Higher Education Law No. 2547. The administrative structuring and managerial processes in faculties, institutes, departments and centers are also structured within the scope of the relevant Law. In addition, the board of trustees at foundation universities is at the top of the management. The Board of Trustees consists of 12 people, including the Rector. Its members are appointed by the Kadir Has Foundation. The allocation of financial resources and appointments should be approved in advance by the board of trustees. The university senate comprises the rector, vice-rectors, deans, directors of institutes and vocational schools, department senators and the general secretary and is responsible for executing academic activities. The University executive board consists of the rector, deans, three professor members and the general secretary. There is no

student representative. The Board meets once a week and organizes the daily activities of the university. But the last word belongs to the board of trustees.

During the visit, the Evaluation Team observed and confirmed that the board of trustees and executive management have been working in harmony. It is noteworthy that the executive managers, particularly the Rector, are energetic, dynamic, open to changes and highly motivated. The fact that academic staff recruitment is carried out by taking into account the academic criteria along with a recruitment process starting from the departments has been evaluated as a positive indicator confirming that the board of trustees attaches importance to academic autonomy. It is also commendable that the board of trustees allocate the university resources to the use of the university. On the other hand, the distribution of tasks between the board of trustees and the university managers is not clear enough. The decision-making mechanisms of academic and administrative boards are not adequately explained. The fact that the academic units (faculties/departments) do not have their own individual budgets and that the student societies' budgets are limited are considered as issues that require improvement.

In his presentation, the Rector specified that he has undertaken a revision in the administrative structure as his very first duty and that for this purpose, he had realized a new administrative structure consisting of new administrative units, directorates and offices and that the working principles were determined accordingly. He further stated that the human resource required by the departments are recruited on a competency basis and the 360-degree competence assessment system has been adopted. Although a revision in the university's administrative structure and objectives is frequently encountered following a rector change, sustainability is essential for a managerial system to gain maturity. In order to achieve institutionalization, it is important to distribute and confirm the administrative tasks within the framework of the mission, vision and strategic goals of the institution.

The Evaluation Team visited the Faculty of Law, Faculty of Engineering, Faculty of Economics, Administrative and Social Sciences and Vocational School of Foreign Languages and held meetings with managers, academic and administrative staff and student representatives. During all these visits, it has been observed that internal stakeholders have high corporate belonging and satisfaction. During the interviews, the administrative staff stated that they especially welcomed a new restructuring, career planning and the transition to competency and goal-based performance management. Engagement of administrative and academic staff in decision-making processes and particularly encouraging administrative staff to receive in-service trainings have been evaluated as noteworthy. Providing orientation to new staff members is considered as an issue that requires improvement.

As per YÖK (Council of Higher Education) Situation Report 2017, "One of the priority issues of higher education institutions is to provide access to education for everyone in the society by removing all obstacles". A Disabled Student Unit was established to facilitate the campus life of Kadir Has University students, to provide a working order compatible with their academic education, to seek solutions to the problems they encountered and to improve their knowledge on different subjects. Efforts to facilitate the campus life of disabled students are praiseworthy.

2) Management of Resources

When examining the revenue-expense status of Kadir Has University, it is observed that the major source of revenue is derived through academic education and services (approximately 62.5% for 2017-2018). Unfortunately, the share of research revenues in total revenue is very low. Research revenues were less than 3% of total revenues as of the 2013-2017 period whereas in the 2017-2018 period, 2.80% of the total income was derived from research revenues. On the other hand, the share of the income derived from the sale of movables and real estates in total income increased approximately by five times as of the period of 2015-2018. As of 2017-2018, the share of the income derived from the sale of movables and real estate within the total income has reached 32%. The high ratio of income to expenses at Kadir Has University enables the university management to provide different types of student scholarships. The scholarship rate was approximately 79% in the 2017-2018 period. At the same time, the efforts towards maximizing the revenue derived from the research activities have been appreciated. The effective use of Foundation and University resources and serving the social and economic development of the country is noteworthy.

3) Information Management System

At Kadir Has University, computer aided systems are used to facilitate the activities such as registration/enrollment and information management, human resources management, research activities, support and demand mechanisms and academic management. Information Management enables the follow-up of academic staff's publications, projects and academic activities through the KHAS-HR program and the KHAS-AKADATA database. Monitoring and evaluation of performance with the support of information systems is considered a strength. On the other hand, we can suggest that this system may be improved in a way that shall provide feedback and support to academic staff and departments so as to maximize their success.

However, in the current situation; it is seen that human resources, student affairs, research, undergraduate and graduate information management processes have been constructed in the entire information management system as separate systems that are not sufficiently integrated with each other. Therefore, it is essential and necessary to integrate and enrich these systems in order to provide reliable, accurate and useful data and information in a short time and in an efficient way so as to prevent waste of time. Similarly, there is a need to strengthen institutional memory with the support of information systems and to facilitate sharing former experiences and results in PACT cycles. Development of an integrated strategy and quality management information system in this regard is also considered as a subject that requires improvement.

In addition to the performance indicators of the Strategic Plan, key performance indicators defined and periodically reported for education, research and development and other fields of activity are effective elements in determining quality improvement requirements and managing efforts in this regard. Although certain performance indicators are currently taken into consideration for the appointments to managerial positions at Kadir Has University, defining key performance indicators (an example is provided during the visit), reporting with the support of integrated information system and ensuring their widespread and effective use in decision making processes can be considered as a subject that requires improvement.

4) Quality of Services Procured from Outside the Organization

Outsourced services of Kadir Has University such as cleaning, catering and private security are procured through a tender procedure within the framework of Kadir Has University Regulation Governing Tenders. Transactions regarding the procurement of such services are executed within the framework of the relevant legislation and are followed up and controlled by responsible units. The fact that none of the works tendered as service procurement is undertaken by companies belonging to the founders of the University is considered a strength.

5) Effectiveness and Accountability of Management, Public Disclosure

Even if there is a management model adopted by the institution within its managerial and administrative structure, KIAR does not include sufficient information on this issue. The International Advisory Board of the institution allows following global developments and making necessary arrangements accordingly. However, there is not enough information on whether there are specific advisory boards for the needs of faculties and/or departments. In the current situation, the participation of the departments in the quality management practice is ensured by the Advisory Boards of the Faculties through the accreditation studies carried out in the Faculty of Engineering and the studies on the program qualifications. The management approach described in KIAR is student oriented and aims changes with its broad participation, supporting research, continuous development and pioneering activities. The activities of all boards in all academic units and in the administrative units have adopted working together and in harmony as a basic principle. The report stipulated that, "The goal of improving the working conditions of the members of the institution, maintaining the standards and ensuring continuous education and strong communication is always kept at the highest level.". But there is no explanation as to how this is accomplished.

It has been observed that Kadir Has University attaches great importance to the transfer of knowledge to the society, especially in the context of community service. Faculty members also contribute to the society through television programs they regularly participate in their fields of expertise or through informative programs for the society in which they work as producers /moderators. In addition, faculty members give opinions in newspapers and magazines and give conferences for various non-governmental organizations.

Sociological excursions, assistance and meetings are organized within the scope of the "Vicinity Rights" project carried out at Kadir Has University, starting from the nearest community. In addition, the certificate programs organized by the Lifelong Education Center, the projects carried out by the Center for Social Gender and Women, the free trainings provided to the counselors coming from the surrounding provinces within the scope of the Kadir Has School Counselor Academy Program are good examples in terms of community service.

Courses offered by Kadir Has University, open to participants from both inside and outside the University in terms of social contribution (for example, Durrel and Said: The Practice and Theory of Orientalism), importance attached to strengthening close neighborhood relations and supports (Vicinity Rights Project), providing services and contributing to the society at a satisfactory level before external stakeholders (support provided to the Corporate Social Responsibility Association, contribution provided to the Istanbul Encyclopedia, attaching importance to preserving the historical texture,

market fund, etc.) may be considered as strengths of the University.

Failure to record the relevant KHAS goals and standards in documents such as the Strategic Plan, Quality Guideline and related directives in order to ensure the sustainability of these exemplary works that contribute to the society can be considered as subjects requiring improvement.

6. CONCLUSION AND EVALUATION

1) Conclusion and Evaluation

The external evaluation process is basically the evaluation of the internal quality assurance and development system and does not evaluate the "quality" of the units that make up the institution; however, in this QABR, attention has been drawn to expressing opinions on the issues within the above framework. It has been tried to understand how much of the issues stated in the Institutional Internal Evaluation Reports have been realized. In this context, the Corporate Feedback Report has been prepared in order to contribute to the university's quality assurance journey in the light of the findings obtained mainly from Kadir Has University's Institutional Internal Evaluation Reports along with the strategic and administrative documents, their applications, the information obtained from the meetings with internal and external stakeholders, the performance indicators, the website of the institution and the field visit observations.

Kadir Has University, which is founded in 1997, has been aware of the need to improve the infrastructure in these areas primarily in order to maximize the quality of academic education and R&D; therefore, for 20 years beginning with its foundation has made significant gains in education and research and development with the support of the Foundation. It is gratifying that the university management has adopted a quality assurance-based approach and has put forward an effort and vision to maintain it.

Institutional Internal Evaluation Reports, which are expected to be the basis for the external evaluation process at Kadir Has University, have been prepared periodically every year since 2015; however, it was understood that the reports were not prepared with sufficient care and the content of KIAR was not sufficiently known or discussed within the University.

It is specified that the Institutional External Evaluation process carried out by the Evaluation Team at Kadir Has University and the feedback provided within the scope of this process shall be a good opportunity for the formation of quality awareness, increasing and embedding into all units and for qualified growth at Kadir Has University and it is expected to guide and contribute to the continuous improvement efforts of the university.

As in every institution, Kadir Has University also has strengths as well as issues requiring improvement in terms of quality assurance, education, research and development and management. The "Strengths" and "Issues Requiring Improvement", which have been identified with the full agreement of the University's Evaluation Team, can be summarized as follows.

2) Quality Assurance System

Strengths

- The reliance of and embracing the university executive managers, especially the Rector, in the external evaluation and quality process,
- Executive managers attaching importance to communication and exchange of views with internal and external stakeholders, devoting time to this issue and taking into account stakeholders' suggestions in planning and implementation,
- Establishment of the Directorate of Institutional Research and Evaluation in order to establish and strengthen the quality assurance system,
- To request a gradual evaluation from the units while preparing the internal evaluation report of the institution.

Issues Requiring Improvement

- Works and practices related to quality management and assurance should be handled in a holistic framework, including all services of the institution (education, research, community service, administrative and support processes) and management quality and the institution's quality policy should be prepared, announced and implemented accordingly.
- To document the Plan - Apply - Check - Take Measure steps of the processes in the fields of education, research and development and community service, to follow up the applications, especially to periodically carry out the Check and Take Action steps.
- It is necessary to spread the culture of quality and raise awareness to include all stakeholders including academic and administrative staff and students.
- Regarding the quality processes, the needs analysis of in-service trainings should be reviewed and the trainings should be planned and implemented accordingly,
- The Quality Commission should consist of academicians with plenty of administrative duties.
- While preparing the Internal Evaluation Report of the Institution, the awareness of the report within the institution should be increased with the contribution of the sub-units.
- Within the context of preparing and executing new strategic plans, mechanisms should be developed and strengthened with a process engaging all stakeholders effectively in order for the strategic plan to be well understood and owned by all academic and administrative units of the University.
- Student evaluations in improving quality processes should be more effectively used,
- The Strategic Plan should be prepared with the participation of the units; and each unit should create its own plans and targets in line with the master plan while executing these plans.

3) Academic Education

Strengths

- Academic programs have been designed in accordance with Bologna process and taking into consideration Turkish Qualifications Framework (TQF) for Higher Education as well as Basic Field Qualifications (BFQ) and considering the involvement of internal stakeholders,

- Establishment of the advisory boards, in addition academic programs have been designed and updated in line with the feedback obtained from advisory board,
- Interdisciplinary multi-instructor courses are offered at the university, open to all students and the public,
- The university determined a new academic education plan, ceased Turkish programs and switched to a 100% English and 30% English education model.
- A high rate of (79%) scholarship is granted at the university.
- A high number of student clubs have been established as an important opportunity for the social development of students and their activities are supported by the management;
- Three programs in the Faculty of Engineering have received MÜDEK accreditation.
- Although the Center of Excellence in Teaching is still in the process of designing its trainings, its awareness is high.
- By reducing the course load of the lecturers, it has been ensured that academic staff is capable of allocating time for research and development, lecturers give courses suitable for their academic expertise,
- There are international lecturers and students within the University.
- It is aimed to increase the number of students going abroad through Erasmus and Exchange programs.

Issues Requiring Improvement

- The number of students per faculty member (34.2) should be increased,
- In order to increase the quality of education periodic activities on different educational methods, particularly the training of faculty members, should be carried out.
- Dormitory facilities and the areas where students can perform social and sports activities are limited,
- The contribution and engagement of internal stakeholders in radical changes within the university should be more effective;
- Although advisory boards have been established and programs are designed and updated in line with the feedback obtained from advisory boards, guidelines on the functioning of advisory boards have not yet been established.
- The processes for closing the Plan-Apply-Check-Take Action (PACT) cycles for programs that have not yet entered the accreditation process should be clarified and defined,
- The consultancy system in DM and Minor programs should be improved.
- The facilities such as a central research laboratory and satellite laboratories, where students can practice and that may provide support for the research activities of academic staff is insufficient.

4) Research and Development

Strengths

- Bachelor's degree students are encouraged to participate in the research studies of faculty members,
- Clear goals have been set to increase the research performance of the university executive management.
- Mechanisms such as IRF, IRP and paid leave applications have been developed

- to support research and increase researcher resource,
- The library is rather rich with printed and electronic resources,
- In order to increase the productivity of the academic staff, a Project Development Office, Project Management Office, TTO and R&D Directorate were established within the University and institutional infrastructure support is provided to academic staff.

Issues Requiring Improvement

- A Research Strategy Document has not yet been established at Kadir Has University to facilitate the sharing, monitoring and evaluation of research objectives and to ensure quality,
- Strategic plans regarding Research Centers should be prepared,
- In order to achieve the research objectives specified in the University's Strategic Plan, the objectives of the existing Application and Research Centers should be reviewed and necessary arrangements should be realized,
- R&D Directorate should be sufficiently supported by information systems in order to maximize the impact of activities for creating, managing and following up the projects,
- A Technopark/ Technopolis should be established,
- The number of indexed publications (0.43) and citations per faculty member of the academic staff of Kadir Has University and the number of national/international projects are quite low,
- The university does not have a patent yet.

5) Managerial System

Strengths

- The Board of Trustees works in harmony with the university executive managers.
- The Board of Trustees attaches importance to academic autonomy and allocates University resources to the use of the University,
- Qualified academic staff is recruited to work at the university; and in order to ensure transparency in recruitment processes, appointment and promotion criteria are referred to at all levels and the recruitment of academic staff is executed by taking into account the academic criteria with a process starting from the departments.
- The executive managers, particularly the Rector, are energetic, dynamic, open to changes and highly motivated.
- Academic and administrative staff and students have a high level of institutional belonging and satisfaction.
- University executive management is transparent and easily accessible to students and staff;
- Personnel is allowed to participate in decision-making processes.
- Career planning has been made for administrative staff, and a competency and target-based performance management has been implemented.
- The University offers elective courses open to participants from different departments and units within the University as well as participants from outside the University.
- The university has strong communication with and performs bilateral / multiple collaborations (such as the Vicinity Rights Project) with its external stakeholders

- (local governments, NGOs, public institutions and organizations).
- Through the research centers it has established, the university provides and contributes to the society with satisfactory services that are appreciated by external stakeholders.

Issues Requiring Improvement

- In order to support managerial decisions at all levels, the infrastructure that will ensure production of data and information in a regular and need-based manner through an integrated information system as much as possible should be established and operated.
- Institutional infrastructure should be established and office support should be provided for issues that require expertise such as publication analysis and conducting surveys in order to support managerial decision processes with useful data and information.
- The academic units (faculties/departments) do not have their own individual budgets,
- Orientation provided to new staff members needs to be improved.