INSTITUTIONAL INTERNAL AUDIT REPORT
2018

KADİR HAS UNIVERSITY

3/31/2019

1. INSTITUTIONAL INFORMATION

1.1 Contact Information

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1.2 Historical Background

The foundation studies of our University have been started in 1992 by Kadir Has Foundation (HASVAK) under the leadership of dear departed Kadir Has. However, its official establishment was finalized with the Law No: 4263 dated 28.05.1997. 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 main structure of the Central Campus, was started in 1999. The University, which included the Bahçelievler Campus in its existing campus area as of 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. The founding rector of the university, Prof. Dr. Ergür Tütüncüoğlu handed over his duty in 2002 to Prof. Dr. Yücel Yılmaz, who then delegated this in 2010 to our third rector Prof. Dr. Mustafa Aydın. In March 2018, our fourth rector Prof. Dr. Sondan Durukanoğlu Feyiz has taken over this duty from Prof. Dr. Mustafa Aydın.

As of 2017-2018 academic year, Kadir Has University was providing academic education to a total of 5552 enrolled students in 7 faculties, 2 institutes, 1 College, 2 Vocational Schools, 10 Associate Degree Programs, 35 Bachelor's Degree Programs, 22 post graduate and 10 PhD programs, with **315 full-time** (543 together with part-time lecturers) **lecturers** and **235** administrative staff (347 together with the contracted service personnel). The number of post graduate students was 497 whereas the number of PhD program students was 169.

1.3 Mission, Vision, Values and Goals

Having determined its new **strategic goals** as of 2018, the management of Kadir Has University has started working on a new strategic plan to cover the years 2019-2023. The mission, vision and values of our university will be updated in accordance with the new strategic plan. Our new strategic plan is being prepared on the basis of our below mentioned goals on research, education, community service and management.

Being a renowned research university with international standards is our main goal in the field of **research**. In order to establish the **research culture** at our university and to create the research and project supporting mechanisms necessary for our faculty members, the first step was the establishment of the **R&D Resources Directorate**. Our goals in the field of research and R & D are as follows;
- To ensure that all our faculty members receive training through which they will learn about national and international research funds and project writing techniques as well as receive support from the relevant offices if necessary,

- To restructuring performance, recruitment and promotion criteria in line with our vision of becoming a research university,
- To ensure that 1000 new PhD students are enrolled, who will do research on the major problems facing humanity in 5 years,
- To determine the **publication and project funding targets** on the basis of faculty and faculty members in order to bring to our university the projects that will provide financing to these students,
- To identify performance indicators for Practice and Research Centers (PRC) and close down the ones which do not make research.
- To establish Turkey's first **MediaPark** project within the scope of university-industry cooperation, instead of the already available widespread technoparks, and to develop new models.

Concrete steps were taken in 2018 in order to establish support offices and to start their operations, to determine publication and project funding targets, closure of PCRs that do not conduct research activities, re-structure performance, recruitment and promotion criteria; in addition, the necessary efforts were initiated for the other goals. Detailed information about our research goals and practices can be found in the fourth section of our report titled **Research and Development**.

Our main goal in the field of **education** is to implement **our new education model** throughout the university. Our new training model consists of two phases:
- **Common Core curriculum:** At this stage, our students take 5 common compulsory courses in the first semester of the first grade and in the second semester they select courses that they like from a pool of 40 courses; they also are expected to acquire universal human values, competencies and skills. The objective of the Common Core curriculum is to raise individuals who can develop thoughts and arguments, communicate their thoughts freely and correctly, develop speaking, writing and presentation skills, respect different views and have universal values.
- **Project Based Education Model:** Our students will gain the expertise they need to acquire in their departments through projects designed on the basis of competence, rather than traditional theoretical lectures.

Core curriculum is planned to be taught, as a pilot scheme, firstly in Civil Engineering and Mechatronics Engineering which are our newly designed programs for the 2019-2020 academic year as well as in Electrical and Electronics Engineering from our existing programs. The 2020-2021 academic year is targeted for all our departments to switch to the core curriculum. Project-based training preparations for all our programs will be performed during the 2019-2020 academic year.

Detailed information about our research goals and practices on Education can be found in the third section of our report titled **Education and Training**.

Our main goal in the field of **community service** is to develop practices and policies focused on solving social problems at local, national and international levels. Our university is one of the signatory organizations of the United Nations Global Compact; it works with all its departments, practice and research centers and student clubs to implement sustainable development goals. The University was **ranked 5th in Turkey and the 93rd in the world** in the field of gender equality in the 2019 *Times Higher Education Ranking Impact* that is firstly published in 2019 by *Times Higher Education.* Furthermore; our university has been evaluated in the top 101-200 category in the rankings of Qualified Education, Reducing Inequalities, Decent Work and Economic Growth, Peace, Justice and Strong Institutions and Sustainable Cities and Living Spaces.

In order to facilitate the follow-up of our work in the areas of community service and to determine priority areas with important indicators in this area, it is aimed to coordinate these processes at the Vice-Rector level and to create a **Social Responsibility Database**. In addition, social responsibility projects

will be included as a compulsory course within the **Common Core curriculum** in order to bring together our education and training processes with our community service activities.

The main goal of our university in the field of **management** is to restructure our administrative units with a vision focused on service improvement. A dynamic model specific to the academic world has been developed instead of a bureaucratic administrative structure prepared by taking the model of state universities and in which all staff other than the executives are employed as administrative staff. According to our new managerial model;

- Administrative units switch a new structure consisting of directorships and offices that allow dynamic and collaborative working between units,
- Career development and corporate affiliation of employees are guaranteed by a cascading title configuration,
- With the 360-degree Service Improvement System, the aspects of both units and employees that require improvement are determined and measures are taken accordingly on these issues.

Detailed information about our managerial system and **corporate restructuring** process can be found in the fifth section of our report titled **Managerial System**.

1.4 Units Offering Academic Education Service

In the 2017-2018 academic year, Kadir Has University offered academic education and training services with 7 faculties, 2 institutes, 2 vocational schools and 1 college. Our university allows double major and minor opportunities within the scope of our Bachelor's degree programs. 24 Bachelor's degree programs, allowed double major whereas 23 Bachelor's degree programs allowed the opportunity to do minor programs.

Works on **project-based education**, which constitutes the basis of our new education model, got started quickly. Program designs of **Mechatronics Engineering** and **Civil Engineering** departments have been finalized with the contribution of the industry and programmed to enroll students in the 2019-2020 academic year. Another significant pillar of our new education model, **the core curriculum**, will be implemented as a pilot scheme in the 2019-2020 academic year in these two newly designed programs as well as in **Electrical and Electronics Engineering** from our existing programs. Similar to our newly designed programs, efforts have been initiated to design the academic program of the Department of Electrical and Electronics Engineering in collaboration with the leading representatives of the industry and our project-based program will soon be ready for the 2019-2020 academic year.

Our university has Erasmus program agreements with 115 partners in 24 European countries, exchange program, double major programs, integrated programs, summer school agreements with 92 partner universities in 31 countries all over the world, KA107 exchange programs and other international agreements within the scope of internationalization efforts. Our Erasmus and Exchange Office provide support to our students during their application period. Studies regarding international visiting students are carried out by the International Office.

We share a Student Handbook prepared both in Turkish and English, with all students during registration in order to ensure our students to adapt quickly to the processes at our university (ANNEX-1).

Guidelines and Regulations on Education and Training are as follows:

Education and Training, Application and Admission:
- Regulation Governing Associate Degree and Bachelor's Degree Education and Training (ANNEX-2)

- [Kadir Has University Regulation Governing Post Graduate Degree Education and Training](#) (ANNEX-3)
- [Summer School Regulation](#) (ANNEX-4)
- [Regulation Governing Associate Degree and Bachelor's Degree Exemption and Adaptation Procedures](#) (ANNEX-5)
- [Regulation Governing Associate Degree and Bachelor's Degree Program Internal Transfers](#) (ANNEX-6)

Scholarships:
- [Regulation Governing Associate Degree and Bachelor's Degree Program Internal Transfers](#) (ANNEX-7)
- [Regulation Governing Application and Admission to Post Graduate Programs and Scholarships for Post Graduate Programs](#) (ANNEX-8)

English Preparatory Program:
- [Regulation Governing Vocational School of Foreign Languages English Preparatory Program](#) (ANNEX-9)

Erasmus and Exchange Programs:
- [Regulation Governing Short Term International Education Programs](#) (ANNEX-10)

International Visiting Students:
- [Regulation Governing International Visiting Student Admission to Associate Degree and Bachelor's Degree Programs](#) (ANNEX-11)
- [Regulation Governing International Visiting Student Admission to Post Graduate Programs](#) (ANNEX-12)

Double Major and Minor Programs:
- [Regulation Governing Double Major and Minor Programs](#) (ANNEX-13)

1.5 Units Conducting Research Activities

The **R&D Resources Directorate** was established in April 2018 with three offices affiliated to the directorate in order to provide the necessary support to our faculty members and researchers in their scientific research and R&D projects, brand/patents/useful design processes, university-industry collaborations and entrepreneurship. These offices and their duties are defined as follows:

- **Project Development Office:** The office is responsible for the research project writing processes, pre-application referee support and application processes.
- **Project Management Office:** The Office is responsible for all managerial processes such as contracts, financial reports, purchases and inter-institutional correspondence after the applied project finds funding support.
- **Industrial Relations and Technology Transfer Office:** The office provides support services regarding university-industry collaborations, entrepreneurship, and applications for trademarks, patents and utility models.

Beginning with the activities of the R&D Resources Directorate, our university has gained significant momentum in project applications and as of June 2018, more than 70 project applications have been submitted to TÜBİTAK ARDEB programs (ANNEX-14). Detailed information on the activities of the **R&D Resources Directorate** is available in the fourth section of this report titled Research and Development.

As of 2018, research and project activities are carried out in 10 research centers, 29 laboratories and 17 workshops in our university (ANNEX-15). Efforts to increase research areas were initiated simultaneously with the opening of **Mechatronics Engineering and Civil Engineering** programs that will admit its students as of the 2019-2020 academic year. A **new laboratory building of 500 m2** and a two-storey **Student Center** and **Makerspace (technology and design workshop)** designed within our campus can be given as examples of these works.

1.6 Organizational Chart of the Higher Education Institution

Kadir Has University went through an institutional and administrative restructuring process after the managerial change in March 2018. The administrative structure that existed in our university before March 2018 consisted of departments established on the model of state universities. This structure comprises of only department heads, deputy heads of departments and administrative staff. Therefore, the units were working with a cumbersome structure, collaboration between units was not possible due to the lack of managerial and expert staff with the required competencies, career development and promotion opportunities were not available for administrative staff. Due to these problems in the administrative structure, **institutional restructuring** efforts were initiated as of March 2018; the administrative structure of the university has been transformed into a **dynamic and participatory** structure comprising of underlined directorates and offices.

R&D Resources Directorate has been established for research and development and project support to be provided to our faculty members and researchers; **Directorate of Institutional Research and Evaluation (KADED)** was established for quality and strategy processes and performance monitoring studies; **Directorate of Personal and Academic Support and Development (KADEG)** was established to facilitate the monitoring of the indicators regarding student services with a single unit and to ensure that all services comply with a certain standard; **Directorate of Operations and Procurement** was established for efficient management of procurement and technical and operational processes and **Directorate of Corporate Communication** was established to regulate all internal and external communication, promotion and activity processes in a holistic approach by experts in their fields. All departments and units with administrative functions in the former administrative structure were transformed into directorates or offices and restructured in this process.

Apart from changes in the organizational structure, a **360-degree service improvement system** for administrative staff and a titling structure that will allow administrative staff to develop their careers are designed to be implemented at the end of 2019. Our 360-degree service improvement system **has been developed with an approach focused on education and improvement**. Care has been taken to ensure that our service improvement system is far from the performance evaluation approach commonly used in the business world. The purpose of the established system is **to identify aspects that require improvement** with respect to administrative staff and units and to provide the necessary support to provide higher quality service. Details on institutional restructuring and service improvement system are shared in the fifth section of this report, titled **Managerial System**.

An organizational chart showing the administrative organizational structure of Kadir Has University after the institutional restructuring is available on our website and in the appendix (ANNEX-16).

2. QUALITY ASSURANCE SYSTEM

2.1 Quality Policy

Kadir Has University has developed its Quality Policy in line with the goals of becoming a research university with the highest national and international quality standards and implementing the **Project/Practice-Based New Education Model** which it considers as its main goals as of 2018. Quality studies are coordinated by the **Quality Commission** and the **Directorate of Institutional Research and Evaluation (KADED)** which had begun its operations as of August 2018, within the scope of our university's **Quality Assurance Regulation (ANNEX-17).**

KADED operates with the aim of following up and reporting academic quality processes, activities within the scope of the strategic plan and institutional data, determining the issues that require improvement and executing the necessary improvements as a consequence of the evaluations. In this context KADED conducts measurement, evaluation and improvement studies within the scope of our university's research, education and community service. The duties and responsibilities of KADED are;

- To coordinate the operations of the Quality Commission, the audit process of the Higher Education Supervisory Board and the external evaluation process of the Higher Education Quality Board,
- To follow-up of the operations carried out within the Quality Commission,
- To establish an internal audit system to ensure the quality assurance of administrative processes,
- To establish a self-assessment system in education and research in order to monitor academic performance with respect to departments and faculties; to follow the accreditation processes of programs,
- To improve and follow the recruitment and the performance evaluation processes of academic staff in line with the goal of becoming a research university; to coordinate our academic performance evaluation system, **AKA-DATA**,
- To design and conduct satisfaction surveys that will be applied to all our students and administrative/academic staff, as well as unit-based surveys,
- To set goals and key performance indicators,
- To report the necessary institutional data, deemed necessary, to executive management,
- To follow-up of the studies within the scope of Bologna Process,
- To provide necessary data for the rankings between national and international universities; to investigate the policies that should be followed in order to ensure Kadir Has University to be ranked in the higher rankings, to share these data with executive management and implement the relevant decisions.

Accreditation of our academic programs within the scope of our University's quality policy has a specific significance. All engineering departments of our University have been awarded **MÜDEK** (Association for the Evaluation and Accreditation of Engineering Programs) **accreditation** (ANNEX-18). Accreditation procedures for our other programs are in the preliminary preparation process. In addition to accreditation procedures, our Directorates for Institutional Research and Evaluation and Information Technology have planned a self-assessment system for education in order to cover all programs and prepared the draft of the system (Annex-19). The self-assessment module for research activities will be developed following the pilot scheme of the self-assessment system in education and after the project is executed.

In order to improve the existing human resources of our University within the scope of our quality policy, academic staff performance evaluation is applied; 360-degree Service Improvement System planned for 2019 and administrative staff trainings are still being developed.

2.2 Duties, Responsibilities and Activities of Higher Education Quality Commissions
As part of the establishment and operation of the institution's Quality Assurance System, the powers, duties and responsibilities of the Quality Commission should be clearly defined.

The powers, duties and responsibilities of the Quality Commission of our University are defined in accordance with Article 8 of the Regulation on Quality Assurance. Accordingly, the duties of the Quality Commission within the context of the strategic plan and objectives of the University are:

- To evaluate and improve the quality of education, training, research activities and administrative services,
- To establish the internal and external quality system of the institution,
- To identify corporate indicators,
- To follow up the functioning of the quality system,
- To carry out the studies in accordance with the procedures and principles determined by the Higher Education Quality Board (YÖKAK),
- To carry out internal evaluation studies,
- To prepare the annual institutional evaluation report containing the results of institutional audit and quality improvement studies; to submit it with the Senate and disclose to the public,
- To make the necessary preparations for the external evaluation process and to provide support for external evaluation institutions together with YÖKAK.

In addition, the Quality Assurance Regulation authorizes the Quality Commission to create sub-commissions, working groups and advisory boards. Through the advisory boards created within the framework of this authority, it is possible for the internal stakeholders as well as external stakeholders of our university to contribute to the processes of our university, particularly the program design and industrial cooperation (Annex-20).

Our Quality Commission continues its activities with faculty representatives as well as participants from the relevant administrative units in the fields of education, research, quality and management. As of 2018, **student members** are present in our Quality Commission.

Through the meetings held with the **Rector-faculty member** and **Rector-administrative staff** participation in order to periodically **provide information and receive feedback**, the strategic goals of our university are shared with all academic and administrative units and a unified goal is ensured. In addition to these meetings, the Commission performs the function of spreading strategic goals to academic and administrative units through the periodic meetings held with **University Education Commission**, **the University Research Commission**, and **Dean's office**.

PACT (plan-apply-check-take precautions) cycle in the field of education is closed in the current situation by the University Education Commission and regularly held Dean meetings. In order to facilitate monitoring of performance indicators, the Self-Assessment System on education is being developed. With this system, the units responsible for education and training is planned to evaluate themselves at the department and faculty level and that this process is expected to be monitored by the university management. Along with the Dean's Performance Evaluation System under development, it will also be possible to follow up on the goals set on the basis of the faculties.

The PACT cycle in the field of research and development is finalized by the works of the **University Research Commission** and **the Directorate of R & D resources**, **Dean's meetings** and our academic performance evaluation system **AKA-DATA** managed by **KADED**. In addition to AKA-data, the planned Self-Assessment System on Research will be established together with the Self-Assessment System on Education and the performance monitoring mechanism will be completed.

The PACT cycle in the field of **Social Contribution** processes is finalized by **social responsibility projects** that will be defined at the **Vice-Rector** level and the **Khas Social Responsibility database** that will be created to monitor these projects. In the current situation, the targets set for our work in the field of disability in 2018 have been reached by the end of 2018 and the PACT cycle has been completed. In order for these studies to cover social contribution needs in different areas, steps have been taken to provide the human resources needed to create a competent administrative staff on the basis of the Vice-Rector's Office. Detailed information on this topic is available in the section "**3.6 Learning Resources, Accessibility and Supports**". Our university is one of the signatory organizations of the **United Nations Global Compact**; Sustainable development goals have a significant place among the work of our Practice and Research Centers. The University was ranked **5th in Turkey** and the **93rd in the world** in the field of **gender equality** in the 2019 THE University Impact Ranking by *Times Higher Education* and was evaluated in the 101-200 category in the Qualified Education, Reducing Inequalities, Decent Works and Economic Growth, Peace, Justice and Strong Institutions and Sustainable Cities and living areas categories.

The PACT cycle in the field of managerial/administrative processes is finalized by **institutional restructuring** that gives our university a dynamic and participatory administrative structure, identifying the competencies of employees, **360-degree Service Improvement System** developed to improve the business capacity of units and monitor performance indicators and a **titling configuration** created to achieve an effective, dynamic and participatory administrative staff that will realize our strategic goals. **Institutional restructuring** was to a great extent completed as a result of the sacrificing work of the university management and the General Secretariat; the service improvement system and titling configuration were completed at the system level and scheduled to be completing the first cycle in 2019. Detailed information is shared in the Managerial System section of our report.

2.3 Stakeholder Engagement

Stakeholder engagement in our university is ensured by commissions, advisory boards and surveys and interviews conducted to get feedback. **University Education Commission**, **University Research Commission** and the **Quality Commission** shall comprise of academic and administrative staff and student members. Each commission identifies the aspects of the university that require improvement related to its field, receives feedback and develops solutions.

Our students' course satisfaction is measured through course assessment surveys (Annex-21). Course assessment survey results are used to improve the quality of education at the school/faculty/institute level. Course assessment surveys are also scored in the annual performance assessment of our faculty members, encouraging the improvement of course quality (see Annex-22, 4. Footnote).

Although it varies with respect to different faculties; methods such as face-to-face interviews, consultant meetings, filling in course evaluation forms are used in addition to course assessment surveys to get feedback from our students (Annex-23).

Kadir Has University aims to engage students to engage in administrative processes by allowing student members to participate in the Student Council and commissions. As of 2018, the managerial and Executive Board of the Association of clubs has been established, thus ensuring that students have a word in the process of transferring resources to clubs.

Preparations for the satisfaction surveys, which are planned to be applied to our students and academic and administrative staff, have started as of 2018. **360-degree surveys and service improvement system** will be designed specifically for the administrative staff by the General Secretariat and the director of human resources, to be implemented as of April 2019 (detailed information is available in the fifth section of this report titled **Managerial System**).

Our advisory boards are located in our faculties and research centers and are the major tools for establishing relationships with external stakeholders of our university (Annex-20). Members of the Advisory Board may include members of non-governmental organizations operating in the relevant field, institutions such as companies, professional chambers and other universities as well as graduates of our university. Advisory boards provide feedback and support to our faculties and research centers in areas such as designing and updating programs and policy setting. Meetings are held for the engagement of advisory boards in the quality assurance system, and minutes of these meetings are kept. The results of these meetings are reported and evaluated at the faculty level; incoming suggestions and critiques are forwarded to the relevant departments and programs to ensure them to make the necessary arrangements (see Annex-24).

Various partnerships are concluded with stakeholders through meetings, research projects, protocols. Stakeholders can collaborate with our university in the fields of education, research and community service and participate in decision-making processes. For an example of a protocol signed between our university and an external stakeholder, please see Annex-25.

Studies related to our graduates are carried out by the Alumni Office. In order to receive stakeholder contributions from our graduates on a regular basis, Rector-Graduate Meetings are organized periodically (Annex-26). Furthermore, a **Graduate Survey** for our graduates has been initiated as of 2018 (Annex-27). The results of this survey were shared with all faculty deans and related administrative units through individual meetings; issues that need to be improved were discussed and goals were determined on a unit basis. In addition to Graduate Survey, the **first year Graduate Survey** has been initiated by the end of 2018 (Annex-28) With this application; developments in professional and educational life of our graduates are monitored one year after graduation and evaluated as feedback in order to develop policies on issues that will affect the success of our students after graduation.

3. EDUCATION AND TRAINING

3.1 Design and Approval of Academic Programs

Program design and approval at Kadir Has University is executed as a result of coordinated work by the Rector's Office, faculties, departments and the Directorate of Student Affairs in accordance with the goals set out in the strategic plan of our University and with the contribution of stakeholders, including our students. The most recent examples of Program design processes are our Mechatronics Engineering and Civil Engineering departments, which are designed on the basis of a **new educational model** in 2018, and new courses designed within the framework of the **core curriculum**. New Courses are designed by **Course Design Committees** constituting of 8-10 people from faculty members and student members.

New Education Model

The new education model adopted by our university as of March 2018 is based on **Project-Based Education**, **University-industry cooperation**, programs designed in collaboration with **research laboratories** and the **core curriculum** through which core competencies will be gained for all students. **Kadir Has University's new education model** serves as a unique example in our country and will serve as an example on a global scale.

Two new programs designed in 2018 – Civil Engineering and Mechatronics Engineering – were designed on the basis of the new education model. Our programs have been approved for student registration in the 2019-2020 academic year and preparations have begun. Since our programs are based on university-industry cooperation, great attention has been paid to the participation of external stakeholders in the program design process through focus group studies and workshops. To get stakeholder contribution in the processes of curriculum design, determination of project topics, creation of course contents and learning outcomes, and matching the courses and competency areas in these programs, Turkey's leading companies from related sectors have come together under the leadership of experts in their fields of expertise and conducted focus groups and workshops (Annex-29). As a result of these studies, curricula were designed, project courses were prepared and protocols were signed within the scope of university-industry cooperation (Annex-30).

An important feature of our New Project-Based Education Model is that it allows the establishment of research laboratories together with the departments and the curriculum focuses on the competencies to be acquired from projects to be implemented in these laboratories. An example of this is the planned opening of our civil engineering program together with an Earthquake Laboratory designed simultaneously.

The Core Curriculum designed for students in our university from each department, faculty member-student joint research projects already implemented in some of our programs, competence, student and research-oriented education-training are the important parts of our new education model and form an important part of our philosophy. Teaching English will also be introduced as part of our new education model and our students will be provided support that focuses on their English speaking and writing skills throughout their education. In this way, our English courses will not be limited to the English Preparatory Program and all our students will be ensured to graduate with advanced language proficiency.

The core curriculum consists of two stages. It is aimed that our students:

- acquire the basic **human and universal values** necessary to be world citizens who are socially responsible and who can question, think independently, declare their thoughts clearly, express

themselves verbally and in writing, make presentations, recognize diversity and different world views at the **first stage**,

- gain field-specific expertise with **project-based training** based on our new training model in the **second stage**.

With the **core curriculum**, all students enrolled in our university are aimed to be equipped with competencies such as <u>learning to learn, digital competence, entrepreneurship, cultural awareness, algorithmic thinking</u> in the first year of their bachelor's degree education. For this purpose, 40 new courses have been designed, including humanities, human values and ethics, design and algorithmic thinking. In the first semester of the core curriculum, all our students will take <u>5 compulsory courses</u>. In the second semester, our students will be able to choose <u>from 40 course options</u> designed specifically for the relevant faculty, but which is open to all students from each faculty. An important feature of these courses is that they are designed in such a way so as to be available to **all students from each faculty**, although they focus on specific areas.

An important innovation in new course design is that these courses are designed by **course design committees** of 8-10 people, including faculty members and students. The core curriculum application with the newly designed courses will be implemented as a pilot scheme in our existing **Electrical and Electronic Engineering** Program with **MÜDEK** accreditation together with **Civil Engineering** and **Mechatronics Engineering** departments, which shall matriculate students in the 2019-2020 academic year.

Details of Core Curriculum studies and courses designed can be seen in the annexed Introduction to Core Curriculum file (Annex-31), Skills (Annex-32), Values (Annex-33), and Guidelines (Annex-34) (Core Curriculum Guidelines).

Our faculty members offer the most outstanding students of the classes that they lecture the opportunity to work together in a research project within the framework of faculty **member-student joint research projects**. Our students, who are awarded this opportunity, begin to work on a specific research project at the bachelor's degree level together with our faculty members. With this opportunity, talented researchers of the future can yet be identified at the undergraduate level and begin to gain research experience. Thus, our university aims to contribute to the acquisition of the researcher and entrepreneurial workforce that our country needs.

3.2 Continuously Monitoring and Updating Programs

The main tools used to monitor programs are **course assessment surveys** and follow-up of courses' **compliance with TYYÇ** (Turkish Higher Education Qualifications Framework) qualifications.

Qualifications for each program are associated with the Turkish Higher Education Qualifications Framework within the framework of the Bologna Process and can be viewed publicly on the web page of our university: https://bologna.khas.edu.tr

The update works necessary to keep the information packages and qualification matrices of all courses in all our academic programs complete and up-to-date are carried out by the relevant instructors in accordance with the decisions of the Senate and under the direction of the Bologna coordinators of the departments.

At the end of each semester, students are asked to fill in course assessment questionnaires. The results obtained from these surveys are evaluated within the scope of the next semester preparations in the relevant vocational school, faculty and Institute boards and are included in the scoring process of the academic staff performance evaluation. Thus, increasing student satisfaction is encouraged.

Apart from course assessment surveys applied to all faculties in order to improve programs, departments and faculties can receive feedback from students on their own initiative (Annex-21, Annex-23).

Advisory boards and external stakeholder contributions are referred for program updates. Regular meetings are held with advisory boards and minutes are kept (Annex-20). The results of these meetings are reported and evaluated at the faculty level; incoming suggestions and critiques are forwarded to the relevant departments and programs to ensure them to make the necessary arrangements.

Computer Engineering, Electrical-Electronics Engineering, Industrial Engineering programs of the Faculty of Engineering and Natural Sciences in our University have been awarded MÜDEK (Association for the Evaluation and Accreditation of Engineering Programs) accreditation (Annex-18). Apart from our accredited programs, the first draft study covering all our programs related to the self-assessment system on education has been completed, and the pilot scheme to test the system is in the planning stage (Annex-19).

In order to monitor the indicators of post graduate programs and to facilitate the follow-up process for students to graduate on time, the Institute of Natural Sciences and the Institute of Social Sciences were merged in order to establish **Institute of Post Graduate Education**. A detailed information report is available in **"Section 4.1 Research Strategy and Goals of the Institution"**.

3.3 Student-Centered Learning, Teaching and Evaluation

On 27.09.2018, the Directorate of Personal and Academic Support and Development (KADEG) was established in our university, where all student support units are gathered under the same roof. By merging and managing the Student Teams and Club Activities Office, Health Unit, Office of Learning and Teaching, Career Office and Lifelong Education Practice and Research Center under a single directorate, it is aimed to manage the services offered to the students with a holistic approach, thus ensuring quality assurance.

In some departments course assessment surveys were used while determining credit values based on student workload in the course information packages, while on the other hand feedback is received directly from students in other departments. ECTS Student Survey study applied by the Faculty of law for receiving student feedback, the ECTS is available in Annex-35. In course assessment surveys conducted at the end of the semester, students are asked how much time they spend outside of class hours for each course, and faculties can benefit from this data in ECTS studies (Annex-21).

ECTS loads of courses are determined by taking into consideration ECTS assigned by the university to mandatory courses, difficulty of department's courses and requirements of the curriculum (homework load, Laboratory etc.) so as to have a total course load of 30 ECTS per semester. Furthermore, in accordance with the general policy of our university, in order to ensure the transfer opportunities of courses between departments/faculties, to create a rich course pool for all students without any exception regarding Faculties/Departments, ECTS is tried to be maintained at the load of 5-6 ECTS as much as possible.

"An Academic Counseling System" has been established in order to effectively assist every student studying at Kadir Has University. Article 23 of the **Regulation Governing Associate Degree and Bachelor's Degree education and training of Kadir Has University** may be reviewed in relation to this issue (Annex-2):

> ARTICLE 23 - (1) A faculty member or lecturer is assigned by the relevant unit as a consultant for each student. Advisor; follows the student during his/her education, and guides them concerning the compulsory and elective courses that he/she must take within the associate degree or bachelor degree undergraduate program or double major or minor programs. Student plans his/her courses during registration or re-registration period together with his/her advisor,

and is obliged to have his/her course schedule approved by his/her advisor. (2) In case an advisor is not available at the University within the duration of registration procedures for a valid excuse; he/she shall inform the head of department in writing, who shall in return appoint another advisor in lieu of the former among the eligible academicians or instructors on a temporary basis and inform the relevant students accordingly.

Methods for measuring and evaluating the success of each course are available on the Course Introduction and Practice information pages, which can be viewed on our Bologna page (for a sample course page, please see Annex-36). The success measurement and evaluation methods mentioned in the Bologna pages are also shared with students at the beginning of the semester in Course Design/syllabus prepared by the relevant instructor for each course (Annex-37).

3.4 Student Admission and Development, Recognition and Certification

Student admissions and recognition of formal learning processes are regulated by Kadir Has University regulations and directives:

- Regulation Governing Associate Degree and Bachelor's Degree Exemption and Adaptation Procedures (ANNEX-5)
- Regulation Governing Associate Degree and Bachelor's Degree Program Internal Transfers (ANNEX-6)
- Regulation Governing International Visiting Student Admission to Associate Degree and Bachelor's Degree Programs (ANNEX-11)
- Regulation Governing International Visiting Student Admission to Post Graduate Programs (ANNEX-12)

The course exemptions of students accepted by internal and external transfer are governed in accordance with the Regulation Governing Associate Degree and Bachelor's Degree Exemption and Adaptation Procedures upon examining the student's transcript and the course contents taken and in line with the resolutions of the Faculty Board of Directors. Detailed information about the courses that the students coming through internal transfer can have counted in their transcripts can be seen in ANNEX-6.

Informal learning processes are organized in a way to contribute to the education offered by the faculties in line with their own decisions and may differ as they are designed specifically for faculties and departments. For example, Corner seminars were organized at the Faculty of Art and Design with the participation of the Architecture Club, and films related to the city, architecture, design and art were shown. **Praxis** seminars were organized for bachelor's degree students so as to present the architectural practice and the professional spectrum following architectural education through graduates who have experienced this process (Annex-38). In addition to informal learning activities within faculties and departments, student clubs established by students and club activities also serve as an example for informal learning processes. Activities to which people from relevant professions and representatives of various institutions are invited, workshops for the field of activity of the club and social responsibility projects can be given as examples of club activities.

3.5 Education and Academic Staff

The recruitment process, appointment and promotion of faculty members are carried out fairly and transparently in line with the criteria set out in the Kadir Has University Regulation Governing Academic Recruitments (ANNEX-39). The performance of our lecturers in the fields of education, research and academic services is evaluated in line with the basis specified in the Regulation Governing the Performance Evaluation of Academic Staff. Our recruitment and performance processes are research, publication and project-oriented in line with our goal of becoming a renowned research university.

Our faculty members are expected to produce publications scanned in **SCOPUS** or **Web of Science** indexes in a way to support our goals regarding to be placed at higher levels of international and national university rankings; **CiteScore** and **Impact Factor** are required to encourage publications with high impact. A detailed information is available in **"Section 4.4 Monitoring and Improvement of Research Performance of the Institution"** of the report. These conditions do not apply to lecturers who are present in our faculties only for educational activities. Lecturers with professional experience may be assigned to give lectures in return for an hourly fee in order to teach certain courses in areas such as architecture, cinema and theater.

Kadir Has University Regulation Governing Academic Recruitments and Kadir Has University Regulation Governing the Performance Evaluation of Academic Staff are being updated as of 2019. Nevertheless Kadir Has University Regulation Governing Academic Recruitments and Regulation Governing the Performance Evaluation of Academic Staff which is in force is available in the legislation section of Kadir Has University web page (Annex-39, Annex-40).

The main purpose of the Learning and Teaching Excellence Practice and Research Center, established on January 2, 2017 is to carry out necessary research and educational activities to increase the quality of education and teaching at the university and to design support mechanisms and guiding policy suggestions for students, lecturers and university management. In 2018, the Learning and Teaching Excellence Practice and Research Center was transformed into an **Office of Learning and Teaching** affiliated to the Personal and Academic Support and Development Directorate (KADEG).

The designed Academy 101 Program aims to improve and update the teaching skills of the academic staff. The trainings planned under this program and their contents are available in ANNEX-41. The first part of the Academy 101 Program titled "How to Teach?: Student-Focused Approach" was held on November 25, 2017. The aim of the event is to increase the knowledge of Kadir Has University faculty members about student-oriented teaching and to raise awareness.

3.6 Learning Resources, Accessibility and Supports

The activities we carry out to improve learning resources and accessibility and support services at our university include the works of our **Information Center Directorate**, the establishment of the **Student Clubs Association**, the establishment of the **Barrier-Free KHAS Commission and Unit** and the initiation of the **Barrier-Free Kadir Has University Project**, and the **Hope for Education Scholarship Program**, which is planned with the contribution of the industry for the 2020-2021 academic year. The full scholarship rate provided by our university for 2017-2018 academic year was **59%**. The Barrier-Free KHAS Unit is chaired by our Vice Rector. The construction projects aimed to be completed in 2018 within the scope of this project were completed by September 2018 (the list together with the relevant expenditures can be reviewed in the attached file titled "2018 Completed Barrier-Free KHAS Projects" Annex-42). In addition, students with disabilities are prioritized in our dormitory registrations within the scope of our barrier-free university studies.

The **Directorate of Information Center** aims to provide people-oriented, innovative, competitive and sustainable information and library services in order to support the educational and research activities of the university. In line with this understanding, the University puts in efforts to ensure and maintain a qualified increase every year in the human resources, budget, physical space and collection elements that make up the Information Center.

The new study hall was put into use in order to provide a comfortable study area for university members and the seating capacity has been increased by 10%.

Investments in printed and electronic resources have been expanded in line with research objectives; an increase of 120% was achieved in the journal/publication purchase/subscription budget compared to the previous year.

In line with the goal of becoming a world-renowned research university processes that ensure the effective use of **bibliometric data analysis tools** (Incite, Scival) by university members that will contribute to the determination of strategies and policies to achieve the goals have started to be implemented at the level of faculty and programs. In addition to these studies, workshops and seminars for groups and individuals on Information Center services and facilities that will provide a competitive advantage to researchers in the **Research Life Cycle** have been offered in a planned manner. Directorate of Institutional Research and Evaluation and the R&D Resources work in collaboration for the development of infrastructure and appropriate processes that will ensure that Kadir Has University members and research outputs are available, easily accessible and visible at the international level.

The **Student Clubs Association** has been established to operate in the 2018-2019 academic year and to engage our students in decision-making processes. The General Assembly of the Student Clubs Association is held with the participation of one representative from each club. The General Assembly of the Student Clubs Association selects the Board of Directors of the Student Clubs Association (5 people). The University's Secretary General, Faculty Member, Manager of Student Teams and Club Activities Office form the Executive Board of the Student Clubs Association. The General Assembly conveys the budget expectations to the Board of Directors of the Student Clubs Association.

The Board of Directors conveys the projects and expectations from the clubs to the Executive Board; the budget received from the Rector's Office is shared among the clubs, taking into account the projects of the clubs. The expenditures of the clubs are followed up by the Financial Affairs Directorate within the scope of their budget. In addition, clubs can develop projects together with the support of the Student Teams and Club Activities Office (posters, social media support, communication with academic and administrative units within the university, etc.).

In 2018, two psychologists and one psychiatrist have been assigned at the Psychological Support Center affiliated to the Health Unit under the **Personal and Academic Support and Development Directorate (KADEG)**. With the online appointment system created over the SPARKS system used by Kadir Has University students, it is very easy for people to reach the Psychological Support Center. Students can make an appointment 8 times during the semester from this center, which provides solution-oriented service in a short time. In case the center falls short in the context of the student's needs, it acts as a bridge between the student and other health institutions. In addition, a full-time doctor and a nurse serve in our Health Unit.

The **Barrier-Free KHAS Commission and the Barrier-Free KHAS Unit** has completed the on-site monitoring studies in the 2017-2018 academic year with the active participation of academic staff and design students from different disciplines in all campus environment. These tasks, which were carried out within the framework of the commission's assignment, were completed by expert academicians without imposing an additional burden on the budget. With the **Barrier-Free Campus** project, a radical transformation is aimed at our university. Some of the studies planned as a result of the determinations were completed in 2018 (Annex-42). The evaluations made within the scope of the Barrier Free Campus project can be seen in ANNEX-43. In addition to these studies, a "Respect in Traffic Seminar" was held for Kadir Has University students on December 5, 2018 (ANNEX-44, ANNEX-45).

Decisions regarding the allocation of the annual budget to educational resources and students are performed by the Rector and the Board of Trustees. The **full scholarship rate** provided by our university for 2017-2018 academic year was **<u>59%</u>**. In addition to the scholarships granted by ÖSYM, our university may give additional scholarships within its own organization, taking into account the achievements and financial opportunities of the students. As of 2018, our university has started to work on the scholarship system based on university-industry cooperation, which we call the **Hope for Education Scholarship** Program, to be executed in the 2020-2021 academic year.

4. RESEARCH AND DEVELOPMENT

4.1 Research Strategy and Goals of the Institution

The main research strategy of our university is to become a research university at international standards. Our goals determined in line with our research strategy are: To be in world rankings such as **Times Higher Education** (THE), to be among the **top 500 universities, to enroll 200 new PhD students every year** and to reach 1000 PhD students in 5 years. Together with the PhD students receiving scholarship, it is aimed to increase the research teams and the total research output required by our academic staff both in terms of quantity and quality. For this purpose, Regulation Governing Support Provided To Scholars Using Financial Funds From Outside the University Budget is prepared and it has been decided to provide scholarship students benefiting from non-university financial funds with monthly and net additional financial resources specified in Table 1 for 2019 (Annex-46). **Table 2** can be reviewed for the publication targets per faculty member on the basis of faculties; **Table 3** can be reviewed for the project income targets on the basis of faculties (Annex-47).

Studies have been initiated on the Dean's Performance Evaluation System, which will be established to monitor the Faculty goals shared in Table 3.

Table 1. Monthly net additional financial support determined for 2019 for scholars benefiting from non-university financial funds

Bachelor's Degree Student	250 TL
Post graduate program student	1000 TL
PhD Program Student	1500 TL
Post PhD Program Researcher	2000 TL

The **R&D objectives** determined at the faculty and faculty member level at our university are as follows:
- At least one publication for each year with CiteScore / impact factor 1 and above and published in the specified indices like SCI-EXP / SSCI / AHCI or SCOPUS (CiteScore / impact factor requirement is 0.6 for Faculty of Law),
- R&D project support from external financial funds of approximately TL 150,000 per faculty per year, although it varies in accordance with the faculties,
- At least 1 post graduate degree thesis advisory supported by scholarships received from external financial funds for R&D projects External financial funds are institutional funds that provide national and international research support (TUBITAK, EU funds such as H2020, funds based on bilateral cooperation).

Table 2. Number of Publications per Faculty Member in Faculties and Publication Targets

Faculty	Number of faculty members with a PhD degree	Number of Publications Addressed KHas Realized / Target	Number of Publications per Faculty Member
Faculty of Arts and Design	26	1/**15**	0.04/**0.6**
Faculty of Communication	22	3/**22**	0.14/**1**
Faculty of Law	20	0/**3**	0/**0.15**
Faculty of Applied Sciences,	6	0/**6**	0/**1**
Faculty of Economics and Administrative and Social Sciences	25	21/**35**	0.84/**1.4**
Faculty of Engineering and Natural Sciences	36	34/**61**	0.94/**1.7**
Faculty of Business	24	4/**27**	0.17/**1.1**
Vocational School	8	1	0.13

School of Foreign Languages	2	3	1.5

The data includes "Research Articles" and "Review Articles" indexed in Web of Science SCI, SSCI, SSCIE and AHCI in 2018.

Table 3. Project income targets on the basis of faculties

Faculties	Number of faculty members with a PhD degree	Projects				Start-End	Total Estimated Budget	Estimated Budget in TL	2019 Targeted Income
		1001	3501	EU Projects	Tübitak Bilateral Cooperations				
Faculty of Engineering and Natural Sciences	36	2	1	2		2019-2021	**1001.** 303,186 TL	303,186 TL	250.000 TL per person
						2019-2022	635,755 TL	635,755 TL	**Total: 9,000,000 TL**
						2018-2020	**3501** : 141,532 TL	141,532 TL	
						2018-2021 2019-2023	EU: 181.312 € 109.375 €	**1,726,680 TL Ttl: 2,807,153 TL**	
Communication	22	1				2019-2021	**1001.** 636,420 TL	636,420 TL	150,000 TL per person
							Total: 636,420 TL		**Total: 3,300,000 TL**
Business Administration	24	1		1		2019-2021	**3501:** 278,064 TL	278,064 TL	150,000 TL per person
						2018-2020	**Bilateral Cooperations** 258,572 TL	258,572 TL	**Total: 3,600,000 TL**
							Total: 536,636 TL		
Faculty of Economics and Administrative and Social Sciences	25	1		1		2019-2021	**1001.** 234,713 TL	234,713 TL	150,000 TL per person
							3501: No		**Total: 3,750,000 TL**
						2018-2021	**EU:** No		
							Total: 234,713 TL		
Applied Sciences	6					0			Per person: 150,000 TL
									Total: 900,000 TL
Faculty of Arts and Design	26					0			Per person: 150,000 TL
									Total: 3,900,000 TL
	TRY 24,450,000								**TOTAL:**

On the one hand, emphasis is placed on increasing the qualifications and numbers of post PhD researchers and PhD program students; on the other hand, within the framework of our policy to encourage successful bachelor's degree students to do research, students who are ranked in first three in each course are offered an opportunity to work in a research project by the instructor of the course (Annex-48). Thus, our R&D strategy progresses in relation to our education and training processes.

Within the scope of **corporate restructuring**, details of which are shared in the **Management** section of our report, the processes of the post graduate programs, which were previously managed by two separate institutes, namely the Institute of Science and Institute of Social Sciences were merged under a single **Institute of Post Graduate Education**. Among the reasons for combining the processes in a single institute;

- To implement strategic goals in the same way in all postgraduate departments,
- To communicate from a single center together with all major disciplines that no post graduate programs with thesis have commercial concerns,
- To facilitate the control of the indicators of post graduate programs and to ensure that all students graduate on time,
- To building a bridge between science, social and other fields to create **interdisciplinary programs**.

Publication/journal purchase/subscription budget of our **Information Center Directorate** was increased by **more than 120%** in the 2018-2019 academic year compared to the previous academic year with the aim to support the research and publication activities of our academic staff and post graduate students. The Information Center, through offering consultancy services, workshops and seminars to individuals and groups within the scope of the **Research Life Cycle** approach, supports the publishing activities of our researchers, develops the necessary infrastructure and processes to increase the visibility of research outputs at national and international level.

Our strategies to win successful post graduate students to our university are;

- To make all graduate programs with thesis free of charge,
- To provide support for the R&D projects of post graduate students with scholarships (for example, TÜBİTAK post graduate scholarships),
- To provide additional financial support as an institution to post graduate students who are supported with scholarship for R&D projects (Table 1, Annex-46)

An important goal of our research strategy is to increase university-industry cooperation. Strict attention is paid to ensure that R&D projects aim to produce solutions to the problems of the industry via cooperation with the industry. For this purpose, the **Industrial Relations and Technology Transfer Office** has been affiliated to the R&D Resources Directorate. The first international patent received by our university can be referred to as the first result of the works of our Directorate of R&D Resources and Technology Transfer Office in this area (Annex-49).

Another example of our university-industry cooperation works will be **MediaPark**, a unique example in our country, which we started to work on in our Selimpaşa Campus. Our university is in the process of developing a new model that focuses on media technologies, instead of the already widespread technoparks.

The **Innovative Industries Platform** was established to develop university-based solutions for the industry. This platform will ensure our researchers from different disciplines and, particularly, our students to be able to participate in the development of innovative products and services in various industries.

At the point where our research strategy progresses together with our community service efforts, there is our Practice and Research Centers. Through our Practice and Research Centers (PRCs), our university contributes to policy and solution development processes by participating in local / regional development projects (such as Istanbul Development Agency). The following working areas can be given as an example for the activities of our Practice and Research Centers in the fields of research and community service;

- Cooperation including our university with Istanbul Researches PRC, municipalities and NGOs at local and city scale,

- Women's research and awareness studies conducted together with Gender PRC,
- To develop research and policies for the protection of structures that have strategic and economic value for the country in collaboration with Cyber Security and Critical Infrastructure Protection PRC,
- To develop research and collaborations on national, regional and global issues with International Relations and European Studies PRC, to coordinate our university's efforts towards the United Nations Sustainable Development Goals,
- Research and analysis studies conducted with Energy and Sustainable Development PRC to contribute to the development of energy policies in our country.

4.2 Research Resources of the Institution

R&D Resources Directorate has been established to support the university's strategic goals in the field of research; the **Individual Research Fund (IRF)** amount offered to our faculty members and researchers has been **doubled**; the budget of our Information Center Directorate has been increased by more than 120% compared to the previous academic year; journal/database subscriptions, online resources offered and library space were increased; a **new 500 m2 laboratory building** and a **two-storey Student Center** and **Makerspace (technology and design workshop)** have been designed within our campus. Our students will apply to this Student Center with their own projects, regardless of the courses they have taken and outstanding projects will also be financially supported by our university.

Working affiliated to the R&D Resources Directorate established to support the research activities of our academic staff and researchers are
- Project Development Office,
- Project Management Office, and
- Industrial Relations and Technology Transfer Office (TTO).

Within the **Project Development Office**, project development experts are assigned for both national and international external financial funds, each is an expert for different fields of expertise such as science and engineering, social sciences and humanity. Our experts provide one-to-one technical support, expertise and refereeing to our faculty members and researchers during the project development phase.

National and international support provided by the Project Development Office are listed below:

National Supports:
- TÜBİTAK ARDEB Programs
- TÜBİTAK TEYDEB Programs
- TÜBİTAK BİDEB Scholarship Programs
  - Bachelor's Degree/Post Graduate student / Post-PhD Research
- TÜBİTAK Competitions
- TÜBİTAK Science and Society Programs
- TÜBİTAK Scientific Activity Programs
- Development Agencies (ISTKA)
- Other (KOSGEB, TTGV etc.)

International Supports:
Individual EU Projects:
- ERC
- MSCA-IF
- COST
- Other

Consortium-based EU Projects:
- H2020 (2014-2020)
- HEUROPE (2021-2027)
- MSCA-ITN
- ERASMUS+
- Other

In case projects are financed, Project Management Office experts provide the necessary support to the researcher during the project management phase. All managerial activities, from contracts, financial reports, purchases to inter-agency correspondence, are performed by these experts.

The **Technology and Transfer Office (TTO)** is a dynamic and new office that 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. The services provided by TTO are listed below:

- Industrial collaborations are
- Projects, Funds (TEYDEB Projects and EU Projects carried out in collaboration with the industry)
- Protection of Ideas and Inventions (Patent research and application)
- Entrepreneurship (INEO Co-Working Space and Incubation Center)

Apart from project development and management support provided through the offices of the R&D Resources Directorate; contributes to researchers with a wide range of studies such as

- Project writing techniques,
- Collaboration efforts,
- Support for establishing consortium and/or consortium membership,
- New project calls and providing training for these calls,
- Establishing research teams to profile the team in accordance with the European Union project calls and share them on related platforms,
- Making long-term planning for researchers and developing research and publication proposals suitable for future project calls,
- Efforts to bring the developed projects to a better level with internal refereeing and internal panel methods,
- English edit/ proofreading and academic translation services for article and project applications,
- Developing university-industry collaborations.

The Individual Research Fund (IRF) granted to researchers to continuously improve themselves has been increased; IRF usage processes have been simplified and submitted to the management of the R&D Resources Directorate. The IRF budget is calculated in direct proportion to academic performance and publication performance. It consists of two components calculated as "IRF = Fund A + Fund B" (see. Regulation Governing the Supports and Permissions for the Participation of Faculty Members in National and International Academic Activities and Research, Annex-50 and Regulation Governing The Supports for Scientific Research Projects, Annex-51).

- **Fund A** ranges from 5000-18000 for the academic year 2008-2019, depending on academic performance (research, education-training and administrative and academic activities),
- **Fund B** = (1 + Average_CiteScore-Impact_Factor / 2) * Publication Award Amount.

A significant point of the newly developed IRF formula is making the **CiteScore/Impact Factor** value a factor. Thus, every increase in research, education, university services / social service and publication activities is reflected in the BAF budget as an increase, taking into account the impact and quality of publications in the research world. Our researchers may allocate this budget in various fields like participation in educational activities and events such as conferences / workshops etc., supply of equipment and laboratory equipment, efforts to find scholarship students, etc. The **Individual Research Fund** was granted in amounts varying between 5.000 TL and 28.000 TL, taking into account the impact factor on the basis of academic performance and publication performance, and a total of approximately **2.000.000 TL** IRF has already been granted.

4.3 Research Staff of the Institution

The institution has already prepared and published the necessary regulations and directives regarding the recruitment, appointment and promotion of qualified researchers. The regulations, in which all processes are transparent, are published in the legislation section of our university website. Performance indicators expected from our research staff are explained in detail in the section **"4.4 Monitoring and Improvement of Research Performance of the Institution"** of the report.

Our regulations and guidelines including the measures taken to organize and support research activities within our university and to establish a fair academic research environment for all our researchers:

- Regulation Governing Academic Recruitments (Annex-39)
- Regulation Governing the Performance Evaluation of Academic Staff (Annex-40)
- Regulation Governing Support Provided To Scholars Using Financial Funds From Outside the University Budget (Annex-46)
- Regulation Governing the Supports and Permissions for the Participation of Faculty Members in National and International Academic Activities and Research (Annex-50)
- Regulation Governing The Supports for Scientific Research Projects (Annex-51)
- Regulation Governing Scientific Research and Publication Ethics (Annex-52)
- Awarding Regulation (Annex-53)
- Regulation Governing the Execution of Incentive Programs for International Scientific Publications (Annex-54)
- Kadir Has University Regulation Governing the Department For the Prevention of Gender-Based Harassment, Sexual Harassment and Sexual Assault (Annex-55)

4.4 Monitoring and Improving the Research Performance of the Institution

In line with our goal of being ranked among the top 500 in international rankings, our research staff is expected to publish articles indexed in the SSCI, SCI, SCI-EXP, AHCI indexes in SCOPUS or Web of Science. In order to encourage publications to have high influence within the international research ecosystem, **CiteScore and Impact Factor** are required. In our art-oriented departments, works produced in certain areas are accepted instead of the requirement to publish articles. **CiteScore and Impact Factor** thresholds are determined on the basis of faculty and major with the joint work of the Information Center, KADED and R&D Resources Directorate.

- Articles scanned in **SCOPUS** must have a **CiteScore** value of 1 and above (0.6 for Faculty of Law),
- Articles scanned in SSCI, SCI, SCI-EXP and AHCI indexes in **Web of Science** are required to have an **impact factor** of 1 and above (0.6 for Faculty of Law).

In addition to the requirement of publishing an article, our faculty members are expected to be executors of a scientific research project that provides funding for post graduate or PhD students. For the Faculty of Law, the role of being a researcher rather than an executor is accepted. These conditions do not apply to lecturers who are present in our faculties only for educational activities.

Studies on the Dean's Performance Evaluation System have been initiated in order to systematically follow the faculty objectives included in the section **"4.1 Research Strategy and Objectives of the Institution"** and shared in **Table 3** and to make performance evaluation at the Dean's level (Annex-47). In addition to this system, studies towards determining the performance indicators of Practice and Research Centers started in 2019.

Projects, publications and supports are constantly monitored at the **Dean's Meetings** held regularly with the participation of the rector, vice-rectors and deans, as well as the **University Executive Board (UEB)** and the **University Research Commission (URC)**. Research policies are structured in board and commission meetings and shared with academic staff through Deans. The data of the academic staff are followed through our academic staff performance evaluation system called **AKA-DATA**.

5. MANAGERIAL SYSTEM

5.1 Structure of the Managerial and Administrative Units

5.1.1 Management of the education, research and development and social contribution processes and structuring of administrative units of the institution

The official establishment of Kadir Has University, which was founded by Kadir Has Foundation (HASVAK) in 1992, was finalized pursuant to the law number 4263 dated 28.05.1997. As of 2018, Kadir Has University laid the foundations of a management approach that believes in continuous improvement and aims to improve the motivation and sense of belonging of the employees with a research and project-based education model, 360-degree service improvement system and new titling structure in administrative issues (ANNEX-56).

The management structure of Kadir Has University comprises of administrative bodies defined within the framework of the relevant laws and regulations including BT-Board of Trustees, Senate, University Executive Board, Vocational School / School/ Faculty / Institute Boards, Vocational School / School/ Faculty / Institute Executive Boards. The structure and functioning of all these administrative bodies are defined in writing in the Kadir Has University Main Regulation (Annex-57).

Corporate Restructuring

Our university has entered an **institutional restructuring** process as of March 2018. The administrative structure that existed in our university before March 2018 consisted of departments established on the model of state universities. In this structure, all personnel except for department heads and deputy heads of departments were considered as "administrative personnel". Such an administrative structure had a cumbersome model to realize our university's new strategic goals such as research, project development, university-industry collaborations, new education model, and social responsibility-oriented community service approach. With the aim of achieving our new strategic goals by a **dynamic, participatory and strong administrative staff with differentiating expertise and responsibilities**, the institutional restructuring process was initiated, and new units were created by transforming departments and various centers with administrative functions into directorates and offices.

Within the scope of institutional restructuring studies;
- **Institutional Research and Evaluation Directorate (KADED)** has been established for quality, strategy and corporate data processes and performance monitoring studies;
- **Directorate of Personal and Academic Support and Development (KADEG)** has been established in order to manage student-oriented services such as career, dormitory, health, student teams and club activities with a holistic approach;
- **R&D Resources Directorate** was established in order to give necessary support to our lecturers and researchers on issues such as project writing, pre-application arbitration and project application, brand, patent and utility model development and applications, university-industry cooperation, innovation and entrepreneurship.

Some of the existing departments, centers and offices have been merged under new directorates:
- **Operations and Purchasing Directorate** has been established in order to merge all technical and operational processes in a single center; and to ensure that the procurement activities are performed so as to meet the university's needs in different fields;
- **Directorate of Corporate Communication** has been established in order to effectively manage all internal and external communication, promotion and event activities;
- **Directorate of Information Technologies** has been established in order to creating a strong computer and software infrastructure and to integrate information management systems.

All changes performed in administrative units can be seen in the table below (ANNEX-47):

Table 4. Department/Unit Changes within the Scope of Institutional Restructuring

Former Name	New Name	Explanation
Financial Affairs Department	Directorate of Financial Affairs	
Department Head of Financial Affairs	Directorate of Student Affairs	
Department Head of Personnel	Directorate of Human Resources	
Department Head of Information Technologies	Directorate of Information Technologies	
Department of Information Center	Directorate of Information Center	
Department of Procurement	Directorate of Operations and Procurement	
Department Head of Construction and Technical Affairs	Construction and Technical Affairs' Office	It was transformed into an office affiliated with the Directorate of Operations and Procurement.
Department Head of Sports, Health and Culture	Student Team and Club Activities Office	It was transformed into two individual offices affiliated with the Personal and Academic Support and Development Directorate (KADEG).
	Health Unit	
Department of Corporate Communication Center	Directorate of Corporate Communication	
Activities Office	Activities and Events Office	It was transformed into an office affiliated with the Directorate Corporate Communication.
Department of Civil Defense and Security	Security Affairs Office	was transformed into an office within the General Secretariat
Department of International Education and Cooperation	International Office	It was transformed into two individual offices affiliated with the Rector's Office.
	Erasmus and Exchange Programs Office	

In addition to the newly established directorates, all administrative units have gained a **dynamic administrative structure** and restructured as directorates or offices. Apart from changes in the organizational structure, a **360-degree service improvement system** for administrative staff and a titling structure that will allow administrative staff to develop their careers are designed to be implemented at the end of 2019. Our newly designed 360-degree service improvement system has been developed taking into consideration that we are a research and education institution and care has been taken to ensure that it is far from the performance evaluation approach commonly used in the business world It is designed as a service improvement system unique to our university. Detailed information can be found in the section titled **"2.1 Management and effectiveness of human resources"**.

In addition to restructuring in administrative units; our university has also ensured that some of these units operate as offices instead of PRCs in order to prevent any unit that is not really focused on "practice and research" to operate as a "Practice and Research Center". The following changes have been performed addressing this purpose (ANNEX-47):

Table 5. Restructured Practice and Research Centers

Department/Unit's former name in PRC status	Department/Unit's new name in Office status

Learning and Teaching Excellence Practice and Research Center	Office of Learning and Teaching
Lifelong Education Practice and Research Center	Lifelong Education Academy
Entrepreneurship, Innovation and Technology Transfer Practice and Research Center	Industrial Relations and Technology Transfer Office

Within the scope of our corporate restructuring, our organization, which formerly constitutes of two institutes was merged under a single institute as the **Post Graduate Education Institute** in order to effectively manage our post graduate education and research strategies to cover all of our post graduate departments. A detailed information is available in "Section 4.1 Research Strategy and Goals of the Institution" of the report.

5.1.2 Management of the processes regarding preparing, monitoring and evaluating an internal audit plan;

An **internal audit mechanism** has been established under the coordination of the **Institutional Research and Evaluation Directorate** and has been implemented as of 2019 in order to advance the functioning of our university at the level of college, faculty, institute and programs. The internal audit mechanism was established on the basis of the Institutional Internal Evaluation Report of the Higher Education Quality Board and the External Evaluation process and the topics discussed by the Higher Education Supervisory Board in the periodic university supervision. Thus, it is aimed that our institution has the highest quality standards in the topics such as education, research, management, human resources, physical infrastructure and facilities.

5.1.3. Distribution of authorization between the Board of Trustees and the Board of Directors (Senate) in foundation higher education institutions; to observing the balance of authority and decision-making in academic and administrative matters

In our university, the distribution of authorization between the Board of Trustees and the Senate has been set up within the legal aspects required by the Higher Education Law No.2547, the Regulation on the Foundation Higher Education Institutions, the Regulation Governing the Academic Organization in Universities and the Main Regulation of Kadir Has University. The Board of Trustees uses the duties and powers specified in the Regulation on Foundation Higher Education Institutions. The Senate uses the duties and powers specified to university senates in State Universities with the Higher Education Law No. 2547. The operation and structure of all boards are included in the Kadir Has University "Main Regulation" (Annex-57).

Since its establishment, our university has been implementing the legal legislation in the administrative bodies, however, it has also established and operates other administrative bodies that will increase efficiency and productivity. Directorate of Institutional Research and Evaluation and Dean's Meetings are examples of these. Apart from these, our university has 1 Committee, 12 Commissions and 4 Boards.

5.2 Management of Resources

5.2.1 Management and effectiveness of human resources

Administrative Staff and 360 Degree Service Improvement System
Upon the establishment of the Directorate of Human Resources in 2018 within the scope of administrative restructuring at our university, transparent and fair processes have been prepared and a continuous improvement system has been established in human resources. The improvement system designed in the field of human resources at our university is not a classical performance system that we are used to from the business world; it is based on a service improvement approach that coincides with the vision of the research and education institution. The purpose of this approach is to determine the competencies of the administrative staff, to **ensure the career development of the personnel;** to **achieve excellence in the services** we provide as an institution in areas such as education, research and community service and to carry out the whole process in a participatory manner (ANNEX-56). With the

360-degree surveys developed within the system, administrative employees of all titles and levels will contribute to the process.

Within the framework of the restructuring of administrative processes, titles have been determined in a way that will give administrative staff the opportunity to plan their career and provide promotion (ANNEX-56). The service improvement process aims for all administrative units to serve students in coordination with each other, and to reveal the areas of units and employees that require improvement.

The forms created for **determining of service improvement areas**, which is the first stage of the newly developed system, were uploaded to the system and the necessary training was given in February 2019. After the necessary tests are completed, the system will be opened to users in April 2019.

Evaluation surveys and competency guidebook were prepared in December 2018. Evaluations will be performed on HR software and the system infrastructure will be ready in April 2019. The evaluation process will start in April 2019; evaluation surveys will be completed between June-November 2019; feedback and year-end evaluation will be held in December 2019. The planned feedback trainings will be held in September-November 2019, before the year-end evaluation. In this context, career planning will be made for administrative staff and their titles will be restructured.

In-house trainings are planned in line with the needs determined according to the evaluation results; some trainings will be provided from outside the institution when necessary. English language training, which is determined as the basic need of employees, will start in April 2019; English language courses at 2 different levels will be offered. In the 2017-2018 academic year, 5 in-service trainings were held with the participation of 113 academic staff.

5.2.2 Ensuring the personnel employed / assigned to have the required competence (related to the field they are recruited)
The necessary competencies in the recruitment process of academic staff are secured by the Kadir Has University Regulation Governing the Recruitment of the Academic Staff, which is in effect and has been prepared within the framework of Law No. 2547 and approved by the Senate and YÖK (ANNEX-39). Whether the candidates comply with the scientific competence and criteria required in accordance with the provisions of the said regulation is confirmed by the reports prepared by the commissions established in the relevant academic units and the report of the evaluation performed by the Rector's Office.

During the recruitment process of administrative staff, it is ensured that administrative personnel has the desired competence with 3-stage interviews, detailed candidate assessment reports and personality survey reports as well as defining the competences required and job definitions related to the task in the job announcements. It is required that all candidates in specialist and higher positions have at least a bachelor's degree and a good level of English.

5.2.3 Ensuring that the training and qualifications of the personnel employed / assigned are in line with the duties they undertake
Our university defines the job descriptions and competencies of the positions in order to ensure the competence and adaptation of the administrative staff; pays attention to ensure that the training and competencies are suitable for the job starting from the job opening to the interviews and selection and placement processes, prepares at least half-day orientation programs in order to introduce the university in general regarding the adaptation process in the units where the staff is employed, and to convey the basic information they will need, and provide access to the procedures related to their duties.

The support required for the training and personal development of the personnel is met with in-house and external trainings that include need-oriented and up-to-date information and are planned annually. The staff is also given the opportunity to participate in conferences and meetings, and they are provided with the opportunity to visit European institutions within the scope of **"Erasmus Staff Training"** funds for inter cultural communication, development and information sharing.

5.2.4 Management and effectiveness of financial resources
The financial resources of our university consist mainly of tuition income, Foundation donations and other donations and their interest income. All financial resources are held and invested in bank accounts. Cash inflows and expenditures are optimized; cash assets owned are invested in repurchase agreements and demand deposit accounts in order to derive the highest rational return without risk. Bank loan etc. external financial resources are not used. Financial resources obtained for projects are kept in separate bank accounts other than the University's own sources.

5.2.5 Management and efficiency of movable and immovable assets
During the establishment of our university, the right of construction has been received for the real estate with an area of 10,380.00 m2 registered with the Treasury Assets and the 100,179,00 m2 real estate registered to the Municipality of Silivri and they were brought into use. In 2013, again the right of construction has been received for the real estate with an area of 3.714 m2 registered with the Treasury Assets and was brought into use.

The immovables located in the same block and parcel, close to the central campus, are purchased and brought to the University with the funds derived from operating income and founder contribution to meet the growth and expansion needs of the University in the long run.

Among the immovables acquired through purchase, the Student Dormitory was constructed on an area of 326.50 m2 and the School of Foreign Languages buildings were constructed on an area of 1.361.18 m2 and brought into use. Planning project is still in progress in line with the needs for a total of 4,621.87 m2 of land owned.

The maintenance, repair and restoration procedures of all immovables owned either by purchasing and by receiving the right for construction are carried out regularly and the buildings are insured against all risks. Likewise, the periodic maintenance of the vehicles owned by purchasing is performed regularly and the compulsory traffic insurances as well as the car insurance policies are ensured.

All movable fixed assets are delivered to their users in return for a minute and in cases such as leaving the job or change of duty, they are returned in return for a minutes. Fixed assets whose economic or useful lives have expired are either scrapped or removed from the University assets through second-hand sales.

5.3 Information Management System

5.3.1 Information management mechanisms used to collect, analyze and report data on all kinds of activities and processes of the institution

Information Management Systems used by our institution to perform, monitor and report managerial and operational activities are shown in **Table 6** (Annex-47). The studies for the **KHAS Information Management System and My SPARKS** portal, developed by our Information Technologies Directorate (ITD), have been started in order to integrate all the Information Management Systems used into a single system. Over the same interface as the **My SPARKS** Portal, which is still being developed, students will be provided with information, internal communication and sharing opportunities on social issues, apart from their academic processes.

Table 6. Kadir Has University Information Management Systems

Information Management System	Explanation
Student Information System (Sparks)	is used for the storage, management and reporting of our students' demographic, administrative and academic data. All transactions are carried out with an authorization hierarchy. It also includes postgraduate data.

ECTS Data Set and Course Catalog	It is used in integration with SPARKS within the scope of Bologna compliance.
Blackboard	Course Management System. It includes processes such as the communication of the instructor with the students in a particular course, file exchange, attendance and grade tracking.
Electronic Document Management System (EBYS).	With the Electronic Document Management System, internal and external correspondences are distributed and archived with electronic signature.
Human Resources System (Humansoft)	It is used to manage Human Resources data and processes.
Financial Affairs Software (Logo Tiger)	It is used to manage Financial Affairs data and processes.
Manage Engine Service Desk	It is used to report a problem and request a job in our departments/units. Provides monitoring and reporting of service quality.
Library Automation System	It is used for the automation and management of the processes related to the Information Center.

Student Information Systems (SPARKS) and **AKA-DATA (Academic Performance Evaluation)** systems are primarily used to monitor key performance indicators. With the data in SPARKS, information such as the number of students by years, the number of graduates, scholarship rates, status of success, number of courses opened are prepared as ready reports and is shared with BT, Rector's Office, Dean's Office and relevant boards and commissions upon request. Studies on determining key performance indicators have been started.

In the AKA-DATA system, data such as the number of lectures given by faculty members in the relevant academic year, publications, projects, works, awards and scholarships granted and administrative duties are stored and are reported in line with performance evaluation studies and the needs of relevant units. Questionnaires for students to evaluate the course and the lecturer are applied at the end of each academic term and the results constitute one of the instructor performance inputs (ANNEX-21).

The document flow is provided by the **Electronic Document Management System (EBYS)** in accordance with the university organization structure and the approvals are given electronically. Documents requested by students such as Student certificate, transcript etc. are transmitted with **e-signature**. Starting as of February 2018, the digital archive of all internal and external correspondence and all documents created within the institution are stored in EBYS.

5.3.2 Analysis of data obtained from processes supported by BYS and sharing with stakeholders

The process of analyzing and sharing the data of our university with our stakeholders is coordinated by the **Directorate of Institutional Research and Evaluation (KADED)**. The results of the data analysis are shared with the Rector's Office and the Board of Trustees every year as a report and presentation. It is planned to evaluate the data through Self-Assessment Systems in Education and Research, together with the feedback received at the Quality Commission meetings on the basis of schools, faculties, institutes and programs (Annex-19).

Institution's data are also used when preparing the Internal Evaluation Report and Indicator Report requested by YÖKAK and are shared with the relevant institutions under the coordination of KADED in line with the demands of national or international university ranking indexes.

5.3.3 Ensuring the security, confidentiality and reliability of the collected data
Access authorizations are determined in line with the user's title at the university. Unauthorized access is not allowed. Defense measures such as Firewall, IPS, DDOS blocking system etc. security technologies have been ensured against internal and external attacks.

VPN infrastructure is used to provide secure access and encrypted data communication from outside the campus. Access to the data is provided over the SSL protocol. Servers, operating systems and related software are regularly updated. With up-to-date security software, the user is protected on server systems and on the network.

Systems are backed up in accordance with the scheduled logs. Backup of critical systems is kept in two different areas. In accordance with the Law No. 5651 on the Regulation of Internet Broadcasts and Prevention of Crimes Committed through Such Broadcasts, internet activities are recorded with a time stamp. Penetration tests are carried out with third party companies in order to determine possible improvements.

5.4 Quality of Services Procured from Outside the Organization

Procurements at Kadir Has University is executed in accordance with the Regulation Governing the Tender Procedures of Foundation Higher Education Institutions which is published in the Official Gazette dated 16/08/2016 and numbered 29803 (ANNEX-58). Provided that it is within the same scope, "the provision of administrative and/or support services" has been determined within the scope of the criteria stipulated in Article 6 of the Procurement Regulation; one of the methods of Direct Supply Method, Negotiation Method and Open Offer Tendering Procedure is applied in accordance with the scope and type of the work contracted.

Service Procurement Contracts: It shall cover the procurement of Services determined by the management of Kadir Has University and which are outside the main activities of Kadir Has University. The works that require outsourcing are contracted to companies that comply with the quality and norms of Kadir Has University within the framework of prepared technical specifications. The University concludes a contract by the company approved by the management of Kadir Has University (Tender Authority and Commission Members) with the price and the term agreed by the Procurement Office based on a "Service Procurement Contract" prepared by the Legal Advisors. The renewal of the Service Procurement Contract and the determination of the price increases are reconciled in accordance with the relevant articles in the contract upon mutual understanding of the company and the University.

5.5 Effectiveness and Accountability of Management, Public Disclosure

The main media where the activities of our university are disclosed to the public is the University's website: http://www.khas.edu.tr/

The home page of our website is regularly updated every day. The target audience of our website is the whole public, especially our internal and external stakeholders. In addition to our website, the monthly internet publication, Newsletter KHAS in which developments about our university are shared, is also a basic information source where the public can reach information about the university. For the sample Newsletter KHAS dated February 2019, please see Annex-59. Newsletter KHAS started to be published in November 2011 and the 101st issue was published as of February 2019.

Our **intranet**, which was developed in order to gather all the applications in our university on a single platform and to make business processes and information flow more efficient, will be launched in April 2019. Announcements, events, news and many other contents will be included in this application, which was developed with the aim of sharing information to students, academicians and administrative staff in a fast, safe and healthy way. With the **web forms** to be prepared in 2019, **digital transformation** is aimed in all administrative processes within the university.

Our university's social media work is managed institutionally and the daily information is disclosed from our social media accounts. Our institutional social media accounts, managed by our Directorate of Corporate Communications, include Instagram, Twitter, Youtube, Linkedin and Facebook accounts and are periodically updated.

In addition, annual reports and newsletters published by faculties and practice and research centers and periodic bulletins published by the relevant units are also among the sources that inform the public about research, projects carried out at the University. Information about the researches and projects carried out is shared with the public, taking into account the intellectual property rights and to the extent permitted by the provisions of the agreements/contracts regarding these projects.

Kadir Has University annually shares its Institutional Internal Evaluation Report with the public via its website. In addition, up-to-date information is provided to the governorship of Istanbul twice a year and to YÖK, TSI (Turkish Statistical Institute) and other institutions and organizations through regularly requested reports.

The effectiveness and accountability of our management are ensured via the **Financial Audit** conducted periodically each year by independent **external audit** organizations, by the **YÖK** audit carried out at the end of each academic year and the external evaluation processes carried out by **YÖKAK**.

6. CONCLUSION AND EVALUATION

As of 2018, Kadir Has University has set new targets in the fields of education, research and community service and has launched new strategic planning studies. Being an internationally recognized **research university** is positioned as the main goal of our university; educational processes have started to be transformed into a research- and project-based with our **new education model**. With our new education model and field-specific research laboratories, we have planned to open two new departments and this plan is in progress as of the 2019-2020 academic year. In line with the goals of our university, new units have been established in order to engage all of our internal and external stakeholders, especially our students and employees, in the processes and receive support.

Directorate of Institutional Research and Evaluation (KADED) has been established for the follow-up of strategy, quality, key performance indicators and satisfaction oriented measurement-evaluation studies; **R&D Resources Directorate** and related offices have been established for research activities; **Directorate of Personal and Academic Support and Development (KADEG)** was established in order to govern student affairs; **institutional restructuring** and **360-degree service improvement system** were created to ensure that the processes of administrative units have a dynamic structure. Within the scope of institutional restructuring, departments have been transformed into directorates; the centers that do not actively carry out practice and research activities but officially appear to have this status were restructured as offices and directorates were reorganized for effective service. Our service improvement system has been developed with a vision far from the performance approach, in order to identify the aspects of our institution and our administrative units that require improvement. Thus, it is aimed that the units serve more effectively and provide career development of our administrative staff.

All units and processes have been established on the grounds of **monitoring and improving existing practices** and a **participatory management** approach. University management believes in the importance of feedback and support mechanisms in order to sustain improvement efforts in a way that includes all stakeholders. For this purpose, **survey studies** hold a significant place among our strategic goals. An example of the feedback mechanisms created are the **graduate surveys** and one-year after graduate survey studies, which were put into practice in 2018; examples of support mechanisms are the offices affiliated to the **R&D Resources Directorate**, the resources made more comprehensive by increasing the budget, the **Directorate of Information Center** that offers memberships to databases and analysis tools and the **Innovative Industries Platform** that will constitute a bridge between the university and the initiatives; examples of administrative processes are **internal audit** and **360-degree service improvement surveys** aimed to achieve quality assurance. In addition to these, KADED started to work on the **satisfaction survey** to be applied to students, academic staff and administrative staff in 2018 and planned its first issuance in 2019.

The **Directorate of Human Resources** has implemented the orientation program for all newly employed staff at our university on the first working day.

Currently, activities and improvement studies in the fields of education and research are monitored by the University Education Commission and the University Research Commission, in addition to the university management and the Rector's Office. In order to establish a self-assessment system so as to support these studies, KADED and the Directorate of Information Technologies have initiated a project to design a **self-assessment system on education** that will be implemented on the basis of faculties and departments. The first draft study of the system was completed at the end of 2018. The system is planned to be implemented throughout the university by the end of 2019 after being tested with pilot schemes. Establishing a self-assessment system in research is among the current goals. In addition, Directorate of Information Technologies and KADED have started to work towards the integration of existing information systems.

Investments realized through the **Information Center** in line with the university's education, training and research objectives are gradually increasing. New subscriptions to provide access to e-resources / databases that support research processes are completed. In line with the goal of becoming a world-

renowned research university processes that ensure the effective use of **bibliometric data analysis tools** by university members that will contribute to the determination of strategies and policies to achieve the goals have started to be implemented at the level of faculty and programs. In addition to these studies, workshops and seminars for groups and individuals on Information Center services and facilities that will provide a competitive advantage to researchers in the **Research Life Cycle** have been offered in a planned manner.

A study has been initiated within the University Research Commission to determine the **performance indicators** in order to support the activities of our **Practice and Research Centers** in the fields of research and community service with a target-oriented approach. PRCs that did not actively carry out practice and research activities were closed and transformed into administrative offices.

In line with our strategy to become a well-known research university and our new education model, our post graduate system, which previously had been operating with two separate institutes, was restructured and merged under the umbrella of a single **Post Graduate Education Institute**; studies have been initiated for opening new master's degree and PhD programs. To bring our graduate programs to the point where they will contribute to the research goals of our university, to provide academic education with field-specific laboratories and application areas in all our bachelor's degree programs, beginning with new programs and being research-oriented and project-based is among our main goals.