INSTITUTINAL INTERNAL EVALUATION REPORT (IIER)

BAHÇEŞEHİR UNIVERSITY

2021

SUMMARY

The Aim of the Report

The aim of IIER is to contribute to the recognition of Bahçeşehir University's own strengths and developmental aspects and to their improvement processes.

Scope of the Report

This report covers the explanations of the criteria in the Institutional Internal Evaluation Report Preparation Manual Version 3.0 and the 2021 data on the stages of planning, implementation, control and taking precautions regarding the sub-criteria.

Report Preparation Process

When the IIER writing process was initiated, one-on-one quality meetings were organized between the academic and administrative units and the Quality Management Unit. After a comprehensive and detailed preparation and data collection process, the Quality Executive Board presented the prepared report to the Quality Commission. The report, for which the necessary arrangements were made by the Quality Commission, was submitted to the Senate and the last version of the report was entered into the Turkish Higher Education Quality Council (THEQC) Management Information System.

In the conclusion and evaluation part of the report, the issues that are open to improvement and strengths, especially during the Monitoring Visit in 2021, in line with the opinions and suggestions of THEQC Monitoring Team are included.

The Internal Evaluation process spanned a long period, and a detailed report was written in terms of evidence by keeping inclusivity and participation in the foreground.

INFORMATION ABOUT THE INSTITUTION

CONTACT INFORMATION

Rector: Prof. Dr. Şirin KARADENİZ

Address: Çırağan Caddesi Osmanpaşa Mektebi Sokak No: 4-6 34353 Beşiktaş, İSTANBUL

Phone: 0090 212 381 00 00

E-mail: sirin.karadeniz@bau.edu.tr

HISTORICAL DEVELOPMENT

Bahçeşehir University was established by the Bahçeşehir Uğur Education Foundation as a foundation university on 15.01.1998, under the name of "Bahçeşehir University" in İstanbul, with a public legal entity, subject to the provisions regarding foundation higher education

institutions - within the scope of Supplementary Article 47 of the Higher Education Law No. 2547 by being published in the Official Gazette dated 18.01.1998 and numbered 23234, which was added with the first article of the Law No. 4324 dated 15.01.1998.

The university, in the beginning, consisted of Communication, Business, Science and Literature, Engineering Faculties, and the School of Tourism and Hotel Management (Vocational School with the Amendment 29.3.2001- 4633/4 article) and the Social Sciences Institute, directly affiliated to the Rectorate. The changes and developments in the academic structure of the university after its establishment, are listed below in chronological order:

a) Establishment of the Faculties of Law and Architecture: The Faculties of Law and Architecture were added to the academic structure of the university by publishing the decision of the Council of Ministers dated 26.4.2000 and numbered 2000/617 in the Official Gazette dated 17.05.2000 and numbered 24052.

b) Establishment of the School of Applied Sciences: It was decided by the Council of Ministers with the decision numbered 2007/11774 on 12.02.2007 and was published in the Official Gazette dated 13.03.2007 and numbered 26461.

c) Establishment of the Faculty of Medicine: It has been realized by publishing in the Official Gazette dated 18.05.2007 and numbered 26526, with the Article 47/e of the Law on the Organization of Higher Education Institutions, in accordance with the second article of the Law No. 5656, dated 09.05.2007 on the Amendment to the Law on the Organization of Higher Education Institutions.

d) Name changes of Faculty of Architecture and Faculty of Business: With the decision of the Council of Ministers dated 09.06.2008 and numbered 2008/13783, within the Bahçeşehir University, the name of "Faculty of Architecture" was changed to "Faculty of Architecture and Design". And the name of the "Faculty of Business Administration" was changed to "Faculty of Economics and Administrative Sciences" by being published in the Official Gazette dated 25 June 2008 and numbered 26917.

e) Establishment of the Faculty of Educational Sciences and the Institute of Educational Sciences: It was realized by the decision of the Council of Ministers dated 28.11.2011, numbered 2011/2506, and published in the Official Gazette dated 22.12.2011 and numbered 28150.

f) Establishment of the Faculty of Health Sciences: With the decision of the Council of Ministers dated 10.01.2012 and numbered 2012/2698, it was published in the Official Gazette dated 28.01.2012 and numbered 28187.

g) The establishment of the Institute of Health Sciences was realized by the decision of the Council of Ministers dated 08.08.2012, numbered 2012/3620, and published in the Official Gazette dated 10.09.2012 and numbered 28407.

h) Closing of the Faculty of Arts and Sciences: By the Council of Higher Education (CoHE), the closing was approved with the letter dated 12.11.2013 and numbered 59370, accepted by

the Council of Ministers with its decision dated 14.08.2014 and numbered 2014/6728, and published in the Official Gazette dated 26.08.2014 and numbered 29100.

i) Changing the name of "Engineering Faculty" to "Faculty of Engineering and Natural Sciences": Approved by CoHE with the letter dated 12.11.2013 and numbered 59370 and accepted by the decision of the Council of Ministers dated 14.08.2014 and numbered 2014/6728. On 26.08.2014, it was published in the Official Gazette dated 29100 and numbered 29100.

j) Changing the name of "Faculty of Economics and Administrative Sciences" to "Faculty of Economics, Administrative and Social Sciences": Approved by CoHE with the letter dated 12.11.2013 and numbered 59370, by the Council of Ministers. It was accepted by the decision dated 14.08.2014 and numbered 2014/6728 and published in the Official Gazette dated 26.08.2014 and numbered 29100.

k) Health Services Vocational School was decided at the meeting of the General Assembly of Higher Education dated 19.12.2013, approved with the letter dated 03.01.2014 and numbered 265, and with the letter dated 13.03.2014 and numbered 15322, the five programs within the Vocational School were transferred to the aforementioned Vocational School.

l) Establishment of the School of Foreign Languages: It was accepted by CoHE with the letter dated 10.09.2013 and numbered 49156 and by the Council of Ministers with the decision dated 14.08.2014 and numbered 2014/6728 and published in the Official Gazette dated 26.08.2014 and numbered 29100.

m) Establishment of the General Education Department: Within the scope of the CoHE letter dated 03.11.2014 and numbered 64151 by CoHE, and with the Higher Education Executive Board meeting dated 14.10.2014, the General Education Department was opened affiliated directly with the Rectorate to teach some common courses in all departments.

n) Establishment of the Faculty of Dentistry: It was approved by CoHE with the letter dated 25.01.2017 and numbered 6330, sent to the Presidency, and was accepted by the Council of Ministers decision dated 06.02.2017 and numbered 2017/9889 and published in the Official Gazette dated 11.03.2017 and numbered 30004.

o) BAU Pera Campus has been put into service for the conservatory education of students in the 2020-2021 academic year. There are specifically reserved areas for conservatory students on our 1,759.0 m² campus. Among the conservatory programs that will train students in the international arena, it is the first program opened in Turkey with the 30% in English medium of education.

p) Closure of Social Sciences, Natural Sciences, Health Sciences, Educational Sciences Institutes: It was accepted by the Presidential Decision dated 08 May 2020 and numbered 2504 and published in the Official Gazette with the number 31122, on 09 May 2020.

q) Establishment of Graduate Education Institute: It was accepted by the Presidential decision numbered 2504 on 08 May 2020 and was published in the Official Gazette with the number 31122, on 09 May 2020.

We have eight decisions by the Council of Ministers that have been in effect since the date of our establishment to the present, and these are the basis for the organizational/administrative structure and functioning of the university.

MISSION, VISION, VALUES AND OBJECTIVES

Mission

Bahçeşehir University aims to develop research and development for the production, protection and dissemination of knowledge that will raise the living standards of our country and humanity; to raise critical, creative and entrepreneurial people who can engage in pioneering and innovative initiatives and studies that will increase the welfare and happiness of our country and people of the world; and it is a foundation university that aims to contribute with creative solutions to the problems faced by our country, our people, the state, industry and non-governmental organizations.

Vision

To be an internationally recognized, leading research university in knowledge and technology production.

Core Values

The core values of Bahçeşehir University are the main guiding principles adopted by all the activities of the University and by all its members. The vision and mission of the university has been determined within the framework of these basic values. The common values that Bahçeşehir University applies and adheres to without compromise in the fulfillment of its research, education and management functions are as follows:

- Bahçeşehir University adopts the guidance of science in all its activities and always proceeds on the path illuminated by science.
- believes that the universal "must have" of scientific activities is academic freedom.
- argues that the most crucial functions of universities are to raise individuals who are beneficial to our country and to all humanity.
- adopts gender equality in all areas of life.
- refrains to subject people to any discrimination in terms of their religions, nationalities, races, ethnic origins and stands against any kind of "othering".
- accepts the right of all young people of the world to receive scientific education at the highest standards as a principle.
- has an international perspective and for this purpose acts in accordance with the requirements of being in close contact with scientific institutions in all countries.
- is committed to the principle that teaching should take place not only in the classroom, but also in life and with life.
- supports and implements innovation, new thoughts, and ideas, in the light of scientific findings; it is against dogmas and open to changes.

Our Goals

Education and Training

- To develop a "Hybrid University" model that will be shown as an example in the national and international arena.
- To update all aspects of the student experience according to the "Hybrid University" model.
- To redesign the physical facilities required for education and training according to the changing conditions in our country and in the world.

Research and Development

- To continue and improve the studies that increase the quality of research outputs required to be among the top five hundred universities in the world by 2023.
- To employ academic staff who will produce qualified research outputs and to continue to carry out studies that will increase the competence of existing academic staff.
- To redesign the entrepreneurship ecosystem of Bahçeşehir University.

Social Contribution

- To carry out studies that will increase the effectiveness of our practices, which are set as examples in the society, such as "ApplyBAU" and "BISEP", which enable successful and needy young people to receive quality education.
- To carry out studies that contribute to the United Nations Sustainable Development Goals locally, nationally and internationally.

Governance

- To develop the working methods and environments of academic and administrative personnel according to the "Hybrid University" model and the changing conditions in our country and in the world.
- To carry out studies that will increase quality and efficiency by reviewing all processes according to the "Hybrid University" model and changing conditions in our country and the world.

A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

Management Model and Administrative Structure

Our academic and administrative organization structure: It was established within the framework of the Regulation on Foundation Higher Education Institutions, which was prepared on the basis of Article 130 of the Constitution of the Republic of Turkey and the Higher Education Law No. 2547 and the Law on the Organization of Higher Education Institutions No. 2809 and published in the Official Gazette dated 31 December 2005 and numbered 26040. The highest body and the decision authority of the university is the Board of Trustees. https://bau.edu.tr/kadro/6936-mutevelli-heyeti

At Bahçeşehir University, two vice-rectors support the Rector by managing the academic affairs and student affairs. https://bau.edu.tr/kadro/6939-rektorluk

In our university, the horizontal organization model has been adopted to the extent permitted by the legislation, and dynamic and fast-moving units have been created. At Bahçeşehir University, project-based working groups core activities are embedded in its core. At this point, a managerial approach has been adopted in the matrix structure, which includes agile units as well as the optimal balance and central hierarchical structure. In terms of managerial communication, our duty is to present traditional and agile approaches as a unique model that is compatible with both our own system and the international system. Our academic and administrative organization charts are attached. (A.1.1.10)

Our operation is carried out with seventy directives, principles and guidelines that have been accepted by the academic boards of our university and are still in effect with their amendments. In the 2020-2021 academic year, two of these directives were repealed, two were abolished and rearranged, twelve were amended and five new directives were added.

We have forty regulations, which have passed through our relevant boards, which are the basis for the organizational structure and functioning of the university, and which have come into force by being published in the Official Gazette and are still in effect with their amendments. In the 2020-2021 academic year, three of these regulations were amended, and a total of seven regulations, including the amendments, were published in the Official Gazette.

University Board of Directors: https://bau.edu.tr/icerik/2415-yonetim-kurulu

University Senate: https://bau.edu.tr/icerik/4482-senato

University Board of Deans: https://bau.edu .tr/kadro/6937-academic-management

Bahçeşehir University was subjected to external institutional evaluation by THEQC in 2018. It was included in the Monitoring Program on 14.07.2021. During the Monitoring Visit, our open-to-improvement aspects, which were communicated to our university, were shared with the relevant units, and actions were taken without wasting any time.

Under the chair of our Deputy Secretary General, the first phase of the "Organizational Development Project" was approved by the team established with the participation of experts from the Registry, Management Information Systems and Reporting Directorate, Human Resources Department and Quality Management Unit.

It was completed in 2021 and discussed in the Quality Commission, and the process map of Bahçeşehir University was unanimously accepted as attached below. (A.1.1.2)

University's Quality Commission: https://bau.edu.tr/icerik/16747-kalite-komisiyonu-uye-listesi

BAU Quality Assurance Directive has been revised in line with the changed Higher Education Quality Assurance and Higher Education Quality Board Regulation. With the example of the decision of the Senate of our University dated 22/02/2022 and numbered 2022/07/05 on the "Re-regulation of the Quality Assurance Directive", dated 03.03.2022 and numbered

2022/05/18 on the "Determination of the Quality Executive Board members" of the Executive Board. A sample of the decision is also attached for your information. (A.1.1.9, A.1.1.8)

University Quality Executive Board: https://bau.edu.tr/icerik/16936-kalite-koordinatorlugu-uyeleri

As stated in our attached Management System Policy, Bahçeşehir University focuses on people and adopts an accessible and innovative management approach. (A.1.1.3) One of the most important indicators proving this during this year can be given as an example; by keeping some of our personnel physically on campus in sufficient numbers from time to time in all our units, in a way that does not disrupt the working operation of the unit, and the other personnel working remotely, under difficult pandemic conditions. The remote working system was started by making a very rapid planning and weekly rotation plan. (A.1.1.4)

In our university's external stakeholder satisfaction survey, our stakeholders stated that "Bahçeşehir University sets an example with its management model and institutional approach." The degree of their response to the statement is one of the feedback items that will shed light on our work in this context in 2022.

Leadership

Quality assurance culture at Bahçeşehir University is adopted by all BAU personnel, especially the quality commission, quality executive committee, quality management unit and quality ambassadors in academic and administrative units, and the personnel are quite motivated in this regard. (A.1.2.18, A.1.2.1, A.1.2.22)

There are exemplary agile leadership practices in our university that support the development of a quality assurance culture throughout the institution. It is ensured that existing knowledge is transferred, the sustainability of corporate memory and good practices are shared with all units and distributed throughout the organization.

Information sharing, which is our basic principle: Planned one-to-one meetings, senior management meetings, and senate meetings are carried out in a way that covers the entire university, on the main activities of the university, namely education, research, development and contribution to society. (A.1.2.9)

There is an effective communication network between academic and administrative units at all levels and management. In 2021, 28 Senate, 28 Executive Board meetings, 4 Quality Commission meetings were held. https://bau.edu.tr/icerik/16751-kalite-komisyon-kararlari

In addition, in order to spread the quality assurance culture, our quality assurance policy is available at various points on our campus so that all our staff and students can see it. https://bau.edu.tr/icerik/16829-kalite-politikasi

In 2022, plans are being made to spread this culture even more among our students. At the forefront of these plans is the Quality Student Community. Our "Quality Student Community" was established on 28.03.2022.

To internalize the leadership culture and quality assurance culture, the Quality Commission, the Quality Executive Board, and the Quality Management Unit periodically hold meetings with academic and administrative units on quality processes and program accreditations.

Attached are forty-two examples of activities executed in 2021 by faculties and related units in order to increase the participation of our students in quality assurance studies and to spread the quality culture among students. (A.1.2.19)

For this purpose, presentations, documents, reports, and minutes of meetings are shared on our Quality Assurance web page. https://bau.edu.tr/akademik/12624-kalite-guavencesi-sistemi

Our managers and executive candidates can benefit from BAUSEM's training on leadership, global trends, and quality management free of charge.

Institutional Transformation Capacity

Hybrid University Transformation

BAU Hybrid University Transformation Roadmap, which will set an example in terms of institutional transformation, was accepted with the decision of Bahçeşehir University Senate dated 20.08.2020 and numbered 2020/21/01. (A.1.3.6)

BAU Hybrid University Transformation Roadmap | BAU | Bahçeşehir University

Diversity and speed in digitalization, the spread of technology development in all areas, and the radical change in the most basic services that make up daily life have actually gained a completely different dimension during the pandemic process. Along with the pandemic process, the "new normal" has brought with it some irreversible changes, and unique needs have emerged in a noticeably short time. In education, this situation should not be seen as just a temporary change, it creates the necessity that it is a transformation, and that this transformation should be built with a strategic perspective and roadmap. Bahçeşehir University is one of the first universities to adapt to these changes in a short time.

Behind this approach is not only the idea of solving the difficulties encountered during the pandemic process, but also the passion to be the pioneer of the modern education approach, which is evolving into a quite different structure in the globalizing world. In this context, it is aimed to follow a roadmap that strengthens learning outcomes by focusing on increasing the quality of education in every step to be taken.

This change will particularly emphasize more effective and efficient provision of individualized or, in other words, individualized services that take into account the basic development areas of the individual such as academic, physical, psychological, sociological, intellectual, ethical and career taking place in BAU's culture.

In addition, facilitating the transfer of learning outcomes to business life, is especially important to improve intercultural competence, thanks to the effective use of the rich opportunities offered by the BAU Global network, along with development through learning, experience, international professional observation, and experiences. Another important goal is

to increase the support and influence of our alumni network among stakeholders and to strengthen it internationally.

Organizational Transformation

It can be cited as concrete proof that our ongoing Organizational Business Processes project shows the process which we are in corporate transformation. Our organization is being reviewed considering agile transformation leadership and flexible new models, and our organizational structure will be simplified, and the job descriptions of our academic and administrative staff will be improved. (A.1.3.4, A.1.3.8)

Technological and Digital Transformation

Our "Change Management" model, studies for adaptation to the future (game laboratory, research centers, collaborations, trainings, certificate programs, robotics laboratory), newly opened courses; you can find the plans and original applications to transform the institution in the attached document. (A.1.3.7)

Sustainable Life

Bahçeşehir University is in harmony with the UN Sustainable Development Goals in all its activities. In order to increase the work within the scope of the United Nations Sustainable Development Goals and to create partnerships with the public, private sector, civil society and academia in this context, an alumni sustainability working group has been established for our graduates working on sustainable development in cooperation with BAU Alumni and CIFAL ISTANBUL. CIFAL ISTANBUL is one of the leading institutions providing training on sustainability in the region for this purpose. https://unitar.org/about/offices-training-centres-around-world/cifal-istanbul

The institution has created courses in our university's faculties on sustainability issues and has been successful in raising awareness among students on sustainability and social responsibility. For this purpose, CIFAL ISTANBUL Youth Platform was established in December 2021 within the body of CIFAL ISTANBUL. The launch of the CIFAL ISTANBUL Youth Platform was held on December 7, 2021, during the 18th Global CIFAL Network meeting. Our aim, is to develop youth awareness on sustainable development goals, help to develop a sense of time, adaptability, persistence, and creativity in designing lasting peace and prosperity for society and the planet. (A.1.3.9)

Strategic Transformation

Bahçeşehir University "Research Strategies" has been designed to serve "Priority Research Areas" and "Promising Research Areas" in the light of the main strategies in the strategic plan, and it has started to be followed up with comprehensive performance indicators. In this context, "Research and R&D Strategy Commission has been added to the organizational structure and the relevant commission has started working immediately. In the research area, a representative from each of our faculties attended the meetings and gave feedback about their faculty. Faculty representatives have designed a draft of priority research area studies on the basis of their faculties, taking into account the aforementioned guidelines and our current

research potential. Thus, Bahçeşehir University "Priority Research Areas" were determined. Details are given under the title of research and development. (A.1.3.10)

Internal Quality Assurance

BAU Quality Assurance System covers sub-systems of Education-Training, Research-Development, Social Contribution and Management Quality Assurance.

In 2021, important developments have occurred in terms of completing the structuring of Quality Management and drawing a quality framework. As we mentioned in the Monitoring Visit, a quality assurance specialist was employed in the Quality Management Unit, apart from the program accreditation specialist. In 2022, an assistant specialist and an assistant student were employed.

Many studies have been carried out to disseminate the quality assurance culture. In particular, information was given on the implementation and documentation of the Plan-do-study-act (PDCA) cycle, and exemplary practices were explained. Bahçeşehir University PDCA cycles were defined and published on the institution's quality web page. (A.1.4.2, A.1.4.3, A.1.4.4) https://bau.edu.tr/icerik/16884-puko-donguleri

To make progress on sharing and inclusivity, and to make more inclusive and sharing decisions, some member changes were made in our Quality Commission.

Bahçeşehir University Quality Assurance Directive has been revised taking into account the Higher Education Quality Assurance and Higher Education Quality Board Regulation, which was amended on 11.11.2021, and meetings were held regarding the changes. (A.1.4.5)

The Quality Coordinator position was established in 2020 to support the work of the Quality Commission for the internalization of the quality assurance culture in our university and for a process-oriented quality management. In 2021, in the Quality Commission, it was proposed to change the name of the "Quality Coordinator" to "Quality Executive Board" and it was decided to determine the names to be assigned in the Quality Executive Board and to convene the board monthly. In the meeting of our University Senate dated 22/02/2022, the change of the name and the changes of some members were made. BAU Quality Assurance Directive has been declared.

In the Quality Executive Board, there are academicians and administrative managers who will make particularly important contributions to program accreditation, distance education, strategic management, quality assurance in higher education. BAU Quality Executive Board accelerated the quality work; and it was ensured that the quality assurance system was managed more comprehensively and in detail. A software to support our quality assurance system has started to be used and quality ambassadors have been assigned to the units. Quality ambassadors provide information flow to the Quality Executive Board by frequently exchanging information with relevant people on matters related to their own processes. Thus, it is ensured that the internal quality assurance mechanism works properly.

Case studies are shared with all our academics by the Distance Education Application and Research Center on a weekly basis, and solutions are found as a result of stakeholder opinions and then put into practice. Attached are examples of these shares. (A.1.4.10, A.1.4.11)

In the evaluation report prepared by the BAU Faculty of Medicine Program Evaluation Committee, in order to evaluate the effectiveness of the education program being implemented, to determine which element or elements of the program are the cause of possible deficiencies in the program, and to create strategies that will allow the necessary corrections be made for program improvement and development studies, the opinions of the stakeholders are obtained in the program evaluation process. The data obtained was evaluated and prepared to be used in the development of the program. (A.1.4.12)

In order to measure and monitor the development of quality culture at our university, various surveys are held to get the opinions of our students, graduates, staff, external stakeholders, and the business world. As a result of these surveys, relevant improvements are made. Our table showing the responsible persons and calendar of our feedback mechanisms is attached. (A.1.4.6)

Public Informing and Accountability

As a requirement of its responsibility towards the society, Bahçeşehir University shares up-to-date data on all its activities, including education, research, and development, with the public via its website and social media addresses. www.bau.edu.tr

BAU Corporate Communications Directorate fulfills our mission of informing the public. You can access detailed information from the attached evidence, our social media channels that increase our communication with the public, and BAU Radio activities. (A.1.5.1, A.1.5.2)

The results of our BAU External Stakeholder survey, to which we still continue to collect answers this year, shows that our external stakeholders (23%) access information about our university through our social media channels and 22% from our website.

According to the January results of the Turkey Social Media Brand Index, our university is among the top 10 universities with the most interaction on Instagram. https://www.boomsocial.com/Social- Brands/2022/Ocak/Instagram/egitim/universiteler

In addition, the news about our university and academics in the press are shared with the BAU Family on a daily basis with the title "Bahçeşehir University in the Press".

Our university, which assigns foremost importance to transparency and sharing information with the public, has planned to create a new quality web page where our internal and external stakeholders can access all information and documents, surveys, reports, meeting decisions regarding our accreditation processes and quality improvement efforts. The BAU quality assurance web page has been created to keep all academic and administrative staff, students and external stakeholders informed about the quality assurance activities of the institution in the fall semester of 2021. It has been announced to all our staff and students by the Vice Rector.

Quality Assurance web page: https://kalite.bau.edu.tr

The members of the quality commission and quality executive committee, meeting decisions, documents, Institutional Internal Evaluation and External Evaluation Reports, events and announcements, trainings, our vision and mission, quality assurance policies, information on program accreditation, internal and external stakeholder surveys, rankings, regulations, and guidelines can be accessed from our web page. The sharing of these documents and news is carried out by the Quality Executive Board and the Quality Management Unit in coordination with the University Quality Commission.

In 2021, a quality e-mail address (kalite@bau.edu.tr), where our internal and external stakeholders can request information about our quality processes, has been opened and shared with all our employees and students. It is also included in the feedback section of our web page.

At the same time, everyone can get information about our university from the call center at 444 2864. BAU Solution Center is responsible for the follow-up of information applications to be made to our institution. In 2021, 198,950 calls were answered for information purposes. Help@bau.edu.tr received 44,581 e-mails, and information was provided by directing the inquiries to the relevant departments. (A.1.5.6)

One of the printed materials in Turkish and English that the university delivers to its stakeholders is an introductory booklet. The introductory booklet "Imagining the Future", which contains information about the university's scholarship opportunities, academic, physical, and social opportunities, educational programs, research centers, clubs, and societies, is prepared and distributed free of charge to inform university candidates.

Some of our faculties at Bahçeşehir University publish journals. For example, Journal of the Faculty of Law aims to contribute to the development of law in our country by publishing articles that can contribute to original, current, and scientific studies in all fields of law. Thus, our journal is published every two months, six issues a year in total.

In our external stakeholder survey, a question like "From which sources do you access information about BAU?" can be answered in two statements such as "It informs the public about the activities it carries out and its goals for the future" and "It takes place in the media with its success and achievements." Thus, through which channels our stakeholders have the most information about us and the adequacy level of this information will be determined and shared with the responsible units.

In addition, Provincial Briefings are presented to the Governorship of İstanbul twice a year, in December and June, in January (as of the end of the year) and July (as of the first 6 months). In addition, reports about our university are presented to CoHE and THEQC according to the specified calendar.

Management Model and Administrative Structure

Maturity Level: Practices regarding the management and organizational structure of the institution are monitored and improved.

Evidence:

A.1.1.1 Bahçeşehir University Quality Commission Members.pdf

A.1.1.2 BAU Process Map.pdf

A.1.1.3 BAU Management Policy.pdf

A.1.1.4 Measures Regarding Covid-19 Measures Remote Working System.pdf

A.1.1.5 Business Processes (Units) 15.09.2021.pdf

A.1.1.6 Quality Commission Decision 06.09.2021.pdf

A.1.1.7 Our Quality Policy.pdf

A.1.1.8 BAU Quality Assurance Directive.pdf

A.1.1.9 Senate Decision Announcement of the Quality Assurance Directive.pdf

A.1.1.10 Academic and Administrative Organization Charts.pdf

A.1.1.11 Bahçeşehir University Senate.pdf

Leadership

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

Evidence:

A.1.2.1 Members of the Executive Board of the Executive Board.pdf

A.1.2.2 IIER Version 3.0 Training.jpg

A.1.2.3 Example of Effective Communication Network between Units and Management.pdf

A.1.2.4 Quality Commission Decision 06.09. 2021.pdf

A.1.2.5 Quality Commission Decision 19.02.2021.pdf

A.1.2.6 Quality Commission Decision 20.10.2021.pdf

A.1.2.7 Quality Commission Decision 28.01.2021.pdf

A.1.2.8 Quality Executive Board Meeting 28.01.2022.png

A.1.2.9 Our Basic Principle.pdf

A.1.2.10 Teamwork Trainings.jpg

A.1.2.11 BAUSEM Leadership and Quality Assurance Culture.docx

A.1.2.12 BAU Quality Assurance Directive.pdf

A.1.2.13 Senate Meeting 16.12.2021.docx

A.1.2.14 Board Meeting 15.06.2021.docx

A.1.2.15 Example of Communication and Information Management System with Quality Ambassadors.docx

A.1.2.16 BAU Meeting Minutes Quality Meeting.docx

A.1.2.17 Research Management Organization Chart.pdf

A.1.2.18 BAU Quality Ambassadors.pdf

A.1.2.19 BAU Student Participation 2021.xlsx

A.1.2.20 Deans Council Meeting.png

A.1.2.21 Deans Council (12-14 November 2021).pdf

A.1.2.22 Bahçeşehir University Quality Commission Members.pdf

Institutional Transformation Capacity

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

Evidence:

A.1.3.1 01 July 2021 FKK Decision No 8 CET4207 Augmented and Virtual Reality.docx

A.1.3.2 01 July 2021 FKK Decision No 9 CET4211 Cybersecurity in Education.docx

A.1.3.3 BAU and Argüden Academy Sustainability Governance Training Program.png

A.1.3.4 Strategic Transformation.jpg

A.1.3.5 Turquality Brand Strategy.png

A.1.3.6 BAU Hybrid University Transformation.pdf

A.1.3.7 Unique Approaches and Examples on Future Adaptation and Institutional Transformation.docx

A.1.3.8 BAU Process Map.pdf

A.1.3.9 Food and Agriculture Seminars.pdf

A.1.3.10 BAU Research Strategy.docx

Internal Quality Assurance Mechanisms

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

Evidence:

A.1.4.1 BAUSEM Meeting Minute.pdf

A.1.4.2 Research and Development Pukö.pdf

A.1.4.3 Education Pukö.pdf

A.1.4.4 Social Contribution Pukö.pdf

A.1.4.5 BAU Quality Assurance Directive.pdf

A.1.4.6 Feedback Mechanisms.xlsx

A.1.4.7 BAU Meeting Minute Form Quality Meeting with Rector Professor.docx

A.1.4.8 Research Units.pdf

A.1.4.9 Distance Education Center Case

A.1.4.10 Case Study Itslearning Pilot Study.pdf

A.1.4.11 Case Study Course Design in Line with New Technologies and Pedagogical Principles.pdf

A.1.4.12 BAU Faculty of Medicine PDCA cycle Example.pdf

Public Informing and Accountability

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

Evidence:

A.1.5.1 Bahçeşehir University Public Disclosure Process.docx

A.1.5.2 BAU Radio.docx

A.1.5.3 BAU Prestige Catalog.pdf

A.1.5.4 Ways of Obtaining Information from External Stakeholders.pdf

A.1.5.5 Quality Assurance Web Page Announcement.pdf

A.1.5.6 BAU Solution Center Statistics.xlsx

A.1.5.7 Provincial Briefing.pdf

2. Mission and Strategic Objectives

Bahçeşehir University has defined its vision, mission, and policies, and determined its goals and objectives. (A.2.1.7) Our quality assurance policy, which was established with the decision of the Quality Commission dated 12.12.2018 and numbered 2018/14/05, is known by our students and staff. In addition, in order to spread the culture of quality assurance, our quality assurance policy is available at various points on our campus so that all our staff and students can see it. (A.2.1.6)

Quality Policy is the main policy that forms the basis of our other policies and covers all of them as well. Our international and national rankings showing the concrete results of our policies are attached. (A.2.1.8) In addition, the activities of our Research Centers, which are one of our activities in line with our mission, vision, and policies, are included in the appendix. (A.2.1.9) You can access our activities on our university's website and on our Quality Assurance web page. https://bau.edu.tr/akademik/12624-kalite-guvencesi-sistemi

2019-2023 Strategic Plan studies initiated in 2018, the SWOT analyzes that emerged in line with the opinions of internal and external stakeholders, and the search conference held in Antalya were shared together with all managers, consolidated, and then prepared as a draft. With the COVID-19, while the five-year comprehensive strategic plans lost their impact in a noticeably short time, it has proven that short-term and agile plans are much more effective and truly applicable in today's world, instead of such long-term and idle plans. In this context, the BAU 2019-2023 Strategic Plan was re-designed with the updated vision, made much more agile, effective, and applicable, and the BAU 2021-2023 Strategic Plan was shared with the public, especially internal and external stakeholders. BAU 2021-2023 Strategic Plan is shaped around four themes: Education and Training, Research and Development, Governance and Social Contribution. (A.2.2.6)

Main strategies were determined for each theme, targets were set, and performance indicators were followed up. A new software was purchased in order to monitor the operability of performance indicators and performance management mechanisms in the institution more effectively and to make improvements according to the monitoring results. Thanks to the Strategic Module of this software, the performance indicators in our strategic plan are monitored periodically in accordance with our policies. (A.2.2.5, A.2.2.7)

Bahçeşehir University is in harmony with the UN Sustainable Development Goals in all its activities. We aim for a higher range every year in the UN Sustainable Development Goals THE (Times Higher Education) Impact Ranking for the goal of "to be among the top 500 universities in the world by 2023", which is also stated in our Strategic Plan. (A.2.2.4)

BAU Hybrid University Quality Management and Standards have been determined and implemented by the relevant units. Whether it provides the Administrative Quality Standards, and if so, how it is provided is followed by relevant evidence. (A.2.2.2, A.2.2.3)

Mission, Vision, and Policies

Maturity Level: There are practices compatible with the mission, vision, and policies throughout the institution.

Evidence:

A.2.1.1 BAU Research-Development Policy.pdf

A.2.1.2 BAU Educational Policy.pdf

A.2.1.3 BAU Social Contribution Policy.pdf

A.2.1.4 BAU Internationalization Policy.pdf

A.2.1.5 BAU Management Policy.pdf

A.2.1.6 BAU Quality Policy.pdf

A.2.1.7 BAU Vision and Mission.pdf

A.2.1.8 Our 2021 Rankings.docx

A.2.1.9 Research Center Activities.xlsx

A.2.1.10 Statement on Policy Development Goals.docx

Strategic Goals and Objectives

Maturity Level: The institution has a holistic strategic plan adopted by all units and known by its stakeholders and has practices compatible with this plan.

Evidence:

A.2.2.1 BAU Research Strategy.docx

A.2.2.2 BAU Compass Quality Standards Report.xlsx

A.2.2.3 BAUGO Quality Standards Report.xlsx

A.2.2.4 BAU The Impact Ranking 2022.pdf

A.2.2.5 SP Targets.pdf

A.2.2.6 Strategic Targets and Performance Indicators.pdf

A.2.2.7 Strategic Plan Purpose and Targets Software.pdf

Performance Management

Maturity Level: There are performance management practices spread throughout the organization.

Evidence:

A.2.3.1 BAU Indicators Management.pdf

A.2.3.2 BAU Compass Report (Dean of Students).xlsx

A.2.3.3 Performance Indicators Unit-Based Report.pdf

A.2.3.4 Research Performance Indicators.pdf

A.2.3.5 BAUGO Report.xlsx

A.2.3.6 Asynchronous Course Criteria.pdf

3. Management Systems

Information Management System

Bahçeşehir University uses integrated information management systems to ensure the achievement of its strategic goals and objectives, both qualitatively and quantitatively. Management of information management systems is under the Department of Information Processing.

The components of the Integrated Information Management System used by the academic and administrative units feeding the Quality Management System, our information security

practices and the main licensed software we use are summarized in the attached proof document. (A.3.1.1, A.3.1.2)

In 2021, a new quality and information management software that will support our quality assurance system has been purchased and started to be used, and quality ambassadors who have mastered their own processes in both academic and administrative units have been assigned and training to use the software they have been given. (A.3.1.3, A.3.1.6)

With this software, a process-oriented quality management will be realized, corporate performance indicator tracking can be done, and systematic data collection will be possible. (A.3.1.7) It is also an important development in transferring institutional memory.

An e-archive project is being carried out on the EBYS system, and within the scope of this project, it is planned that the entire physical archive will be transferred to an electronic environment and become easily accessible.

Due to the COVID-19, HES codes were defined on the entrance cards of all personnel and students in the 2021-2022 academic year, and those at risk were prevented from entering the campuses.

With the Physical Space Inventory Software Project, which started in 2021, it is aimed to connect all movable and immovable properties within the university to a single system and to establish a space and equipment management system. In this context, re-measurements of all physical areas are made.

Human Resources Management

Bahçeşehir University Human Resources aims to structure and manage human resources in the most accurate way in line with the university's goals, based on innovative and service-oriented practices. Our practices regarding the management system policy of the Human Resources Department are summarized in the attached evidence document. (A.3.2.2)

The personal development of the administrative staff is supported by the training activities of BAUSEM and Learning and Teaching Center. Issues that will ensure the professional and personal development of the employees are regulated, and all our personnel can apply for the general trainings, and they are guided by their managers. Employees can attend online courses to improve their English language knowledge.

BAU Cultural Diversity Survey Questionnaire was applied to all personnel between 15 June and 6 August 2021 by the Human Resources Department and BAUEQUAL to conclude the future institutional decisions we will be taking on equality and inclusion and the practices we will implement. The working group, which we call the BAU Equality and Inclusion Commission (BAU EQUAL), has established and is implementing a work program on what can be done on sexual harassment and gender-based violence, workplace violence and discrimination-based violence.

A satisfaction survey was conducted in cooperation with Great Place to Work (GPTW) company between 24 December 2021 and 17 January 2022 in order to determine the satisfaction level of the personnel in the institution and to identify the aspects that need

improvement and to initiate the necessary studies. The answering process of the questionnaire has been completed and a meeting is planned to present the reports to the senior management. (A.3.2.6)

Financial Management

Information and practices regarding the management of financial resources are presented in our attached evidence document. (A.3.3.1)

During the Monitoring Visit and external evaluation, a proposal was presented to our university that financial resources are managed at an institutional level with the central budget, and that the effective use of resources can be increased by planning the budgets on the basis of units.

Regarding the use of financial resources in our university, central budget processes are being implemented and no budget work has been done yet on the basis of units/faculties. Centrally, all the resources of the university are collected, and the use of these resources is determined by the university administration according to the needs of the units and the priority of the investments.

In the 2021 period, our university needed to expand the physical education and training areas and create new campus areas, in accordance with the increasing number of students, the need to establish new education faculties, and the demands of the present time period; and it started new campus investments in this context. You can find information about our major investments in the attached document. (A.3.3.2) Due to the fact that these investments are covered by university resources, the budget follow-up process based on units and departments could not be started.

As a university, the budget tracking and resource utilization processes of certain units are determined and monitored within themselves. Research Centers, Library, Corporate Communications Directorate, e-sports, Disabled Student Unit, Dean of Students, Sports Activities Unit have budgets. Faculties have an activity budget. Budgets are determined separately by the University administration and followed up with the Finance Directorate and the Purchasing Department.

Process Management

Regarding process management: Quality and Information Management Systems software was purchased in order to carry out "quality assurance system", "strategic plan monitoring and evaluation", "internal control" and processes at unit and institution scale. With the improvements made in the software for corporate needs, the software was put into use in 2021. Efforts are underway to ensure the integrated management of all activities and standardization of in-house quality practices. (A.3.4.10)

In addition, our Organizational Business Processes Project, which was started on 19.02.2021, still continues. (A.3.4.7, A.3.4.9) Meetings regarding the Process Project are held. (A.3.4.1, A.3.4.2, A.3.4.3) When the project is completed, the organizational transformation of our

institution will be completed, and our business processes will turn into a slimmer structure. Attached is the process map of the university. (A.3.4.5, A.3.4.6)

Information Management System

Maturity Level: The integrated information management system is monitored and improved in the institution.

Evidence:

A.3.1.1 BAU Information Management System.docx

A.3.1.2 BAU Information Security and KVKK.docx

A.3.1.3 BAU Quality Ambassadors Software Training.jpg

A.3.1.4 BAU-OIS Main Screen.png

A.3.1.5 BAU-OIS Student Detail Screen.jpg

A.3.1.6 Quality Software Main Screen.pdf

A.3.1.7 Example of Data Collection from Software with Quality Envoys.docx

Human Resources Management

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

Evidence:

A.3.2.1 Disaster Awareness Training.pdf

A.3.2.2 BAU Human Resources Management Practices.docx

A.3.2.3 Occupational Health and Safety Training Participation Certificate Image 2.png

A.3.2.4 Occupational Health and Safety Training Participation Certificate.pdf

A.3.2.5 Occupational Health and Safety Training Participation Certificate.pdf

A.3.2.6 HR Staff Satisfaction Survey.docx

A.3.2.7 Equality and Inclusion Survey.pdf

A.3.2.8 BAU Academic Postings.docx

A.3.2.9 BAU Assignment Upgrade Principles.pdf

Financial Management

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

Evidence:

A.3.3.1 Finance Directorate.docx

A.3.3.2 Bahçeşehir University Major Investments.docx

Process Management

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

Evidence:

A.3.4.1 BAU Meeting Minute Form 02092021.docx

A.3.4.2 BAU Meeting Minute Form 07092021.docx

A.3.4.3 BAU Meeting Minute Form 29062021.docx

A.3.4.4 Scientific Research Projects Process Management Chart.pdf

A.3.4.5 Business Processes (Units) 15.09.2021.pdf

A.3.4.6 Business Processes 15.09.2021.pdf

A.3.4.7 Quality Commission Decision 19.02.2021.pdf

A.3.4.8 Program Accreditation Workflow.jpg

A.3.4.9 Senate Decision 25.02.2021.pdf

A.3.4.10 Process Management Module.pdf

A.3.4.11 Graduation Process.png

4. Stakeholder Engagement

Internal and External Stakeholder Engagement

Bahçeşehir University has determined its internal and external stakeholders. (A.4.1.5, A.4.1.18) Regular surveys are conducted within the scope of stakeholders' participation in quality assurance, education and training, research and development, management, and internationalization processes. In order to ensure internal and external stakeholder participation, surveys such as staff satisfaction survey, surveys for foreign students, graduate satisfaction survey, BAU Cultural Diversity Survey, online teaching research for BAU students and external stakeholder survey were held in our university in 2021. (A.4.1.9, A.4.1.12, A.4.1.13)

An external stakeholder survey was held to ensure the participation of external stakeholders in quality assurance studies at our university, and the survey process continues. The results up to the report writing date and the relevant official correspondence samples are attached. (A.4.1.6, A.4.1.7) The external stakeholder survey was also shared on the institution's web page.

In our university's external stakeholder satisfaction survey, the degree of the responses of our stakeholders to the statements such as "Communication with their stakeholders is sufficient" and "He takes into account stakeholder views" will be decisive in the actions we will take in this regard in 2022.

At the 2021 Monitoring Visit, our university gave feedback to external stakeholders regarding the need to improve feedback mechanisms (utilizing opportunities other than surveys, applying surveys with a purpose, using survey results for improvements) and opportunities to participate in decisions (such as increasing the effectiveness and efficiency of the advisory board) has received.

At our university, there is the Advisor to the Rector responsible for Press and Communications, the Advisor to the Rector responsible for International Relations and the Advisor to the Rector responsible for International Marketing and Communication. https://bau.edu.tr/kadro/6939-rektorluk

Some of our faculties have academic and sectoral advisory boards. Examples are https://bau.edu.tr/icerik/13048-danisma-kurulu and https://bau.edu.tr/icerik/13048-danisma-kurulu

In addition, on 02/11/2021, the Advisory Board of the School of Applied Sciences - Pilotage Department was established. Members and meeting minutes are attached. (A.4.1.1, A.4.1.10, A.4.1.14)

On 16/12/2021, the Gastronomy and Culinary Arts Department Advisory Board was set up and its members are attached. (A.4.1.8) Efforts to establish an advisory board and increase the effectiveness of existing advisory boards continue throughout the institution.

Within the scope of the accreditation process of our Faculty of Medicine, SWOT analysis was carried out with the participation of external stakeholders, and the results were transferred to the Self-Evaluation Report and the Strategic Plan.

In the process executed by our CO-OP Career Development Application and Research Center, the company officials our students work with through CO-OP give us their opinions about them. The employer's comments are attached. Stakeholder views are evaluated, and necessary actions are taken. (A.4.1.2, A.4.1.3)

A feedback survey is applied to the faculty members working in our faculties and the results are evaluated at the board meetings. (A.4.1.15)

BAU Distance Education Application and Research Center analyzes and analyzes the situations to be developed by taking the opinions of our academicians on a weekly basis. Periodically, these improvement studies are shared with all our academics in English and Turkish. (A.4.1.17)

A quality e-mail address (kalite@bau.edu.tr) was opened in 2021, where our internal and external stakeholders can provide all kinds of feedback such as opinions and suggestions, and it has been shared with all our employees and students. It is also included in the feedback section of our web page. (A.4.1.4)

Bahçeşehir University informs its internal and external stakeholders, especially students, through BAU Solution Center, records and evaluates their opinions and suggestions. In the appendix, there are quarterly statistics on information applications received by phone or e-mail. (A.4.1.16)

Attached is our proof document showing that satisfaction surveys for internal and external stakeholders are carried out regularly and systematically at Bahçeşehir University. (A.4.1.11)

Student Feedbacks

There are different mechanisms at our university to receive feedback from students on academic and administrative matters.

Bahçeşehir University is a student-oriented university and has a Dean of Students and a Student Council. (A.4.2.3, A.4.2.10)

Evidence of the meetings held jointly by the Dean of Students and the Student Council is attached. (A.4.2.11)

In order to involve students in the decision-making processes, the idea of establishing a student quality society outside of the Dean of Students and the Student Council has been developed. (A.4.2.9) Our Student Quality Community was established on 28.03.2022.

In order to understand the attitudes and views of BAU students on distance education, a survey study was conducted on the internet, in Turkish and English. A total of 3,696 students answered the questionnaire. The results of the evaluations are shared in the appendix. (A.4.2.13)

In the process carried out by our CO-OP Career Development Application and Research Center, our CO-OP students express their opinions about the companies they work with. Attached are the opinions of our students. Stakeholder views are evaluated, and necessary actions are taken. (A.4.2.1, A.4.2.2)

In 2021, two questionnaires were applied to our international students. The first one is about the problems faced by our international students and the results, and the action taken are given in the appendix. The second one is the "International Student Mental Well-Being" questionnaire. In addition, the Student Recognition and Guidance Unit, affiliated to our Dean's Office, conducts Student Success Analysis every year. In this study, the success changes of our students according to the years are followed and supportive studies are implemented to increase their academic success. Attached is the evidence. (A.4.2.11, A.4.2.7)

Feedback received by BAU Student Resolution Center is meticulously followed and improvement studies are carried out. Most of the questions were about financial affairs. In particular, when the economic problems experienced during the COVID-19 period and the feedback received from the Resolution Center were followed, more support for financial aid, study scholarships and other scholarships emerged for students. Then, the Scholarship Coordination Unit affiliated to the Dean of Students was set up and support was provided to the students through the Finance and Scholarship Commission. Support was provided to many of the students who applied to the Scholarship Committee and the Financial Commission in the 2020-2021 academic year. Attached are the details. (A.4.2.11, A.4.2.5)

Another different application is the "Reverse Mentoring" application assigned to our Dean of Students. From the student's perspective, topics such as what the Dean of Students can do, how it can support students more, how it can improve its social media, and what good

examples exist in other universities were discussed with our students and the dean for 6 weeks. Attached is the evidence. (A.4.2.12)

On December 7, 2021, the Local Student Branch Representatives Election, organized by the İstanbul Chamber of Dentists (IDO), was held at our university. BAU Faculty of Dentistry Local Student Branch Representatives were chosen by the votes of our faculty students.

In our faculties, our academicians conduct course evaluation surveys. Attached is a sample of student feedback from the Faculty of Health Sciences. (A.4.2.8) These evaluations made by the students not only contribute to the improvement studies related to the courses, but also help to monitor the educational performance of the instructors at different administrative levels.

Students can convey their problems or complaints about courses or extracurricular issues to the head of the relevant department, verbally or in writing, and the department head contacts the relevant people according to the subject of the problem and carries out the necessary work for the solution of the problem.

Through Student Clubs and Societies, students get together frequently, and their opinions are taken, and necessary improvements are made. (A.4.2.11)

The Program Evaluation Board, which was established within the scope of "Bahçeşehir University Faculty of Medicine Pre-Graduate Education Board and Commissions Guidelines on Principles and Procedures" approved by the Senate decision dated 09.01.2020 and numbered 2020/01/05 at BAU Medical Faculty feedback is received, analyzed, and used in program development. (A.4.2.13)

Alumni Relations Management

Bahçeşehir University systematically collects and evaluates information about its graduates and uses it to guide future improvement activities. It regularly measures the satisfaction level of graduates. The features and activities of the graduate monitoring system are presented in our attached file. (A.4.3.2)

To develop the graduate monitoring system; BAU Network, BAU Alumni Sustainability Working Group, BAU Alumni Mentor Program, Alumni Card Application, Alumni Provincial Representatives, periodic graduate phone calls, Alumni Jogging Group, industry meetings, "Alumni Short" news series, Alumni Satisfaction Survey, BAU Branding Center "Brands Made by Alumni" series, launched in partnership with BAU Alumni, is among our exemplary applications.

BAU Alumni Center, by updating the alumni information system, informs our graduates of each other and the events organized (trainings, tours, conferences, workshops, panels, alumni festivals, Alumni Ambassador Programs, Alumni Mentoring Program, career studies, etc.); it carries out its studies by aiming to maintain an effective alumni communication. https://mezun.bau.edu.tr/

In this context, the "BAU Network" social network was deemed worthy of an award in the international arena at the end of 2019. In addition, BAU Network was evaluated as the strength of our university in the external evaluation carried out by THEQC in 2018.

In line with the opinions and feedbacks of the graduates, the Alumni Satisfaction Survey was held between 25 June and 4 August 2021 in order to prepare a better learning environment for students and to provide a sustainable university-alumni relationship. A questionnaire was sent to 9200 graduates. Its results are contained in the evidence. (A.4.3.1) It is planned to conduct the BAU Graduate Satisfaction Survey every 2 years for those who graduated in the last 2 years, and once every 5 years for all graduates.

In the "Brands Made by Alumni" series, launched in partnership with BAU Branding Center and BAU Alumni, we come together with our graduates in the sector to exchange information and share entrepreneurship stories. https://mezun.bau.edu.tr/brands-made-by-alumni/

The BAU Alumni Mentoring Program, which we organized for the sixth time this year, continues to develop and grow steadily. https://mezun.bau.edu.tr/mezun-mentorluk-programi/

In order to increase the work within the scope of the United Nations Sustainable Development Goals and to establish partnerships with the public, private sector, civil society and academia in this context, in cooperation with BAU Alumni and CIFAL ISTANBUL, the Alumni Sustainability Working Group has been established for our graduates working in the area of sustainable development. https://mezun.bau.edu.tr/surdurulebilirlik-calisma-grubu/

86 % of our alumni who participated in the alumni survey are in contact with other alumni and the Alumni Center.

In our ongoing external stakeholder survey, two statements regarding the academic qualifications and professional qualifications of our graduates have been addressed to our stakeholders and they are expected to be evaluated. According to the results up to the date of this report, 81.06% of those who expressed their opinions on this subject think that our graduates have high professional qualifications.

Internal and external stakeholder engagement

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

Evidence:

A.4.1.1 02.11.2021 Pilotage Advisory Board Meeting Minute.pdf

A.4.1.2 2021-2022 Co-Op Career Center Fall Cooper Evaluation (Company Feedback).xlsx

A.4.1.3 2021-2022 Co-Op Career Center Fall Branded Course Evaluation (Company Feedback).xlsx

A.4.1.4 Quality Feedback Address Announcement.pdf

A.4.1.5 Bahçeşehir University Stakeholder List.pdf

A.4.1.6 BAU External Stakeholder Survey DataMatrix.png

A.4.1.7 BAU External Stakeholder Survey.pdf

A.4.1.8 BAU Gastronomy and Culinary Arts Department Sectoral Advisory Board.docx

A.4.1.9 BAU Cultural Diversity Survey 2021.pdf

A.4.1.10 Advisory Board Pilotage.docx

A.4.1.11 Feedback Mechanisms.xlsx

A.4.1.12 GPTW Akademik.jpg

A.4.1.13 GPTW Administrative.jpg

A.4.1.14 Pilotage Advisory Board Meeting Photograph.pdf

A.4.1.15 Example of Medical Faculty Basic Sciences Lecturer Feedback.pdf

A.4.1.16 Solution Center Call Numbers.xlsx

A.4.1.17 Itslearning Stakeholder Opinion.pdf

A.4.1.18 Prioritizing Stakeholders.xlsx

Student Feedback

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

Evidence:

A.4.2.1 2020-2021 Spring Branded Course Evaluation (Student Opinions).xlsx

A.4.2.2 2021-2022 Fall Cooper Evaluation (Student Feedback).xlsx

A.4.2.3 Student Council Directive.pdf

A.4.2.4 Success Status Analysis Report.docx

A.4.2.5 BAU Student Resolution Center Report.docx

A.4.2.6 30.03.2021 Dean of Students Student Calls Report.docx

A.4.2.7 BAU International Student Feedback 2021.pdf

A.4.2.8 GEP0011 Course Evaluation Questionnaire.pdf

A.4.2.9 Quality Commission Decision 20.10.2021.pdf

A.4.2.10 Student Feedback Council President Election.docx

A.4.2.11 Student Feedback BAU Dean of Students.docx

A.4.2.12 Reverse Mentoring 2021.png

A.4.2.13 PDK General Evaluation Report_2020-2021.pdf

Alumni Relations Management

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

Evidence:

A.4.3.1 2020-2021 Graduate Satisfaction Survey Report.pdf

A.4.3.2 BAU Graduate Tracking System and Unique Approaches.pdf

A.4.3.3 BAU Alumni Sustainable Working Groups.docx

A.4.3.4 BAU Graduates Running.jpg

A.4.3.5 Graduate Communication Committee Meeting Minutes 20.01.21.pdf

A.4.3.6 Graduate Sector Meetings.docx

5. Internationalization

Our internationalization activities, which were appreciated by THEQC Evaluation Teams, continue. One of the best examples of the results of these activities is that our university is the first Turquality brand in the education sector in Turkey.

One of the most obvious and unbiased indicators for monitoring the results of internationalization efforts is the awards received in this field. Bahçeşehir University has proven its determination and success in this field by being ranked first three times and second twice in the last five years in the "Educational Services" category of the "Export Champions" event organized by the Service Exporters' Association. Since this award is given in line with two criteria as the number of international students and the foreign exchange value coming to our country with these students, it is one of the determining indicators in this field. In addition, Bahçeşehir University continues to increase the number of international students and academics every year in line with the rules determined by CoHE.

Our students benefit from the social and cultural benefits of studying in an international university environment. The number of foreign academics is 33 in the school. According to the data published in the "Foundation Higher Education Institutions" report prepared by CoHE in 2021, Bahçeşehir University ranks number 1 among the foundation universities according to the "Number of Foreign Students". Bahçeşehir University has 5703 foreign students.

It was foreseen that 18 participants from our Academic and Administrative Staff would participate in the mobility. Due to the emergence of COVID-19, 6 of our personnel were able to participate in the mobility.

Within the scope of Erasmus+ and Word Exchange Programs, student and staff applications and selections are made through the KION online system. On the other hand, mobility processes and return processes are carried out periodically by e-mail communication of the relevant personnel with the participants in the mobility.

Participants who complete their mobility within the scope of Erasmus are reported through the Mobility Tool, the system of the European Commission. In particular, the Academic Coordinators of Student Exchange Programs assist the students in the course selection process

before the mobility of the participants and in the course substitution process when they return. Normally, bilateral agreements eliminated of the standard procedure, the wet signature process; and in accordance with the new Erasmus+ rules of the European Commission, the paperless Erasmus process has started; and as BAU, bilateral agreements are in the process of being issued online in this context.

For 2021, a total of 322,350,00 € was transferred to Bahçeşehir University for staff and student mobility within the scope of Erasmus+, and almost 50% of the project, which is currently actively using the budget, has been used. The budgets transferred by the EU to BAU are controlled by the National Agency via the Mobility Tool and a contract is signed between the two institutions.

In our international student admission and promotion process for the 2021-2022 academic year, unlike the strategies we carried out in previous years, more emphasis was placed on digital promotion under the pandemic and quarantine conditions. In line with our promotions, we tried to reach potential students in various countries. Afterwards, open day activities were organized in order not to cut off the warm contact with our prospective students who applied and were accepted.

For the fall and spring semesters, approximately 2,150 international students have been enrolled in our associate, undergraduate and graduate programs.

During our registration period, we organized a total of 10 open days, and we tried to direct our candidate students to registration without breaking our contact. You can find the posters of some of the related events attached. (A.5.3.8) Due to the pandemic conditions, candidate students were met in digital environment by participating in webinars and fairs.

Our Faculty of Law is a founding member of the International Association of Law Schools (IALS). Fifty of our faculty students are entitled to benefit from TOLES Advanced Legal English Certificate Training with full scholarship and the rest of our students at a discount. Successful students are awarded with a certificate.

Students who have high grade point average (GPA) and desire to go abroad are given the opportunity to receive a second diploma from the MLA College (Plymouth-UK) Sustainable Maritime Operations Department, according to the selection made by taking into account their success ranking. Our selected students benefit from the aforementioned education with a full scholarship, while the other students benefit from the aforementioned education at a discount.

In addition to education and research projects, our Faculty of Education participates in student exchange projects and exchanges students with different countries. Moreover, the number of international students in the faculty is quite high. In addition to these, our faculty offers its students internship opportunities abroad in the third and fourth years of their undergraduate education. Third- and fourth-year students of the Faculty of Educational Sciences can do their summer internship at Fulford Academy in Canada after succeeding the interview process.

Bahçeşehir University is a member of the Make Impact Consortium, founded and led by MIT. With this agreement, our students can communicate 24/7 with students and academics at other universities.

Two different questionnaires were applied to our international students in 2021. The results of the survey and the improvements made are attached. (A.5.3.9)

Management of Internationalization Processes

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

Evidence:

A.5.1.1 Erasmus Selection Criteria.pdf

A.5.1.2 SEA 2021.jpg

A.5.1.3 Internationalization.docx

Internationalization Resources

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

Evidence:

A.5.2.1 Grant Agreement.pdf

A.5.2.2 Completed Outsourced Projects 2021.pdf

Internationalization Performance

Maturity Level: There are internationalization activities spread throughout the organization.

Evidence:

A.5.3.1 Staff Mobility.pdf

A.5.3.2 BAU- Royal Irish Academy Of Music.pdf

A.5.3.3 BAU and Balkan University Signed Reconciliation.pdf

A.5.3.5 HIGLOBE - BAU Faculty of Educational Sciences.docx

A.5.3.6 Erasmus Agreement Lists.xlsx

A.5.3.7 La Lemonaki Aikaterini.pdf

A.5.3.8 Open Day Aug 31.jpeg

A.5.3.9 Feedback from International Students.pdf

B. EDUCATION AND TEACHING

1. Program Design, Evaluation and Update

Bahçeşehir University designs and updates its new program proposals in line with the education policy and the 2021-2023 Strategic Plan within the scope of the quality policy determined in accordance with its mission and vision, taking into account the National

Qualifications Framework for Higher Education in Turkey (NQF-HETR), field qualifications, stakeholder views, country, and sector needs in accordance with the processes defined by the CoHE's criteria for Opening and Closing Associate, Undergraduate and Graduate Programs, Changes in Existing Programs.

In accordance with its mission, Bahçeşehir University aims to provide education and training services in a way to raise critical, creative, and entrepreneurial people who can engage in pioneering and innovative initiatives and studies that will increase the welfare and happiness of our country and people of the world. In this direction, the education policy of our university is as attached. (B.1.1.13)

Bahçeşehir University Distance Education Application and Research Center supports the execution of distance education associate degree, undergraduate and graduate programs within the university, and all education activities including associate, undergraduate, graduate, continuing education and lifelong education carried out within the university. It continues its activities to provide the necessary technical support within the scope of distance education for the programs. (B.1.1.2)

In 2021, despite the ongoing pandemic conditions all over the world and in our country, education and training continued without interruption. In line with the decisions taken by the responsible authorities, updates have been made in the design of some programs within our university. In line with the decision of CoHE to create each faculty's own program in 2021, the program design in the Faculty of Education was updated.

Bahçeşehir University continues its studies for program accreditation. Bahçeşehir University, which increases the number of accredited programs by adding on it every year by the accreditation institutions authorized by THEQC, demonstrates its determination in this direction and proves that it fulfills the education and training requirements specified in IIER.

Our Business and International Trade and Business Administration departments, which applied for accreditation to the Social Humanities and Basic Sciences Accreditation and Rating (STAR) Association in 2021, have aligned their program outputs with both NQF-HETR and the relevant institution within the scope of accreditation preparations. Accreditation studies of non-accredited departments in the Faculty of Economics, Administrative and Social Sciences continue.

The Communication Research Association - Turkey (İLAD) and its subsidiary the Communication Education Evaluation Accreditation Board (İLEDAK) awarded the Public Relations Department with the title of the first accredited communication department in Turkey on 20 March 2019. In 2021, as a result of the interim evaluations carried out, the accreditation period of the department was extended up to five years, and the validity date was extended until March 1, 2024.

In 2021, within the scope of BAU Faculty of Medicine accreditation studies, the training program has been adapted to the Pre-Graduation Medical Education National Core Education Program 2020 and revised graduation competencies and qualifications.

Within the scope of Bahçeşehir University "Directive on the Principles and Procedures of the Pre-Graduation Education Board and Commissions of the Faculty of Medicine", the members of the board and commission established for the 2020-2021 academic year have been determined with the decision of our Faculty Board dated 09/11/2020 and numbered 2020/11/01. In the same directive, the duties, and responsibilities of the Program Evaluation Board (PDK) were determined in order to structure the studies on the evaluation of the curriculum, to systematize the program evaluation, to institutionalize it and to make self-evaluation in a qualified way. With the decision of our Faculty Board dated 27/05/2021 and numbered 2021/11/01, the members of the board and commission were updated within the scope of the 2020-2021 academic year, and the members of the Program Evaluation Board were re-determined. (B.1.5.13)

A new curriculum was defined in the departments of the Health Services Vocational School of Bahçeşehir University and the design of the program was changed. The committee, which is settled in the Faculty of Dentistry for the design, evaluation and updating of the programs, continued its work with internal and external stakeholders this year as well.

In our university, course design guidelines are prepared and followed to ensure that the students meet measurable learning outcomes and that the courses are designed to develop the necessary knowledge and skills.

Education and training processes in our university are carried out under the coordination of the senior management and duties and responsibilities related to the processes are defined. https://bau.edu.tr/kadro/6937-academik-yonetim

Principles and conventions regarding education and training activities are determined by our regulations and directives. https://kms.kaysis.gov.tr/Home/Kurum/81858953

All academic units in our university have determined their vision, mission, and basic values. They carry out education and training activities in line with the policies of the institution. https://bau.edu.tr/icerik/13401-misyon-vizyon-temel-degerler

Sixty percent of our graduates who participated in our graduate satisfaction survey this year, recommend others the department they have graduated from. This is one of the important indicators of satisfaction about our programs.

Design and Approval of Programs

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

Evidence:

B.1.1.1 Instructional Technologies - Faculty Board Decision.docx

B.1.1.2 Distance Education Regulation.pdf

B.1.1.3 BAU EBF Objectives of Departments.docx

B.1.1.4 Our BAU Faculty of Law Team Won Best Application Petition and 3rd Team Award.pdf

B.1.1.5 BAU-EBF Hybrid Training Planning.xlsx

B.1.1.6 Boards and Commissions 2020-2021.pdf

B.1.1.7 BAU Faculty of Medicine Program Evaluation Committee Report Example-1 Phase I.pdf

B.1.1.8 BAU Faculty of Medicine Phase 2 Feedback Example.pdf

B.1.1.9 Instructor Feedback Example.pdf

B.1.1.10 Cardiology Practice Manual.pdf

B.1.1.11 BAU Department of Medicine, Child Health and Diseases Internship Report Card.pdf

B.1.1.12 Hybrid Education Manual.pdf

B.1.1.13 BAU Educational Policy.pdf

B.1.1.14 MTF B Accreditation Annual Report.pdf

B.1.1.15 MÜDEK Course File Preparation.pdf

B.1.1.16 Curriculum Decision Letters.pdf

B.1.1.17 International Trade and Business Program Outcomes and NQF-HETR and STAR Outcomes Relationship Content.docx

Course Distribution Balance of the Program

Maturity Level: Course distribution balance is monitored and improved in the programs.

Evidence:

B.1.2.1 Field Education Elective Repository.pdf

B.1.2.2 ECO4147 Economics of Sports.pdf

B.1.2.3 ECO4150 Economics of Climate Change.pdf

B.1.2.4 Curriculum Business Administration.pdf

B.1.2.5 Curriculum Political Science and International Relations.pdf

B.1.2.6 Curriculum Economics.pdf

B.1.2.7 Semester Course Planning.xlsx

B.1.2.8 I Create My Tomorrow Seminars.docx

B.1.2.9 MÜDEK Course File Preparation.pdf

B.1.2.10 Curriculum Commission Decision.pdf

Compatibility of Course Outcomes with Program Outcomes

Maturity Level: Compatibility of course outcomes with program outcomes is monitored and improved.

Evidence:

B.1.3.1 IIER 2021 MTF B Accreditation Annual Report.pdf

B.1.3.2 Course Outcomes.docx

B.1.3.3 Program Outcomes Course Alignment.docx

B.1.3.4 Principles of Marketing BA3567.pdf

B.1.3.5 APPENDIX-1 ECTS Course Information.docx

B.1.3.6 Program Accreditation File.xlsx

Course Design Based on Student Workload

Maturity Level: Student workload is monitored in programs, and course design is updated accordingly.

Evidence:

B.1.4.1 Diploma Supplement.docx

B.1.4.2 Alumni Opinions.pdf

B.1.4.3 BAU University Practice Model at School.pdf

B.1.4.4 BAU University at School Course Introductions.docx

B.1.4.5 BAU Hybrid Conversion User Manual.pdf

B.1.4.6 EBF Hybrid Education Opinions.docx

B.1.4.7 Architecture Engineering Internship.pdf

B.1.4.8 Faculty of Health Sciences Internship.pdf

Monitoring and Updating Programs

Maturity Level: Program outcomes are monitored through these mechanisms, and opinions of relevant stakeholders is also updated.

Evidence:

B.1.5.1 28.01.2021 Quality Commission Decision.pdf

B.1.5.2 ECO4147 Economics of Sports.pdf

B.1.5.3 Sample Student Questionnaire.pdf

B.1.5.4 UTI Focus Group.pdf

B.1.5.5 BAU Education Commission Decision Minute.docx

B.1.5.6 Example of PDK Report.png

B.1.5.7 Gastronomy Turkish Curriculum.pdf

B.1.5.8 IIER 2021 MTF B Accreditation Annual Report.pdf

B.1.5.9 BAU Hybrid University Transformation Roadmap (Handbook).pdf

B.1.5.10 Faculty and Department Meetings.docx

B.1.5.11 2021 Accreditation Information.docx

B.1.5.12 Program Accreditation File.xlsx

B.1.5.13 PDK General Evaluation Report_2020-2021.pdf

Management of Education and Training Processes

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

Evidence:

B.1.6.1 Conservatory.pdf

B.1.6.2 Faculty of Educational Sciences.pdf

B.1.6.3 Pilotage.pdf

B.1.6.4 BAU Education and Training Workflows.docx

B.1.6.5 BAU Pre-Graduation Education Boards and Commissions.pdf

B.1.6.6 BAU Education Commission Decision Minute.docx

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

The definition of Hybrid University is that by supporting all learning-teaching processes in BAU with educational technologies in terms of educational processes, enabling learners to achieve higher achievements in all development areas such as academic, psycho-social, career, physical, ethical and intellectual development, and providing higher education experiences in accordance with the needs of the era, designing and developing by gaining interdisciplinary perspective, focusing on scientific studies and original productions, and being equipped with 21st century skills and technology competencies. Therefore, this transformation aims to individualize the university learning experience in an effective, efficient, and attractive way by enriching face-to-face and online education, interdisciplinary education, global learning experiences, sectoral, research and application centers, and entrepreneurship centers. In short, it is seen as a redesign of learning processes on and off campus (such as online, global, internship) and it is seen that face-to-face learning and the rich educational life lessons of the campus are not abandoned.

Some selected courses of certain departments have been planned as hybrids this year for online education, which is mandatory due to the pandemic conditions experienced in the last academic year. Online courses are limited to 40% so that students do not stay away from countless opportunities other than education at the university.

At the beginning of each term, sessions on various learning and teaching methods were held in the training programs organized for academicians. In these training programs, assessment and evaluation methods and the quality of these methods are emphasized on the pedagogical level.

Webinars were organized in which students could participate actively rather than passively in the learning process. In addition to the lesson, the sessions with smaller student groups allowed students to participate more actively in the lesson. Thanks to this, the comfort of students to ask questions has been increased.

Obligations to be evaluated throughout the semester are distributed to students on various platforms and in print. Various teaching and assessment methods were applied depending on the nature of the course, and besides the exams, homework, research compositions and projects were also included in the assessments.

Academic ethical rules have not been forgotten in obligations such as homework that students need to do in a longer period of time. For this purpose, documents submitted with obligations such as homework are scanned in similarity programs such as Turnitin. In this context, rules of academic ethics were not ignored as a part of the evaluation.

Evaluation statistics are shared transparently with the students of the course. In this way, the student can determine his own position. In addition, students are given questionnaires at the end of the semester with questions about teaching and assessment. Learning, teaching, and evaluation processes have been improved with the findings obtained from the results of the survey conducted in the last period. Thanks to these mechanisms, learning, teaching, and evaluation processes have gained a dynamic structure and positioned the student as a part of these processes by removing them from being passive.

Admissions to associate, undergraduate and graduate students at our university are provided with clear and consistent criteria in accordance with CoHE and our university's legislation.

The base and top scores of the departments can be accessed from the Measurement, Selection and Placement Center of Turkey (ÖSYM) pages and preference catalogues.

The admission of associate and undergraduate students at our university is made according to the results of the central examination conducted by CoHE and the Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs, Double Major, Minor and Inter-Institutional Credit Transfers in Higher Education Institutions; The admission of foreign students is made according to the Criteria for Accepting Students from Abroad published by CoHE; the admission of postgraduate students is made according to the CoHE's Graduate Education and Training Regulations and BAU Graduate Education and Examination Regulations. Detailed information on lateral transfer admissions, international student admissions, double major and minor program admissions, and the recognition of

formal, non-formal and informal learning are available on the institution's web page. https://bau.edu.tr/idari-birimler/daire-baskanliklari/ogrenci-isleri-daire-baskanligi

Our university's legislation and announcements are published on our university's website, and stakeholders are informed, when necessary, through posts in the student information system and the university's social media accounts.

Course information packages, including the European Credit Transfer and Accumulation System (ECTS) course information packages, showing that measurement and evaluation applications are associated with course achievements and program qualifications, and are based on student workload, are available on our web page. https://ects.bau.edu.tr/

With the Senate Decision dated 09.08.2021, the Hybrid Education Principles of our University for the 2021-2022 academic year have been determined. In the aforementioned principles, it has been decided that a maximum of 40% of the courses in all programs will be taught online in the 2021-2022 academic year, and the remainder will be taught face-to-face. With the aforementioned principles, it has also been decided to arrange the appointment of the hybrid courses to be taught in hybrid classes according to the diluted capacities determined due to the pandemic, to transfer students to the classes in rotation according to the pre-determined principles, and to assign the decision making to the relevant Dean/Directorate regarding this rotation application, and to allow the simultaneous publication of these courses online and to include the course records on the course page, open to student access.

Regarding the assessment and evaluation practices, it has been determined by the Bahçeşehir University Examination Directive that the rules regarding the attendance of the students are placed in the course syllabus by the instructor and announced in the first week of the semester/new academic year, and the attendance of the students is monitored according to these rules.

The graduation conditions of the students are defined in the student information system (st.bau.edu.tr) and are announced in the ECTS catalog on the web page. https://ects.bau.edu.tr/

Under the title of "Diploma Right and Diplomas" of Bahçeşehir University Associate Degree and Undergraduate Education Regulation (https://kms.kaysis.gov.tr/Home/Kurum/81858953), it is explained the conditions under which registered students can graduate and the diploma processes be conducted.

Students in our programs with a 4-year education period cannot graduate without 240 ECTS; students in our 5-year programs cannot graduate without completing 300 ECTS; students in the medical faculty with a 6-year education period cannot graduate without completing 360 ECTS and, if any, their summer internships in their programs. After the graduation status of the students and the success of the internship are evaluated by the relevant academic committees, the graduation status is finalized by making a decision with the Administrative Boards of the academic units.

Student mobility is provided within the scope of Bahçeşehir University Erasmus Student/Academic Staff and Administrative Staff Selection Criteria and Implementation Principles.

ApplyBAU, which was first implemented by Bahçeşehir University in 2013, is a system that attaches importance to the placement of students in the university by evaluating their personal skills, interests, talents, dreams and projects, in addition to the curriculum-based exam system, and it is a model unique to our institution. https://applybau.com/

Teaching Methods and Techniques

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

Evidence:

B.2.1.1 Spring Semester Education Program 2020-21.pdf

B.2.1.2 BAU GO Hybrid Training Manual.pdf

B.2.1.3 CO-OP Branded Courses.pdf

B.2.1.4 CO-OP Introduction Presentation.pdf

B.2.1.5 Images.docx

B.2.1.6 2021-22 Education Program.pdf

B.2.1.7 Teaching Material.png

B.2.1.8 BAU Hybrid University Transformation Road Map.pdf

B.2.1.9 BAUGO Case Study 1.pdf

B.2.1.10 CET1203 Syllabus.pdf

B.2.1.11 BAU Faculty of Medicine Phase 2 Feedback Example.pdf

B.2.1.12 Due Meeting 16.pdf

B.2.1.13 Class 2 Committee Exam Announcement.pdf

B.2.1.14 Formative Exam Student Feedback Anatomy.pdf

B.2.1.15 Microbiology Formative Exam Report.pdf

B.2.1.16 ItsLearning Support Channel.jpg

B.2.1.17 IIER 2021 MTF B2 Education Programs.pdf

B.2.1.18 Laboratory Images.docx

B.2.1.19 Psychological Counseling Laboratories.pdf

B.2.1.20 Distance Education.pdf

Assessment and Evaluation

Level of Maturity: Student-centered assessment and evaluation practices are followed and improved with the participation of relevant internal stakeholders.

Evidence:

B.2.2.1 ECTS User's Guide.pdf

B.2.2.2 Additional Exam at the End of the Maximum Study Period.pdf

B.2.2.3 Prosthetic Dentistry Course Application Procedure DENT1901-2901.pdf

B.2.2.4 BAU Department of Medicine, Child Health and Diseases Internship Report Card.pdf

B.2.2.5 Formative Exam Student Feedback Anatomy.pdf

B.2.2.6 Example of PHASE 2 Written Exam Form.pdf

B.2.2.7 Example of Online Oral Exam.png

B.2.2.8 Project Evaluation-Research Methodology Final Evaluation Form.pdf

B.2.2.9 MTF B2 Exam Azure ARC1042.jpg

B.2.2.10 MTF B2 Exam Theory INT2014.pdf

B.2.2.11 Medical Faculty Distance Education Exams.pdf

B.2.2.12 BAU Grade Calculator.jpg

B.2.2.13 BAU POL3315 Political Thought I - Syllabus.pdf

B.2.2.14 Basic Counseling Skills Faculty Board Decision CNG3302.docx

B.2.2.15 Evaluation.jpg

B.2.2.16 Classroom List Final Exam Capacities.pdf

B.2.2.17 Mechanisms for Disadvantaged Students.pdf

B.2.2.18 EBF Final Supervisors-Exam Security.pdf

B.2.2.19 ECO2244 Make-Up Exam Screenshot.png

B.2.2.20 Itslearning Exam Security.jpg

B.2.2.21 Curriculum - Assoc. Dr. Yavuz Samur.docx

B.2.2.22 Sample Notes Chart.pdf

B.2.2.23 Exam Security.docx

B.2.2.24 Sharing the Curriculum Format and Example for New Instructors.jpg

Student Admission, Recognition and Crediting of Prior Learning

Maturity Level: Processes related to student admission, recognition and crediting of prior learning are monitored, improved and updates are announced.

Evidence:

B.2.3.1 Apply BAU Stakeholder Opinions.docx

B.2.3.2 Faculty of Communication Special Talent Exam

B.2.3.3 BAU Registrar's Office.docx

B.2.3.4 Conservatory Aptitude Exam Guide 2021.pdf

B.2.3.5 Admissions of Students from Abroad to Graduate Programs.pdf

B.2.3.6 Application of Foreign Students to Associate and Undergraduate Programs and Register Admission Directive.pdf

B.2.3.7 Double Major Adaptation Form.pdf

B.2.3.8 Registration Procedures Guide.pdf

Certification of Qualifications and Diploma

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

Evidence:

B.2.4.1 Diploma Programs to Use Tyc and Ayc Logo.pdf

B.2.4.2 Example of Diploma Supplement - Bachelor.pdf

B.2.4.3 Graduation Requirement (Bachelor).png

B.2.4.4 Graduation Requirement (Master's).png

B.2.4.5 Graduation Requirement Workflow.jpg

3. Learning Resources and Academic Support Services

At our university, student-centered, process and performance-oriented, interdisciplinary, with applied practices and technology-following approaches that enable students to be active and mutually interactive are included.

Electronic resources offered by the Library and Documentation Department can be accessed by academic staff and students both on and off campus.

According to the CoHE Foundation Higher Education Institutions 2021 report, BAU is in the 8th place according to the "Total Number of Printed Books in Libraries". In the "Foundation Higher Education Institutions According to Library Expenditures" ranking, it is in the 3rd place with an expenditure of 6,384,854 liras.

Information about the learning environment and resources is presented in our evidence documents. (B.3.1.11, B.3.1.12, B.3.1.15)

Live lessons are recorded and open to student access asynchronously. In hybrid education classes, besides the face-to-face participation of students, they can also participate with video and audio technologies.

Future Learning Lab consists of six different learning areas. Each area highlights the specific area of learning and teaching, and these points incite students to rethink and create

alternatives. It is open 24/7 for our faculty and students, both as a classroom and as a workspace.

The GoTech classroom is open to be viewed with cameras for up to 60 people, with a high-definition video wall that mimics the amphitheater-style seating of a university classroom by enhancing interaction and communication to the next level. The GoTech classroom offers a high-end virtual classroom environment with a collaborative solution and experience-oriented learning practice. (B.3.1.5) https://baugo.bau.edu.tr/

Within the scope of the Distance Education Center, a technical support person and 8th training technologists are responsible for the technical support process.

There is a questionnaire presented to our students about the learning environment and resources. According to this survey, the rate of those who are satisfied with the course materials and find them sufficient is higher than those who think the opposite. The rate of those with positive error evaluations (51.3%) is close to twice the rate of those with negative evaluations (27.5%). (B.3.1.16)

In addition, the opinions of our graduates regarding the Learning Environment and Resources sub-criterion and examples of planning, implementation, monitoring, and improvement for the development of these resources are given in the appendix. (B.3.1.3)

Academic Support Services

An academic advisor is assigned to each student by the department. The academic advisor guides the students in the courses they will choose and informs them about their career goals. They direct students who have problems in their courses to the relevant units when necessary. (B.3.2.7)

Regarding academic support services, BAU Compass is a preventive guidance service unit to ensure that Bahçeşehir University students are in a healthy, successful, and happy school climate. Consultancy and technical equipment support was provided to students in technical need during the pandemic period by meeting with Turkish and international students every month. https://bau.edu.tr/icerik/15306-baucompass

BAU Focus Program is a program carried out to identify the needs of students who have just started at Bahçeşehir University and to ensure the continuous motivation and success of BAU students for their personal, academic, career and relational needs throughout their educational life. It was conducted by the Dean of Students in the 2020-2021 academic year in Turkish and English. 200 students applied and registered to the Turkish program, and 99 students with 70% participation were entitled to receive certificates. 61 international students applied to the English program, and 15 of them with 70% participation were entitled to receive certificates. https://bau.edu.tr/akademik/12609-bau-focus

CO-OP, which has been successfully implemented by BAU for 13 years, is a university - business world cooperation project. LinkedIn Learning platform was launched with the cooperation of BAU and LinkedIn. "Career Development and Transition to Business Life"

training modules specially created by CO-OP were offered to our students.
https://coop.bau.edu.tr/

Thirty-three percent of our graduates who participated in the survey applied to Bahçeşehir University graduates stated that they benefited from COOP opportunities during their student years.

In addition, the Reverse Mentoring program, in which young university students mentor the senior managers of companies, not only allows students to be present in the business world, but also enables the managers to understand the young generation, meaning what the business world of tomorrow will be like, and to shape their strategies according to this new order.

We held a career event with the participation of 37 partners and various institutions/organizations between 26-28 May. A two-day Career Camp was held on 1-2 December for preparatory students.

In addition, in the University Monitoring and Evaluation Report 2021, published by CoHE, we ranked 4th among 193 universities in the list of institutions of higher education that accomplish the most activities within the scope of Career Centers. https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/2022/universite-izleme-ve-degerlenen-genel-raporu-2021.pdf

Bahçeşehir University Psychological Counseling and Guidance Center aims to support the individual, social and academic development of students, and for this purpose, to provide students skills that will facilitate their adaptation to university life. Psychological Counseling and Guidance Center (PDRM) is affiliated to the Dean of Students. https://bau.edu.tr/icerik/3916-psychology-danisma-ve-rehberlik-center (B.3.2.8)

Facilities and Infrastructures

In addition to the college, faculty and institute, Bahçeşehir University has facilities where social, cultural and sports activities are carried out. Our university contributes to the development of academic and administrative staff, and especially our students, by increasing the learning resources it has with an understanding of continuous development and improvement.

Within the framework of the activities executed for our students to evaluate their time outside of the classroom, there are 27 event venues, 11 conference halls and 37 canteens, dining halls and cafeterias. Our students can easily spend a day without leaving their university campuses. More than 1900 events, 87 student clubs on the campuses and all students can benefit from these opportunities.

Apart from these, our students performed various activities in our campus located in Çatalca. Picnic areas, hiking and sports areas in this campus are available to our students. It is possible to reach this campus with the shuttle service from Beşiktaş Campus.

All campuses of our university have sports fields where students can spend their free time. There are 51 m² chess fields, 90 m² mini basketball court, 90 m² table tennis fields, 80 m² dance studio and 84 m² table football, darts and teqball fields.

Within the framework of the project to provide indoor and outdoor sports fields for our university, expansion works continue in Çatalca and Kemerburgaz campuses. In 2022, new sports fields will be brought to our university.

In the 2021-2022 academic year, the Kemerburgaz Campus will serve for the dormitory needs of our students with an existing building that has been converted into a dormitory. (B.3.3.7)

An evaluation questionnaire is presented to our graduates regarding the technological opportunities and library facilities of our university.

Disadvantaged Groups

There is a "Disabled Student Unit" established for students with special needs at Bahçeşehir University, which takes academic and physical measures and makes arrangements for all issues that require a special approach. In addition, there are student clubs operating under the Dean of Students in order to socially support disabled students studying at our university. (B.3.4.3)

In addition, the working group we named BAU Commission for Equality and Inclusion (BAU EQUAL) established a work program on what can be done on sexual harassment and gender-based violence, workplace violence and violence based on discrimination, and published on March 8, 2021. This formation was shared with our institution. (B.3.4.1)

BAU Cultural Diversity Survey Questionnaire was applied to all personnel between 15 June and 6 August 2021 to determine the future institutional decisions we will take on equality and inclusion and the practices we will implement. (B.3.4.2)

In addition, our disadvantaged students are also telephoned by the Dean of Students in each academic semester to obtain their feedback and requests. (B.3.4.3)

Social, Cultural, Sporting Activities

The office of Dean of Student monitors the planning, inspection, and approval processes of all student clubs' activities through the OIS program and provides the necessary support (such as the Dean's Zoom account for production, online meetings) in the realization of these activities. In addition to club activities, the Dean's Office also organizes tournaments such as teqball and chess.

A total of 954 events were held by Student Clubs in 2020-2021. 470 conferences, panels, interviews; 146 trainings, workshops, 91 socio-cultural events, 60 workshops, 21 races, 103 competitions, 39 film screenings, and 12 social responsibility events were held.

The year 2020-2021 continued with mostly online events due to the pandemic. Some events were shared live on social media accounts with a limited number of viewers on campus. All event announcements are sent to our students from the social media accounts of the clubs and the social media accounts of the Dean of Students (https://www.instagram.com/bauogrencidekan/) and (https://twitter.com/bauogrencidekan) was announced. Thus, our students came to know the clubs and their activities other than the clubs they are members of, and they participated to them.

The activities of Bahçeşehir University Sports Coordinator and the activities of the student societies can be found in the appendix. (B.3.5.1, B.3.5.2)

In addition, many social, cultural and sports activities are carried out in our faculties. For example, related activities are included in the fifth part of BAU Architecture and Design Faculty - Architecture Department MI AK Accreditation Annual Report (December 2021).

Bahçeşehir University Vocational School of Health Services - First and Emergency Aid students became the first in the Pediatrics and Information stages and the first in Turkey in the general classification in the National Universities Ambulance Rally UNİRALLİ competition organized by the Paramedic Association (PAR-DER). Our winners will represent our country in the TRNC.

Learning Environment and Resources

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

Evidence:

B.3.1.1 Improving Course Content Example of the PDCA Cycle.pdf

B.3.1.2 Library Online Education Announcements.docx

B.3.1.3 Alumni Opinions.pdf

B.3.1.4 BAU Meeting Minutes Form (Library Department).pdf

B.3.1.5 BAU GO Reservation System.pdf

B.3.1.6 Ebsco E-Book Download Guide Turkish.pdf

B.3.1.7 Eser Istek.pdf

B.3.1.8 Hybrid Education Manual.pdf

B.3.1.9 Off-Campus Access.pdf

B.3.1.10 Catalog Scan.pdf

B.3.1.11 Library Department 1.docx

B.3.1.12 Library Department 2.docx

B.3.1.13 Library My Account.pdf

B.3.1.14 Proquest E-Book Download Guide Turkish.pdf

B.3.1.15 Directorate of Construction Affairs 1.docx

B.3.1.16 Student Opinion on Course Materials.docx

Academic Support Services

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

Evidence:

B.3.2.1 2020-2021 Spring Cooper Evaluation (Company).xlsx

B.3.2.2 2020-2021 Spring Branded Course Evaluation (Student Opinions).xlsx

B.3.2.3 2021-2022 Academic Fall Semester PDRM Report.docx

B.3.2.4 2021-2022 Fall Cooper Evaluation (Student Opinions).xlsx

B.3.2.5 2021-2022 Fall Branded Course Evaluation (Company).xlsx

B.3.2.6 Ranking of Career Centers.pdf

B.3.2.7 Academic Advisor Workflow.pdf

B.3.2.8 BAU PDRM Guidance and Emergency Guide 2021.pdf

B.3.2.9 Evidence Certificate.jpg

B.3.2.10 BAU Focus Calendar.docx

B.3.2.11 BAU Soft Skills Project Interim Report Student's Voice.pdf

B.3.2.12 BAU Compass 2020-2021 Final Report.docx

B.3.2.13 BAU Compass Report (Dean of Students).xlsx

B.3.2.14 BAU Focus Program Final Report.pdf

B.3.2.15 CO-OP 2022.docx

B.3.2.16 Career Center Practices Co-Op 1 January-31 December 2021.pdf

B.3.2.17 Student Recognition and Referral Unit 2020-2021 Final Report.docx

B.3.2.18 Student Recognition and Referral Unit Success Analysis Report.docx

B.3.2.19 Reverse Mentoring Stakeholder Opinions.docx

B.3.2.20 University Monitoring and Evaluation General Report 2021.pdf

Facilities and Infrastructures

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

Evidence:

B.3.3.1 BAU Medico Social Services 2021.docx

B.3.3.2 BAU South N BLOCK (Infirmary) 211011-Model.pdf

B.3.3.3 Hybrid Education Guide.pdf

B.3.3.4 Conservatory Pera Stage Technical Drawing Plan 1.pdf

B.3.3.5 Conservatory Pera Stage Technical Drawing Plan 2.pdf

B.3.3.6 Directorate of Construction Works 2.docx

B.3.3.7 Private Town Student Dormitories Directive.pdf

Disadvantaged Groups

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

Evidence:

B.3.4.1 BAU Equlity.jpg

B.3.4.2 Equality and Inclusion Survey.pdf

B.3.4.3 IIER 2021 Disabled Unit.pdf

Social, Cultural, Sportive Activities

Maturity Level: Social, cultural, and sportive activities are followed; activities are diversified and improved in line with needs and demands.

Evidence:

B.3.5.1 2021-2022 Club-Community Activities-1.xlsx

B.3.5.2 2021-2022 Sports Coordinatorship.xlsx

B.3.5.3 BAU Student Participation 2021.xlsx

B.3.5.4 Chapter 5 MTF B Accreditation Annual Report.pdf

4. Teaching Staff

Promotion and Assignment Criteria

The promotion and assignment criteria for academic staff in Bahçeşehir University have been updated this year. Attached are the assignment and promotion principles. (B.4.1.3)

In addition, our publication scoreboard used in the assessment is given in the attached evidence. (B.4.1.2)

In 2021, 2 people were appointed from doctoral faculty to associate professorship and 6 people from associate professorship to professorship at BAU.

Great care is given to ensure the harmony between the academic staff's field of expertise and the course they teach. In the syllabus, our academicians share their CVs along with the details of the course. (B.4.1.1) There is a comprehensive study conducted by the Academic Planning Directorate to reveal the current situation on this subject. Our instructors conduct their courses by considering both academic and sectoral activity and competence areas. It is quite treasured for the lecturers, who have gained new post-doctoral competencies through interdisciplinary work in their academic career, to guide our students with these competencies and equipment, especially to develop projects and to understand the transforming world with an interdisciplinary perspective. We find it important that scientists who broaden and deepen their areas of expertise with post-doctoral studies should convey these experiences to young people. In the courses given by the lecturers, due care is taken to ensure the harmony between

their field and the course given; and in the absence of academic staff with doctorate or associate professorship titles in the field to teach the course, attention is paid to assign lectures to academic staff who prove their field experience with documentation; attention is paid to assign course teaching tasks that are compatible with the academic studies of the academicians, taking into account the content of the course.

Faculty members at Bahçeşehir University are divided into three categories as "research faculty members", "research and educator faculty members" and "educational faculty members". In this context, for the full-time instructors, additional course pricing principles have been determined. An amendment has been made in the decision of the senior board of directors dated 30.09.2021 and numbered 2021/22/10. This Principle has come into effect as of the fall semester of the 2020-2021 academic year. With this method, it is planned to increase the research potential of the instructors.

Teaching Competencies and Development

Regarding teaching competencies and development, doctorate, graduate, undergraduate and associate degree educations are provided to all our employees as 90% institution-supported scholarships. With the decision of the relevant institute board, this scholarship rate would be 100%. Apart from these trainings, our employees can attend the trainings within BAUSEM free of charge.

BAU Learning and Teaching Application and Research Center organizes training programs for all academic staff at the beginning of each academic semester before final exams and before summer school. These training programs include subjects such as coursework, course design, syllabus design, effective communication, assessment and evaluation and the use of distance education tools. In addition to these systematically organized trainings, if requested by faculties or individual academics, trainings are also offered in the interim periods, and different trainings are designed and given according to needs. (B.4.2.9)

In our faculties, our academicians are directed to various trainings, workshops, conferences, and seminars within the scope of training of the educators. (B.4.2.12)

Our graduates were asked a question about the level of competence of the academic staff of the department they graduated from and 70% of the graduates think that the competence level of the academic staff is high. (B.4.2.7)

"Hybrid Solution Center" was established by the Information Technologies Department in order to obtain the opinions of our academicians about Hybrid Education, to develop their competencies and to find solutions to their problems. (B.4.2.14)

Incentive and Reward for Educational Activities

It has been determined the procedures and principles regarding the awarding of publishing papers by the full-time, part-time academic and administrative staff of Bahçeşehir University and the students of Bahçeşehir University, as well as visiting academicians, in order to encourage the publication of academic studies at the national and international level, on the condition that they are based on the work they have done at Bahçeşehir University. (B.4.3.1)

Regarding incentives and rewards for educational activities, in 2021, incentive payments were made to 509 individual people. (B.4.3.2)

Appointment, Promotion and Assignment Criteria

Maturity Level: The results of appointment, promotion and assignment practices are monitored, and the follow-up results are evaluated, and precautions are taken.

Evidence:

B.4.1.1 EDS1104 Instructional Technologies Syllabus.docx

B.4.1.2 Bahçeşehir University Publication Score Table Yeni.pdf

B.4.1.3 BAU APPOINTMENT PRINCIPLES.pdf

Teaching Competencies and Development

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

Evidence:

B.4.2.1 Pre-Summer School Education Program 2020-21.pdf

B.4.2.2 2020-21 Spring Semester Education Program.pdf

B.4.2.3 2020-21 Revised Education Program Tr.pdf

B.4.2.4 2021-22 Spring Semester Education Program.pdf

B.4.2.5 2021-22 Orientation and Training Program.pdf

B.4.2.6 AFAD Education 4.png

B.4.2.7 Alumni Feedback.pdf

B.4.2.8 BAU Academic Staff YÖKDİL Course Summer Term.pdf

B.4.2.9 BAU Learning and Teaching Center 2021 Academician Trainings.pdf

B.4.2.10 BAU Learning and Teaching Center Feedback Forms.pdf

B.4.2.11 Images from CLT Trainings.docx

B.4.2.12 Faculty of Educational Sciences-Training of Trainers.xlsx   !!!!!!! or Educators

B.4.2.13 Training Program Towards Finals 2.pdf

B.4.2.15 Hybrid.jpg

B.4.2.16 Communication Skills Training Contents.pdf

B.4.2.17 First Aid Trainings.jpg

B.4.2.18 Online English Course.jpg

B.4.2.19 Teamwork Trainings.jpg

Incentives and Rewards for Educational Activities

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

Evidence:

B.4.3.1 Academic Incentive Directive.docx

B.4.3.2 Evidence of Publication Incentive Monitoring.docx

C. RESEARCH & DEVELOPMENT

1. Management of Research Processes and Research Resources

Research management at Bahçeşehir University is managed by the Vice Rector for the Research and the General Secretariat, affiliated to the Rectorate.

Specific to the institution, the PDCA cycle in the governance model is carried out by three different units depending on the research outputs and their maturity level. These are, Technology Transfer Office (TTO) for research funds, intellectual property rights and licensing, university-industry cooperation, Strategy Development and Planning Department (SPGD) for scientific publications, and Incubation Center for incorporation/commercialization (BAU Hub – Entrepreneurship Programs Directorate). (C.1.1.19, C.1.1.20, C.1.1.21)

Specific to the institution, likewise, Organizational Development and Academic Operations Deputy Secretary General, also affiliated to the General Secretariat, with its subsidiary SPGD, it takes part in academic employment, quality and scientific publications, and acts as a bridge between administrative and academic management. Governance model is supported by the "Scientific Research Projects Commission (BAPK)", "Research and R&D Strategy Commission" and "Research and Publication Ethics Committee".

The Research and R&D Strategy Commission consists of representatives of all faculties and colleges of the university. The chairperson of the commission is the Vice-Chancellor responsible for research, the vice-chairman is the Deputy Secretary General for Organizational Development and Academic Operations. The secretariat of the Commission is operated by TTO and SGPD. The task of the Commission is to determine, develop, monitor, and control the University's research policy, objectives, and priority areas. As of the date of this report, commission representatives were decided, priority area determination studies were carried out by the faculties, and strategy forming studies were completed. Unlike the previous IIER periods, with the participation of all relevant stakeholders, national and international top policy documents and the research performance indicators of the university were evaluated on a stakeholder basis, and an inclusive research strategy development study in line with the mission and vision of the university was carried out and published. (C.1.1.18)

Specific to the institution, the HEInnovate tool of the European Union commission was used for the purpose of self-evaluation of the innovative and entrepreneurial aspect of BAU. The purpose of this tool is to help higher education institutions to determine their current status according to local and national environments and to raise their current level on potential action areas accordingly. Under eight dimensions, forty-two statements were made by the

members of the Research and R&D Strategy Commission and then by the university with broad participation.

Performance indicators related to the research and R&D activities of the University have been determined, and the scores are decided in line with the science and technology policies by taking the appointment criteria of the lecturers. The university's research policy has been announced to the stakeholders on the main page of its website, and the evidence for strategy determination is given in this report. Evidence on the university's research management consists of policy documents, guidelines, and boards/committees.

Internal and External Resources

Laboratories in the faculties of Bahçeşehir University are included in the Education and Training Section of the report. In order to transform these infrastructures into centers of excellence on the axis of the university's priority research areas, equity funds are supported within the scope of BAP, while external financing and sponsorship alternatives are evaluated. The Vice Rectorate responsible for the research requested reports on the strategic plans and activity models of CoHE-approved research centers within the university during the period indicated in the report. Research, university-industry cooperation, and other activities of these centers are monitored annually. (C.1.2.16)

The research and development budget of the university is determined in the R&D table items according to its resources, which have been prepared within the scope of the CoHE audit report since 2018 and is monitored. (C.1.2.1) In the table in question, national and international R&D revenues from foreign sources are also monitored. The internal resources R&D budget consists of nine items, the budgets within the period subject to this report and the ratio of each budget item to the total internal resources budget are given in the evidence section. Considering the internal resources R&D expenditure ratios of Bahçeşehir University, BAP expenditures take the first place with 51%, research database expenses with 20% and publication incentive expenses with 18%. Budget projections are made for all R&D items on an annual basis, and the ratio to current student income is taken into account when determining the BAP budget. R&D budget realization rates are monitored three times a year.

In addition to the internal resources budget, sub-performance indicators of the relevant units have been determined in order to increase the rate of external resources in basic research and R&D activities of the university, to monitor and take precautions. (C.1.2.17, C.1.2.18) TTO, Hub and BAP process flows for these targets are defined. As of the period subject to this report, Bahçeşehir University's internal resources R&D expenditures are 19.1 million TL, and external resource R&D expenditures are 11.1 million TL (R&D Expenditures by 2020-2021 CoHE Audit Report Sources). In line with the processes and targets detailed in the sections above, it is aimed to increase the external resources revenues in a way that exceed the internal resources budget.

Regarding the diversity of research resources, the list of BAP projects that were supported from the year 2017, when the university was established, until the date of this report is given in the evidence section. BAP supports, which are the primary expenses in R&D expenditures, are managed in line with the priorities defined within the framework of the commission,

legislation and the guide given in C.1.2 located in Section C.1.1 of this report. Within the BAP, twenty distinct kinds of funds and services are provided to researchers and stakeholders from all levels, under three main headings as research projects, scientist, and support for entrepreneurship. These support types are designed in coordination with national and international funds, and are complementary, competitive, and institution-specific exemplary supports that focus on entrepreneurship and innovation. After internal resources R&D supports, outputs such as academic publications, intellectual and industrial property rights, incorporation, national and international joint projects as research and commercialization outputs are monitored once a year by TTO, Hub and SPGD.

Detailed information about the laboratories in the faculties of Bahçeşehir University is given in the evidence section. In order to transform these infrastructures into centers of excellence on the axis of the university's priority research areas, equity funds are supplied within the scope of BAP, while external financing and sponsorship alternatives are also evaluated. The Vice Rectorate responsible for the research requested reports on the strategic plans and activity models of the CoHE-approved research centers within the university during the reporting period. Research, university-industry cooperation, and other activities of these centers have been started to be monitored annually.

The workflows defined in the intellectual and industrial property rights commercialization process, intellectual and industrial property rights management process and university-industry cooperation processes are attached. (C.1.2.13, C.1.2.14, C.1.2.15)

Doctoral Programs and Post-Doctoral Opportunities

As strategic partnerships for research activities, 2244 - Industrial Doctorate Program, which includes private sector cooperation and is supported by TÜBİTAK, stands out. Bahçeşehir University made applications with 13 R&D companies within the scope of the last call of TÜBİTAK 2244 program and received a support from TÜBİTAK for 5 applications together with 17 doctoral students. The search for doctoral students for this program continues with companies. For post-doctoral research programs, BAU supplementary support package was designed and announced for the TUBITAK 2218 program. As a result of the study, the evidence of which is given in the details of the department, two post-doctoral researchers started their projects in our Faculty of Medicine in the relevant period. Based on TÜBİTAK funds, BAU and Sanel A.Ş. agreed to create a joint employment guaranteed program and the announcement was made. The continuity of this program, which is our own institution-specific design, will be ensured in the future as well. Apart from public funds, a postdoctoral researcher program called DOSAP was designed and put into practice within the scope of BAP.

Graduate Education Institute and TTO conduct and report quarterly review meetings on performance indicators and joint activities. The report on the postgraduate education scholarship programs and the studies carried out to recruit qualified researchers to the university is given in the evidence section.

Twenty-five doctoral programs within the Graduate Education Institute are presented in our proof document. In the 2020-2021 academic year, 4,452 students received postgraduate education at our university. 1,274 of these students are at the thesis stage.

In the 2020-2021 academic year, a total of 398 students received education in doctoral programs. 136 of these students are at the doctoral thesis stage. The ratio of doctorate students in thesis stage per faculty member was 2.06.

Management of Research Processes

Maturity Level: The results related to the management of research processes and the functioning of the organizational structure in the institution are monitored and precautions are taken.

Evidence:

C.1.1.1 Research Management Organization Chart.pdf

C.1.1.2 Scientific Research Projects Committee Members.pdf

C.1.1.3 Scientific Research Projects Directive.pdf

C.1.1.4 Research and Publication Ethics Committee Members.pdf

C.1.1.5 Research and Publication Ethics Committee Directive.pdf

C.1.1.6 Technology Transfer Office Directive.pdf

C.1.1.7 Intellectual and Industrial Property Rights Directive.pdf

C.1.1.8 Private and Public Sectors Consulting Services Directive.pdf

C.1.1.9 Research and R&D Strategy Committee Members.pdf

C.1.1.10 BAU Research Strategy Roadmap.pdf

C.1.1.11 Research and R&D Strategy Method Roadmap Presentation.pdf

C.1.1.12 Research and R&D Strategy Faculty Representative Question Set and Representative Analysis Answers.pdf

C.1.1.13 Analysis of Results by Field Summary and Distribution of Faculty Members.pdf

C.1.1.14 HEInnovate Self-Assessment Results April 21.pdf

C.1.1.15 Research Plan Strategies 2022-2024.pdf

C.1.1.16 Strategic Targets and Performance Indicators.docx

C.1.1.17 BAU Appointment Principles.pdf

C.1.1.18 BAU Research Strategy.docx

C.1.1.19 BAUHUB-YOKAK-Sunum.pptx

C.1.1.20 TTO HUB and BAP Detailed Performance Indicators.pdf

C.1.1.21 Hub Process Chart.pdf

Internal and External Resources

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

Evidence:

C.1.2.1 Distribution of Research and R&D Budget by Sources.pdf

C.1.2.2 TTO HUB and BAP Detailed Performance Indicators.pdf

C.1.2.3 Academic Publications Incentive Directive.pdf

C.1.2.4 National Funds.pdf

C.1.2.5 BAU TTO International Funds Process.pdf

C.1.2.6 Scientific Research Projects Support Types Summary Information.pdf

C.1.2.7 Scientific Research Projects Process Management Chart.pdf

C.1.2.8 Distribution of Scientific Research Projects Between Departments 2021.pdf

C.1.2.9 BAU TTO Promotion, Training and Awareness Process Flow Chart.pdf

C.1.2.10 Hub Process Chart.pdf

C.1.2.11 Completed Outsourced Projects 2021.pdf

C.1.2.12 Industrial Contract R&D Projects by Year 19-20-21.pdf

C.1.2.13 BAU TTO FSMH Commercialization Process.jpeg

C.1.2.16 Research Center Activities.xlsx

C.1.2.14 BAU TTO FSMH Management Process.jpeg

C.1.2.15 BAU TTO University Industry

C.1.2.17 BAAUHUB-YOKAK-Presentation.pptx

C.1.2.18 BAUTTO - THEQC -PRESENTATION.pptx

Doctoral Programs and Postdoctoral Opportunities

Maturity Level: that are compatible with and support the research policy, objectives and strategies of the institution is being carried out.

Evidence:

C.1.3.1 BAU Graduate Education Institute.docx

C.1.3.2 BAU TÜBİTAK 2244 Industry Doctorate Program Support Decision-Received Collaborations.pdf

2. Research Competence, Collaborations and Supports

According to 2020 report of Higher Education Institution - Foundation Higher Education Institutions, in the Bahçeşehir University, the amount spent for the total research projects was 13,279,355 TL; and it increased by 16,245,563 TL to 29,524,918.2 TL, according to the 2021 report. Within 1 year, Bahçeşehir University moved up two grades among foundation universities in Turkey and ranked 7th (Expenditure details are given in Table 1). In this context, Bahçeşehir University is among the top 10 among all foundation universities. It is among the first two universities with the research projects carried out by allocating equity.

In addition, there is an Economic and Social Research Center (BETAM) within the Faculty of Economics, Administrative and Social Sciences. This research center monitors the economic and social developments in Turkey and in the world, publishes reports and organizes events on regular basis.

Academicians of the Faculty of Health Sciences have national and international stakeholders in scientific research. In addition, a project-oriented agreement process continues between our faculty and Furtwangen University in Germany.

BAU Robotics Laboratory was established as part of a research collaboration agreement signed between Stanford and BAU in 2013. This agreement includes joint academic activities between the two parties in the field of robotics, including faculty and graduate student exchange, joint research projects and scientific workshop.

BAU Machine Learning Research Laboratory conducts research on Big Data Analysis and Management, Rapid Algorithm Design for Big Data, Recommendation Systems, Artificial Neural Network, Sensory Information System, Data Merging, Co-Learning, and Image Processing.

The development and improvement processes of the research staff are conducted by the affiliated departments in line with the BAU research strategy and objectives. The research staff is constantly supported to collaborate with other researchers inside and outside the institution. At the same time, academic advisory services to the sector are also encouraged. Participation of research staff in national and international conferences is financially supported; they are encouraged to increase their competencies in the scientific field and are rewarded according to the BAU Scientific Publications Incentive Directive. In order to develop and improve the competencies of different research staff within our institution, BAU TTO information, training, and personalized guidance (in accordance with the specific research area) is provided. In this way, it is contributed to the sustainability of the activities of different staff.

Our Computer Engineering and Industrial Engineering programs accept scholarship students within the scope of 2244 TÜBİTAK Industry Doctorate Program agreement.

Some of the projects led by the lecturers have international support, and the project stakeholders include institutions and organizations from different countries. For example, in the Department of English Language Teaching at our Faculty of Educational Sciences, the Erasmus+ project named "HI-GLOBE" is done with stakeholders from four different countries. Our faculty members have also participated in many international conferences, seminars, and trainings to develop themselves academically and professionally.

Research Competencies and Development

Maturity Level: In the institution, practices aimed at improving the research competency of the academic staff are followed and measures are taken by evaluating the results of the follow-up together with the lecturers.

Evidence:

C.2.1.1 BAP Projects Faculty of Educational Sciences 25.10.2021.xlsx

C.2.1.2 BAU Library.pdf

C.2.1.3 Research Infrastructures Laboratory Areas.xlsx

C.2.1.4 Research and R&D Strategy Faculty Representative Question Set Representative and Answers.pdf

National and International Joint Programs and Joint Research Units

Maturity Level: In the institution, national and international joint programs and joint research activities are followed and improved by evaluating with relevant stakeholders.

Evidence:

C.2.2.1 EU Projects Introduction and Breakfast.pdf

C.2.2.2 BAU Faculty of Health Sciences.docx

C.2.2.3 BAU Dentistry Publication Incentive List 2021.xlsx

C.2.2.4 BAU Graduate.pdf

C.2.2.5 Examples.docx

C.2.2.6 BAU Faculty of Communication.docx

C.2.2.7 HI-GLOBE BAU Faculty of Educational Sciences.docx

C.2.2.8 Conservatory International Collaborations: The Case of the Grotowski Institute.pdf

C.2.2.9 Summary of BAU BAP Support Programs.pdf

C.2.2.10 Scientific Research Projects Commission Members.pdf

C.2.2.11 Scientific Research Projects Directive.pdf

3. Research Performance

BAU Performance Management System was commissioned for the first time in the 2016-2017 academic year and the necessary information was presented in the relevant reports in each IIER period. The system in question has completed its fifth cycle in the 2020-2021 period. The net increase in research activities is clearly visible from the number of academic publications. The research performance of faculty members is evaluated with their works on international platforms.

According to the Elsevier Scopus database, Bahçeşehir University publications reached 376 in 2017, 435 in 2018, 546 in 2019 and 690 in 2020, even though it was 365 in 2016 before the BAU Performance Management System. In 2021, publications reached 820. In addition to the BAU Performance Management System, BAU BAP and Incentive Directives, which have been systematically improved, have also contributed significantly to this increase.

In addition to this system, various analysis reports are prepared and shared regularly from the university to its lecturers. One-on-one meetings are held; in these interviews, how the individual performance of researchers can be increased is evaluated.

A section of the publication analysis reports, prepared as an example for the analysis reports, was also shared as evidence. (C.3.2.3, C.3.2.5)

One of the most important sources that enable universities to measure their own development at the international level is the independent international university rankings. Thanks to these rankings, universities can evaluate themselves in many ways, both nationally and internationally, and they can follow a kind of performance indicator. Bahçeşehir University decided to take the internationally accepted "Times Higher Education" (THE) rankings as a reference to follow its performance. Among the sub-criteria of these titles, there are important indicators related to the research. These indicators are Research revenues, Publication productivity, Citation impact value, international collaborations, and Research revenues obtained from Industries.

In the Times Higher Education Young University Rankings 2021, which lists the best universities aged 50 and under, worldwide, BAU is in the top 5 in the International Outlook and Research rankings.

Thanks to the online courses in distance education, the research potential of our academicians has also increased.

The research of "World's Most Influential Scientists", carried out annually by Stanford University scientists, was published by the information analysis company "Elsevier", which is the most publishing organization on scientific, technical and medical content in the world. The ranking was created by considering international academic criteria such as the number of qualified publications, the effect of the journal in which the publications are located, the number of patents, the number of citations, the h-index, the hm-index, the number of articles

and the number of cited articles. In the list where the publications of 2020 are listed according to these criteria, 6 scientists from Bahçeşehir University were included in the "annual impact" and "career-long impact" lists.

Monitoring and Evaluation of Research Performance

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

Evidence:

C.3.1.1 Research Performance Indicators Appendix-2.pdf

C.3.1.2 Bahçeşehir University Publication Score Table New.pdf

C.3.1.3 Number of Publications.png

C.3.1.4 Academic Incentive Directive.pdf

C.3.1.5 Distribution of Research and R&D Budget According to Source.pdf

Evaluation of Academic Staff/Researcher Performance

Maturity Level: Research and development performance of lecturers are monitored and improved by being evaluated together with the instructors.

Evidence:

C.3.2.1 BAU Dentistry Publication Incentive 2021 List.xlsx

C.3.2.2 BAU Scopus Eser Presentation Faculty of Medicine.pdf

C.3.2.3 Research Performance.pdf

C.3.2.4 Academic Incentive Directive.pdf

C.3.2.5 Number of Publications.pdf

D. SOCIAL CONTRIBUTION

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

The Management of Social Contribution Processes

Bahçeşehir University has determined its Social Contribution Policy and announced it on its website. It accomplishes its activities in line with the policy. (D.1.1.2)

Bahçeşehir University, especially its to-the-purpose application and research centers, attaches significant importance to social contribution processes and carries out important studies in line with the Sustainable Development Goals prepared by the United Nations, especially in terms of social contribution at local, national and international dimensions, and these studies are followed by the relevant indicators in the 2021-2023 Strategic Plan document.

In 2022, the management of social contribution processes will be managed at the level of Vice Rector, just like our other main processes. The units that carry out the social contribution processes are specified in the resources section.

CIFAL ISTANBUL, the first and only UNITAR-affiliated education center in Turkey, was established under the leadership of Bahçeşehir University. The mission of the Center is to develop and increase the capacity for the United Nations Sustainable Development Goals for public and private sector leaders, representatives of non-governmental organizations, academics, local authorities, and students. For this purpose, CIFAL ISTANBUL is one of the leading institutions providing training on sustainability in the region. https://unitar.org/about/offices-training-centres-around-world/cifal-istanbul

The institution has the task of raising awareness and guiding the public on sustainability issues in the geographical region where it is actively involved. Throughout 2021, CIFAL ISTANBUL organized online, hybrid and face-to-face events that are open to the public, addressing today's sustainability needs by featuring respected speakers. The institution has created courses in the faculties of our university on topics within the scope of sustainability and has been successful in raising awareness among students on sustainability and social responsibility. Evidence is attached.

CIFAL ISTANBUL Youth Platform was set up in December 2021 within the body of CIFAL ISTANBUL in order to increase the knowledge and interest of students on the United Nations agencies, their duties, and Sustainable Development Goals. The launch of the CIFAL ISTANBUL Youth Platform was held on December 7, 2021, during the 18th Global CIFAL Network meeting. The founding purpose of CIFAL ISTANBUL Youth Platform is to develop awareness and sense of partnership of the United Nations system, its institutional structure and agenda among BAU students, to raise awareness of young people about sustainable development goals, to help future mediators and decision makers empathize with other cultures and societies, be reliable, have credibility, create a sense of trust and be fair, to develop the ability to be understanding, and to support the development of courage, patience and balanced attitudes necessary for international cooperation among young people who are ambassadors of the future world order, and to help develop a sense of time, harmony, persistence and creativity in designing lasting peace and prosperity for society and the planet.

CIFAL ISTANBUL Youth Platform provides a platform for university students to observe the participation of distinct groups, ensure the participation of female students, and to experience how the role of diplomacy, systematics and organizations can be used in the context of sustainable peace and prosperity for students from conflict zones. The platform will become a simulation center of sustainable development goals with youth participation. Participation of female students, international students and students from conflict-affected countries will be particularly encouraged.

CIFAL ISTANBUL, which is under the body of BAU, reports to the United Nations Education and Research Institute (UNITAR), which has its headquarters in Geneva, on its reporting and planned annual events and actions. UNITAR' has CIFAL and UNITAR offices located in different cities such as CIFAL ISTANBUL around the world, and they are the

institutions responsible for educating and organizing the people living in their regions on the UN structure and on the Sustainable Development Goals.

CIFAL offices present the annual event and action plans for the upcoming year, inspired by the current purposes of the UN, by presenting the reports of their activities and work in the previous year in the presence of the United Nations Deputy Secretary General and UNITAR Director at the annual CIFAL Global Network meeting. The activities of the CIFAL units are overseen by UNITAR, a UN agency.

Bahçeşehir University Continuing Education Center carries out its activities in accordance with the Social Contribution Policy of the University. Attached are BAUSEM activities. (D.1.1.6)

Also in the evidence section, there are units responsible for Social Contribution processes, research centers and student societies. For example, Psychology Application and Research Center (PUAM) Family Studies Unit conducts family-based research and practices for the benefit of society. A bulletin of BAU PUAM is attached. (D.1.1.13)

BAU EQUAL Equality and Inclusion Commission continues its work by examining local and international models to create a non-violent campus, an inclusive education/work atmosphere, and as a result, to determine the steps to be taken for an equal, inclusive, and non-violent society. Attached is our four-year gender equality action plan.

Some of the 2021 activities of Bahçeşehir University Migration and Urban Studies Center (BAUMUS) are given in the appendix. (D.1.1.5)

"Kulakkaya Climate Summit" jointly organized by Bahçeşehir University and the United Nations on 7-8 December 2021, at our university with the participation of the United Nations (UN) Secretary General, BAU Global and United Nations Education and Research Institute (UNITAR) International Education Center has been carried out. The activities of our university have been appreciated.

The Center for Economic and Social Studies (BETAM) provides the necessary academic environment for the study of Turkey's economic and social problems on resource, technology, and human resources infrastructure. All the research and reports to be published in order to increase the social and economic welfare of the society are open to universities, research centers, academicians, and the public in Turkey and abroad. We present the report examining the asymmetric effects of the COVID-19 on employment in Turkey, for your information. (D.1.1.7) https://betam.bahcesehir.edu.tr/kategori/toplumsal-arastirmalar/

Resources

Units, research centers and student societies that carry out Social Contribution processes are given in the appendix. (D.1.2.4)

CIFAL ISTANBUL has its own separate budget. Since CIFAL ISTANBUL Youth Platform is opened under CIFAL ISTANBUL, its budget depends on CIFAL ISTANBUL. CIFAL ISTANBUL Youth Platform is an organization where BAU students work voluntarily and do

not earn any financial gain. Currently (2022), a director, an assistant specialist and 4 assistant students work at CIFAL ISTANBUL.

The resource distribution of various activities executed within BAUSEM in order to contribute to the society differs according to the projects. Details are given in the appendix. (D.1.2.2)

Management of Social Contribution Processes

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

Evidence:

D.1.1.1 13-14 September 2021 BAUFAO, Newspiece.jpg

D.1.1.2 Bahçeşehir University Social Contribution Policy.pdf

D.1.1.3 BAU Sustainable Food Application and Research Center Directive.pdf

D.1.1.4 BAUEQUAL Questionnaire 2021.pdf

D.1.1.5 BAUMUS Activities.docx

D.1.1.6 BAUSEM Social Contribution Process Practice Examples.pdf

D.1.1.7 BETAM Research Note.docx

D.1.1.8 BAUSEM Regulation.pdf D.1.1.9 CIFAL Regulation.docx

D.1.1.10 Evidence COVID-19.docx

D.1.1.11 Gender Equality Action Plan.pdf

D.1.1.12 Food And Agriculture Seminars.pdf

D.1.1.13 BAU PUAM Bulletin 1 Family Life in Pandemic.pdf

Resources

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

Evidence:

D.1.2.1 Curriculum.png

D.1.2.2 BAUSEM Resources.pdf

D.1.2.3 Educational Information Mail Open to General Participation.png

D.1.2.4 Units Carrying out Social Contribution Activities.xlsx

2. Social Contribution Performance

As Bahçeşehir University, we consider the results of international rankings in the relevant fields, which are one of the most objective and transparent methods to monitor and improve our social contribution performance.

The best example of these rankings is the "Times Higher Education Impact Rankings".

The reason we have selected these ranking results as an indicator in our 2021-2023 Strategic Plan document is that the focus is entirely on measuring the contribution made in line with the United Nations Sustainable Development Goals.

Bahçeşehir University has started to participate in this system since the date it started the relevant ranking and has achieved successful rankings worldwide with its contributions in this field.

CIFAL ISTANBUL is an agency of the United Nations, UNITAR and CIFAL and is regularly checked by these institutions on a monthly and annual basis. All information about the events, including the number of people participating in each event, is detailed in these documents.

CIFAL ISTANBUL in 2021 has held many summits, conferences, webinars, trainings and workshops on topics such as natural disasters, children's rights, gender equality, education, sustainable development, agriculture, food, finance, trade, human rights, law, urbanization, migration, science, entrepreneurship, COVID-19, epidemics, social impact, leadership, inclusiveness, peace, and global problems. Examples are given in the evidence. (D.2.1.7)

A seminar series titled Civil Law Laboratories was held together with BAU Faculty of Law. CIFAL ISTANBUL has founded collaborations with many institutions and companies throughout the year. A certificate program titled "From Anadolu to the Future: Sustainable Development Goals Training Program" was held with Anadolu Group. Together with Argüden Governance Academy, certificate program called "Sustainability Governance Certificate Program" was conducted. CIFAL ISTANBUL, with the United Nations Food and Agriculture Organization FAO, has carried out many certificate programs called "Local Products, Gastronomy & Cooperation: Women's and Cooperative Trainings in Cooperation with BAU – FAO" for local food producer women in Turkey's Black Sea region.

The Lifelong Education and Development Center (YEGAM) analyzes the needs of teachers according to their branches in order to increase the education quality of schools by contributing to the development of teachers who are aware of their individual and social responsibilities, who are innovative, who have self-confidence and self-respect, who will add value to their country and the world. Institution-specific trainings are designed, and orientation trainings are planned for the teachers newly participating in the institution. In addition, courses for the training of candidate teachers are also designed. https://www.yegam.com.tr/

The OpenBAU platform was opened on 14 September 2020 with courses in the fields of medicine and law, and it continues to serve with a total of 63 courses, increasing the variety of courses in a short time. https://open.bau.edu.tr/

As of August 26, 2021, a vaccination center for the public, students and staff has been set up at our university in cooperation with the District Governorate and the District Health Directorate.

Monitoring and Evaluation of Social Contribution Performance

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

Evidence:

D.2.1.1 Annex 3 Impacthon High School Volunteers Platform Participants Reaction List.pdf

D.2.1.2 Social Contribution Examples of Bahçeşehir University Faculties 2021.pdf

D.2.1.3 BAU Community Service Practices Regarding Coronavirus.docx

D.2.1.4 BAUSEM Survey Data.pdf

D.2.1.5 BAUSEM Education Evaluation Form.docx

D.2.1.6 BAU The Impact Ranking 2022.pdf

D.2.1.7 CIFAL ISTANBUL 2021 Events List.xlsx

D.2.1.8 BAU Sustainability Events 2021.docx

D.2.1.9 BAUSEM Training Data.docx

D.2.1.10 BAUSEM Feedback Mechanism.docx

D.2.1.11 Faculty of Education General Participation Activities 2021.xlsx

D.2.1.12 Faculty of Educational Sciences 2020-2021 Industry Income Consultancy.xlsx

D.2.1.13 Erasmus-Ardeb Projects Faculty of Educational Sciences.PNG

D.2.1.14 Social Contribution Activities by Student Clubs Fall.xlsx

D.2.1.15 STB4 3 Scientific Activities Faculty of Educational Sciences.xlsx

E. CONCLUSION AND EVALUATION

Aspects Open to Development

Leadership, Management and Quality

"In order to implement the quality policy determined by the institution, there is a need to implement a holistic quality management system and to establish a strong quality-oriented organizational structure in which quality can be managed institutionally. Although establishing a quality coordinator has been specified within the scope of the Institution's Quality Assurance Directive, the fact that the position has not been filled yet and the Coordinatorship has not been actually put into operation remains an open direction for development."

Bahçeşehir University, Quality Commission, Quality Executive Board, Quality Management Unit and quality ambassadors in academic units and administrative units completed the quality management structure that it framed in 2021. The name of the "Quality Coordinator" was changed to "Quality Executive Board" in 2021, the names to take charge in the Quality Executive Board were determined and it was decided to convene monthly. In the Quality Executive Board, we have academicians and administrative managers who will make

particularly important contributions to program accreditation, distance education, strategic management, and quality assurance in higher education. BAU Quality Executive Board has accelerated the works on quality, and the quality assurance system was managed more comprehensively and in detail.

"In the quality assurance system of the institution the planning, implementing and controlling activities are carried out systematically in the PDCA cycle, but the inadequacies in the precautionary processes continue to be open to improvement."

In the quality assurance system of our university, planning, implementing, and controlling activities are carried out systematically in the PDCA cycle, but the process of taking precautions continues as an open direction for improvement. The importance of planning, implementing, controlling, and taking precautions was emphasized in accredited and non-accredited departments, and it was seen that the cycles were completed but insufficiency in documentation has occurred. It is also presented in our Institutional Internal Evaluation Report, where the opinions of the relevant stakeholders are taken suitably after the planning and implementation activities in each process. Improvement activities are planned according to the results of the surveys or one-to-one interviews conducted during the precautionary step.

"While it is pleasing to conduct surveys for each stakeholder in order to ensure stakeholder participation in the institution, it is suggested that more efforts are needed to increase participation and satisfaction rates from the results of satisfaction surveys, and it is also recommended that the application examples should be increased regarding the use of stakeholder views in decision-making processes. According to the results of the survey conducted for the graduates, it has been evaluated that there is a need for the development of the graduate monitoring system."

Further work will be performed to increase participation in the survey and satisfaction rates from the results of the satisfaction surveys done in the institution, to make more use of stakeholder views in decision-making processes, and to ensure the effectiveness of the advisory boards at our university. The importance of stakeholder feedback was emphasized at the meetings in 2021 and it was ensured that the existing practices were disseminated throughout the university. In order to increase the participation rate, the surveys were reminded to the stakeholders periodically. Increasing satisfaction rates is on the agenda of all our academic and administrative units, starting with the senior management. A study will be conducted to carry out studies to ensure that the activities of the advisory boards are carried out systematically and that they are permanent. The issue of establishing advisory boards and renewing existing boards is a priority for our academic and administrative units and senior management. In the direction of the development of the graduate monitoring system; BAU Network, BAU Alumni Sustainability Working Group, BAU Alumni Mentor Program, Alumni Card Application, Alumni Provincial Representatives, periodic graduate phone calls, Alumni Jogging Group, industry meetings, "Alumni Short" news series, Alumni Satisfaction Survey, BAU Branding Center and "Brands Made by Alumni" series, launched in partnership with BAU Alumni, are among our exemplary applications.

"Since it was announced during the field visit that business process definitions for administrative processes will be realized and their transition to the information system will be completed, this situation has been evaluated as an aspect of the institution that is open to development. It is recommended that the studies on the information management system be completed as soon as possible."

Completion of business process definitions for administrative processes is an aspect of our organization that continues to evolve. A project was initiated to determine the Business Processes at our university, and the proposal to carry out this project by the General Secretariat and to assign a team from the relevant units to this project was unanimously accepted by the University Administrative Board. In the Senate meeting dated 25.02.2021, the project team was decided, and the project was started. Meetings were held in certain periods, and the evidence was presented in the report content. The first phase of the Organizational Business Processes project was completed, and the university's process map was announced. Quality and Information Management software was purchased in October and started to be used by the project team to prepare process definitions, workflows, and job descriptions. The project team has been expanded and the project has been accelerated, and it is planned to be completed by the end of the spring term. It is planned that the definition, calendar, supervisor, input, output, target, sub and upper process definitions and parameters of the workflows to be created for the processes carried out by the units are determined and recorded in the Quality and Information Management Software.

"Although it is pleasing to organize periodic trainings through the Learning and Teaching Center in order to increase the competencies of academic and administrative personnel, it is extremely important to ensure the continuity of these trainings and disseminate them to all employees."

BAU Learning and Teaching Center provides various trainings to both academic and administrative staff in the fall and spring semesters. At the beginning of each academic term, trainings are given to the instructors within the scope of orientation. The teamwork trainings for our administrative staff and the ongoing English Course throughout the semester stand out. Our administrative staff take the placement test and are placed in classes according to their levels and take English lessons online. In addition, all our personnel can benefit from free postgraduate training and participate in the trainings of our Continuing Education Center free of charge. All these training opportunities emerge as the strengths of our institution in developing the competencies of academic and administrative personnel.

"It has been seen that there is a need to monitor the studies and take precautions within the scope of Personal Data Protection Authority (KVKK) regarding the confidentiality of the data collected during the internal and external evaluation process."

Within the scope of information security and reliability, the systems used in our university are kept up to date. With the IT Password Policy prepared for our university teachers and staff, the system's login security has been ensured. The Microsoft Teams system, which students use in the online courses and exams during the distance education process, is used together with Microsoft's security policies. Firewall and up-to-date antivirus programs are used in all

databases at the university. Multi-factor authentication mechanisms are used in accessing the servers where the related services are located. Beside these, backup processes are also performed on these servers.

KVKK processes have been completed within our university and separate clarification texts and approval processes have been prepared for all units. All persons who contact with our university are given a text of clarification and approval processes are run when necessary.

"In the 2018 institutional feedback report of Bahçeşehir University, a proposal was presented that financial resources are managed at the institutional level with the central budget, and that the effective use of resources can be increased by planning the budgets on the basis of units, and it has been obtained the impression that the institution does not work in this direction."

Regarding the use of financial resources in our university, central budget processes are being implemented and budget work is not yet done on the basis of units. Centrally, all the resources of the university are collected, and the use of these resources is determined by the university administration according to the needs of the units and the priority of the investments. In the 2021 period, our university needed to expand the physical education and training areas and create new campus areas in accordance with the increasing number of students, the need to establish new education faculties, the conditions of the period and the upcoming demands, and started new campus investments in this context. Since these investments are being completed exclusively by using the university resources, unit or department-based budget follow-up process could not be started. On the other hand, as a university, the budget tracking and resource utilization processes of some units are determined and monitored internally.

"The university's website has been made more functional after 2018; however, making an edit on the website where the activities for quality can be shared with the public remains an aspect of the institution that is open to development. In addition, it has been determined that there is a need for practices aimed at informing the public and sharing information within the framework of accountability and transparency."

Our university, assigning foremost importance to transparency and sharing it with the public, has created a new quality web page in 2021 where our internal and external stakeholders can access all information and documents regarding our program accreditation processes and quality improvement efforts. BAU Quality Assurance web page has been created so that all academic and administrative staff, students, and external stakeholders can be informed about the work carried out in the institution regarding quality assurance and can access our documents and reports from a single address. In addition, a quality e-mail address (kalite@bau.edu.tr), where our internal and external stakeholders can request information about our quality processes, was opened in 2021 and shared with all our employees and students. It is also included in the feedback section of our web page. Our web page and postal address have been announced to all our staff and students by the Vice Rector. Quality Assurance web page: https://kalite.bau.edu.tr

Education and Training

"The applications of updating the credit values (ECTS) based on the workload of the courses in the education programs, the accreditation studies should be extended throughout the university and their continuity should be ensured."

The application of updating the credit values (ECTS) based on the workload of the courses in the education programs, disseminating the accreditation studies throughout the university and ensuring its continuity are the aspects of our university that continue to develop. In line with our Institutional Accreditation target, our efforts to update our ECTS and increase the number of accredited programs continue. On the other hand, it can be said that quality awareness has become widespread throughout the university, and it has been adopted by our personnel from all academic and administrative units.

"It has been determined that studies have been carried out to reduce the number of students per instructor but considering the data in the 2020 THEQC indicator report, it has been seen that this is not enough."

While we had 20550 students and 1611 lecturers in the 2019-2020 academic year, we have 21945 students and 1467 lecturers in the 2020-2021 academic year, and it is seen that the number of students per lecturer has increased as a result of the analysis. The number of our academicians meets the CoHE standards, and the processes of academician employment through announcements for the needed fields continue.

Research and Development

"It is considered necessary to evaluate the research and development outputs within the scope of the prepared (2021-2023) strategic plan."

Evaluation of research and development outputs within the scope of the prepared (2021-2023) strategic plan is the aspect of our university that continues to develop. Depending on the strategic plan, new research areas have been determined, our research strategy has been announced. To increase the quality of research outputs, investment studies continue, and the return of existing investments is monitored through research performance indicators. Relevant evidence is presented in the report, and job descriptions, workflows and activities of the relevant units are monitored in order to create qualified research and a researcher-friendly ecosystem at all levels.

"In order to achieve the goal of being a research university, the workload of the lecturers should be improved, and they should be provided with time to spare for academic work."

In order to develop the research competencies of the faculty members, especially the trainings organized by the Learning and Teaching Center, BAU TTO, and the trainings organized by the Rectorate, the university academic staff are divided into three categories as "who do research", "who both take the course and do research" and "who do not do research after taking the class". Directing the academic staff who do not publish or research to counseling, increasing the time that academic staff spend on research and evaluating their research performance in this way are among the studies on this subject. In addition, thanks to hybrid education, the time our academicians spend on research has increased.

"It is recommended that the doctoral programs at BAU be pursued in line with the research goals and strategies of the institution."

It is the continuing development aspect of our university that the doctoral programs at BAU can be carried out in harmony with the research goals and strategies of the institution. In this direction, the relevant units are in coordination and joint employment programs and TUBITAK 2244 program have been selected as priority actions, especially for the employment of qualified personnel and researchers in the industry. 100% scholarships are given to doctoral students, and it is planned to open doctorate programs in the fields included in our research strategy as well as to integrate industry partners into these programs.

"Increasing externally funded projects is very important in terms of reaching the research policy, goals and strategies of the institution."

Increasing externally funded projects is an aspect of our institution that continues to develop, especially in terms of international funds. For this reason, a unit connected with the European Union funds was established within the TTO in January 2021. With a holistic point of view, while the project development of existing academicians is supported, studies are continuing to employ researchers who have already developed and conducted projects at our university.

Social Contribution

To ensure that Social Contribution practices are carried out in line with corporate purposes, handling the institutional and integrated management of Bahçeşehir University's social contribution processes, such as the management of education-training, research-development processes at the level of Vice Rector are the aspect of our institution that is open to development.

Strengths

Leadership, Management and Quality

"Registering and following up graduates at Bahçeşehir University stands out as a strength. The university has set up the 'BAU Network' social network to follow university graduates and received an award in the international arena at the end of 2019 with this project."

"The internationalization goal of the university is considered especially important and its efforts towards this goal are increasingly continuing. In this context, it continues to work with the BAU GLOBAL system. There are international students from 110 different countries in 2018 and 2019, and 114 in 2020. It is noteworthy that the number of international students increases every year. The number of students, which was 4430 in 2018, increased to 6279 in 2020. However, it has been observed that the majority of international student population is from the Middle Eastern countries. Having bilateral cooperation with 235 universities from 36 countries, numerous Erasmus program agreements and World Exchange agreements stood out as the strengths of the institution."

"It is pleasing that there is a high level of corporate belonging and excellent communication among university employees, and the existence of supports that ensures its sustainability. While it was possible for the administrative staff to undertake more than one task due to the

scarcity of the administrative staff (552 personnel) in 2018, it was increased to 634 in 2021, which shows that improvements are made in this regard. In terms of academic staff, it is considered positive that improvements have been made in terms of the quantity and quality of the teaching staff even though there has been no increase in the number of students."

Thanks to the effective communication network, coordinating and adopting all the works related to the quality assurance system of BAU at the level of the Rector and Vice-Rector, and the transfer of knowledge to the lower units are the strengths of the institution in terms of exemplified leadership.

The strength of BAU is that it has completed its quality management structure, which is framed by the Quality Commission, Quality Executive Board, Quality Management Unit, and quality ambassadors in academic and administrative units, in 2021.

One of the strongest aspects of Bahçeşehir University is that all its activities in terms of goals and objectives, vision, mission, core values, administrative structure, education, research and development activities and social contribution are designed in accordance with the United Nations Sustainable Development Goals.

It is BAU's strength that it has prepared the policy documents of "quality", "education-training", "research-development", "social contribution", "management system", and "internationalization" with the contributions of its stakeholders and exhibits the quality policy covering all the other policies in a way that the personnel can see in the institution.

The university's goal of internationalization is considered particularly important and its efforts towards this goal are increasingly continuing. In this context, it continues to work with the BAU Global system. Collaboration with 4308 foreign students and 235 universities from many countries is the strength of our institution.

BAU has set the goal of being among the top five hundred Universities in the World in terms of internationalization. This target is the visionary strength of BAU.

It is noteworthy that the number of international students increases every year. Having numerous Erasmus program agreements and World Exchange agreements stood out as the strengths of the institution.

For a quality management that is process-oriented and supported by information management systems, it is the strength of the institution that a new software is purchased in a short time in 2021, training is given to the personnel and the software is started to be used, and various other software are used for many purposes in the institution.

The fact that the Dean of Students and the Student Council have been established in order to involve students in the decision-making processes is the strength of BAU in terms of a student-oriented university.

Feedback from internal and external stakeholders is considered important, feedback is collected and evaluated through various methods. The strength of BAU is that actions can be taken quickly as a result of the evaluations.

This institution is a university that uses media tools very actively in terms of informing the public and accountability. This is the strength of the university.

Education and Training

"BAU, together with its stakeholders, has established a central unit called "BAU Hybrid Education Center" within the scope of the hybrid university model. Under the coordination of this center, it is planned to implement various and innovative teaching methods in which students can participate, including hybrid, synchronous and asynchronous teaching methods. In addition, the continued work for program accreditation and the increase in the number of accredited programs constitute a strong aspect in terms of education and training processes."

"Bahçeşehir University's active use of student-oriented and innovative applications is its strength. The main ones are 'Apply BAU', 'BAU Compass', 'CO-OP application', 'Brand Lessons', 'Global BAU', 'BAUGO'; It is possible to say that these practices are pioneering practices that give students the opportunity to improve themselves in the field of education."

The strength of BAU is that it continues to work with the Equality and Inclusion Commission by examining local and international models to create a nonviolent campus, an inclusive education environment, and as a result, to determine the steps to be taken for an equal, inclusive, and non-violent society.

Research and Development

In order to develop the competencies of the faculty members who cannot show the expected research performance, the trainings organized by the Learning and Teaching Center, BAU TTO and the Rectorate; and the 3-way separation of the academic staff of the university as "who do research", "who both take the course and publish" and "who do not take the course and do not publish" and direct the last category of academicians to consultancy by increasing the time spent on research in the first two categories of academic staff and evaluate their research performance in this way is the strengths of the institution.

It is the strength of our university that it continues to support more researchers every year, especially with the "publication incentive application" to encourage university research performance. From the presented indicators, it was understood that 348 researchers benefited from the incentives in 2018, 493 researchers in 2019, 634 researchers in 2020, and 519 researchers in 2021. Establishing a mechanism that promotes the research and publication performance of academic staff is the institution's strength.

Social Contribution

BAU regularly measures its social contribution performance through the "Times Higher Education Impact Rankings", which measures the contribution of universities around the world to the United Nations Sustainable Development Goals. In addition, it is the strength of the institution that BAU has set targets in the 2021-2023 Strategic Plan to carry out studies that contribute to the United Nations Sustainable Development Goals locally, nationally and internationally.

Among the social contribution practices of BAU, in addition to the activities of the research and application centers, the activities carried out in line with the United Nations Sustainable Development Goals, the activities of the education center CIFAL ISTANBUL affiliated to UNITAR, the activities of BAUSEM, the OpenBAU platform, open-to-public scientific meetings held within the faculties, programs for successful and needy youth as ApplyBAU and BİSEP, social responsibility activities of student clubs and societies are the strengths of our institution.