

INTERNAL REVIEW REPORT¹

OZYEGIN UNIVERSITY

2019

¹ This Institutional Self Evaluation Report is prepared for the Turkish Higher Education Quality Council(THEOC) Institutional External Evaluation Program. Please refer to the document in Turkish for the respective evidences.

INTRODUCTION

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2. History

Özyeğin University (OzU) was officially founded pursuant to Law No: 5656 published in the Official Gazette No: 26526 on May 18, 2007 with the aim of contributing social development by producing creative, original and applicable knowledge through its modern education system, and its innovative academic programs integrated with life.

Özyeğin University welcomed its first students on its Altunizade Campus in September 2008, and opened the doors of its Çekmeköy Campus in September 2011. Thus, the University increased its total learning area to 281,000 sqm of indoor area and 19,000 sqm of outdoor area.

As of February 2020, the University has a total of 7,268 students with 6,478 undergraduate, 583 master's, 207 doctoral students.

The university has 439 academic and 406 full-time administrative staff members. ([Please see OzU About Us](#))

Mission, Vision, Values and Goals

OzU's mission is 'to create, share, and apply knowledge in the service to society. Our applied research agenda creates useful knowledge. OzU shares our knowledge through its academic programs which transform the lives of its students. Application of this knowledge generates economic benefits for society through start-up and spin-out companies, or through improved efficiency and productivity for existing companies.'

Being a financially accessible and entrepreneurial research university is an important aspect of this mission. In all of its programs, OzU aspires to be recognized nationally and internationally as one of the top ten in Turkey, Eastern Europe and the Middle East, and one of the world's 200 best. To this end, the University adopts freedom, flexibility, multi-dimensionality and accessibility as its fundamental values, and endeavors to prepare sought-after graduates who can make a difference for their employers from the first day on.

In line with this mission and value, Özyeğin University also aims to create and share knowledge and raise awareness about sustainability and contribute to this multi-disciplinary and transdisciplinary environment. For this purpose, while addressing sustainable development academically, Özyeğin University also strives to develop a university model which fosters a sustainable life style among all its participants and stakeholders. Highlighting sustainability as one of its core values in both its inaugural strategy and new strategy, the University launched the Sustainable Development Forum (SDF) jointly with and Turkish Industry and Business Association (TÜSİAD) on April 6, 2017, and established the Sustainability Platform right after to accelerate pioneering studies that will lead the way for a sustainable life style beyond the business world. Furthermore, Özyeğin University also signed the United Nations Global Compact, a strategic policy initiative created for institutions committed to align all their strategies and operations with 10 universal principles on human rights, labor, environment and anti-corruption. Additionally, Özyeğin University is also one of the signatories of the United Nations Principles for Responsible Management Education (PRME).

Still an 11-year old, young university, OzU is undergoing a transformation process in line with its aforementioned mission and vision. Having grown rapidly in volume over the course of its first five years under the leadership of its founding rector, the University focused its efforts on the improvement of its institutional operations in its second five-year term to make sure the system functions independently of people. During that phase, OzU aimed to ensure that all institutional processes work independently of the personal choices or preferences of process owners, and managerial continuity is maintained. Therefore, priority is given to the institutionalization of key structures, systems and management practices. The University sees the program accreditation processes and the internal review

process of the Higher Education Quality Board as an opportunity to achieve its institutionalization goal, and recognizes these efforts as a guide for its continuous improvement endeavors.

As of the 2019-2020 academic year, the “institutionalization” phase has been completed at Özyeğin University, and a new phase has begun to “deepen” the institutional organization and focus on the process of all units.

The internal review report of Özyeğin University is prepared with this perspective to document the existing and planned processes of OzU as well as the University’s approach to quality.

A. QUALITY ASSURANCE SYSTEM

1. Mission and Strategic Goals

Mission, vision, strategic goals and objectives

Özyeğin University’s strategic goals and objectives are shared with internal stakeholders and a limited number of external stakeholders. The University’s quality assurance efforts have been one of the key components of the strategic plan, and were placed at the heart of the strategic plan preparations of the Quality Commission. To this end, assessments performed within the scope of the strategic plan and regular assessments performed by the institution are effectively used in quality assurance assessments. In the OzU Quality Assurance system, assessments performed within the scope of the strategic plan contribute to the academic units’ improvement decisions and are incorporated into the continuous improvement cycle (PDCA: Plan-Do-Check-Act). All of the strategic goals and objectives will be also shared during the field visit.

The Strategic Plan preparation process started in 2015 was ensued with the Strategic Plan Monitoring Committee and Thematic Work Groups’ year-long work, followed by faculty workshops, dean workshops, university-wide administrative and academic meetings, as a result of which the fields of responsibilities, strategic goals, strategic objectives, and, for each strategic goal, metrics based on objective data to help determine to what extent the respective goal is achieved were set forth. In line with Özyeğin University’s vision, the 2018-2023 strategic plan stipulated the university’s main fields of responsibilities as external and internal stakeholders, undergraduate and graduate education, research, knowledge transfer, and institutional governance. The focus was placed on 7 goals and 23

objectives to serve these main fields of responsibilities, and in order to assess the achievability of the goals, a total of 146 metrics based on objective data was determined, including 132 performance metrics and 14 assessment metrics. When determining these metrics, due care was given to take into account the SWOT analyses performed for each faculty, and to incorporate the metrics used by international and national university rankings.

Following the goal, objective, and metric-setting period, it was decided to adopt the Balanced Scorecard approach using the Quick Score software program which is able to track the objective and measurable key performance metrics for 6 faculties and 2 schools, and 28 departments, the English Language Preparatory Program, and 23 undergraduate and 35 graduate (8 PhD, and 27 thesis/non-thesis master's programs) programs at the University. Via this software program, Balanced Scorecard (BSC) performance measurement structures were developed for each faculty, school, department, and program. In these BSC structures, a separate structure was developed for the metrics, goals, objectives and fields of responsibility of each faculty and program. The balanced scorecard measurements and the goal achievement score can be calculated based on the weights assigned in the bottom-up hierarchy of metric, goal, objective, and field of responsibility.

The most demanding phase of Özyeğin University Strategic Plan development process was the assignment of 5-year goal scores to each university, faculty/school, department, program-specific metric in line with the university's vision by taking into account the analysis results and data of the benchmarked universities as a result of a series of dean/director meetings. The assignment of goal scores was ensued by the development of the necessary action plans which are required to achieve the goal scores, along with the monitoring of the improvement of key performance metrics and the implementation of planned actions.

The relationship between the goals set within the scope of the Strategic Plan, and the United Nations' Sustainable Development Goals (SDG) can be examined in detail during the field trip. The most highlighted SDGs in the Strategic Plan can be summarized as SDG 4- Quality Education, SDG 8- Decent Work and Economic Growth, SDG-9 Industry, Innovation and Infrastructure, and SDG-17 Partnerships for the Goals. In addition to all types of education, research, and knowledge transfer activities, our University also manages its campus and maintains its operational structure in full compliance with the Sustainable Development Goals. OzU is implementing institution-specific and innovative practices in this field which are adopted as best practice examples by other universities.

Along with the balanced scorecard system adopted to monitor the progress of the Strategic Plan, the University's accountable management philosophy was also taken to new heights under the leadership of the university's senior management, resulting in the development

of a novel data collection system to collect all data systematically from the university-wide databases. Accordingly, the data resources which will provide data for the new data collection system were determined, the data owners who will collect and enter data in the database were identified, and finally, metric owners who are responsible for the assessment and improvement of the performance of metrics were identified and assigned. Currently, application development efforts are underway to automate the data collection.

The progress of Özyeğin University's Strategic Plan is monitored in conjunction with the continuous improvement cycle (PDCA). Every July, the Main Assessment of the Strategic Plan is conducted, followed by the "Plan" phase, which entails setting/updating goals and identifying/updating actions to be taken. The subsequent "Do" phase entails the implementation of actions planned throughout the year and collecting metric data. The "Check" phase takes place annually every January and June with the analysis of collected data, and interpretation of metric performances. During the "Act" phase, considerations and opportunities are identified and recommendations for improvement are submitted. The progress of action plans is monitored through the interim and main assessments held twice a year and reported to the senior management. To this end, assessments and improvements for each of the 23 goals for faculties, departments, and programs are reported. Also, the report requires to document the current stage of actions planned and decisions of improvement made the previous year together with evidence, as well as new actions planned.

As an example of how these elements are structured, attached are screen shots from the pages where the faculties can track their measurements via the software program used to monitor the progress of the strategic plan. Also, surveys conducted across the university as the most important mechanisms for collecting the feedbacks of stakeholders, and the scope of these surveys are also listed. (Please see A.1.1 Evidence).

Quality Assurance, Education, Research & Development, Social Contribution, and Management System Policies

Özyeğin University's quality assurance framework and education, research, and social contribution policies are available on its website. (Please [see OzU About Us](#)). These frameworks essentially serve as a summary of the structures which have developed and evolved into their current forms in time through the University's internal dynamics, and as they are the reflection of the University's evolving and living dynamics, they have an organic harmony with each other. (Please see A.1.2 Evidence).

Any change to the University's existing structure and processes results in revisions of these frameworks. As mentioned before, the University places its institutional internal review and accreditation processes at the heart of its quality assurance structure. In alignment with this, when the institutional internal review report is prepared, the Quality Commission evaluates overall university-wide operation, and reports any necessary change to the existing frameworks to the relevant units. The Quality Assurance framework is under the responsibility of the Rector's Office and the Accreditation and Quality Assurance Office (AQA), while the Education Policy is under the responsibility of the Vice Rector's Office for Academic Affairs (VRAA) and Vice Rector's Office for Student Development and Experience (VRSDE). Meanwhile, the Research Policy is the responsibility of the VRAA, while the Internationalization Policy is under the responsibility of the VRSDE and, lastly, the Social Contribution Framework is under the responsibility of the Rector.

One of the key indicators of Özyeğin University's adoption of quality framework is the importance the University attaches to accreditation processes. (Please see: [Accreditation Processes](#)). During this process, the fact that the University established *its very own* Accreditation and Quality Assurance Office (AQA) in 2014, directly reporting to the Rector's Office, stands out as an *innovative practice*. The 3-member office integrates the University's activities with the University's quality assurance system and strategic plan, and disseminates the quality assurance culture throughout the institution. To date, Bakırçay University and Istanbul Commerce University have made field trips to the office.

Institutional Performance Management

Strategic plan development and assessment are integrated with the quality assurance practices at Özyeğin University by linking the strategic plan development and progress follow-up phases directly with the continuous improvement cycle (PDCA), as described in A.1.1. The AQA, the unit in charge of the coordination of quality assurance work carried out at the University, is included in all strategic plan-related work. Also, the Quality Commission has mutual members with the Board of Deans which is in charge of the execution of the Strategic Plan.

The efforts to establish a system to identify and monitor the key performance indicators at OzU have been ongoing since 2015 in 5 main phases. The first phase is made up of analyses, and faculty/thematic committee work. The second phase consists of formulation to transform these works into a strategic plan. The third phase is the evaluation and assessment of available execution methods for the strategic method, and selection of the Balanced Scorecard (BSC) method. The fourth phase involves building the necessary mechanisms to monitor the progress of the strategic plan and performance. The fifth phase entails the dissemination and adjustment of the strategies across the university and faculties.

In the first phase, commissions made up of faculty members and administrators were formed in the fields of “transformative student experience, entrepreneurship, sustainability, and research excellence”, and students and other external stakeholders were given chances to make contributions to meetings. In the second phase, faculty-based works and university-wide strategic performance were analyzed to review the University’s mission and vision, and set forth OzU’s strategic goals, strategic priorities and strategic map. In the third phase, the key performance indicators (KPIs) tied to the strategic goals specified in the strategic plan were identified, the required data was entered, and thus the necessary infrastructure was developed for the BSC. This work was later disseminated on a faculty basis, and where necessary, on a program basis. During the dissemination of the strategic plan, which started off with the Faculty of Engineering, the faculties’ visions, strategic maps, goals, and key performance indicators (KPIs) were structured within the scope of the BSC model, and 5-year goals were identified in alignment with the vision. In the fourth phase, a software program was purchased and the outputs obtained in the third phase were uploaded to the software program to be processed, monitored, and managed. In the fifth phase, workshops were organized to disseminate the ongoing efforts, which started off with the Faculty of Engineering, to other faculties. Meanwhile, the strategic scorecards were completed for all faculties, and their 5-year objectives were identified in alignment with their visions. These objectives were aligned with the objectives of other faculties and OzU. The necessary actions were identified to address the discrepancies between the targeted and actual performance and were integrated into the budget and strategic planning process for the respective academic year.

At Özyeğin University, academic performance indicators and the strategic plan metrics are monitored and reviewed together systematically. Attached are sample key performance indicators, screen shots from the Information Management System which shows an assessment of to what degree performance indicators were achieved across the institution, and the findings of annual key performance indicators. (Please see: A.1.3. Evidence).

Evaluation and Action Plan:

Pursuant to its institutional philosophy that puts quality at the heart of its activities, Özyeğin University has built and put into effect a structure fully integrated with the quality assurance framework. By virtue of its commitment to quality, Özyeğin University plans to continuously improve this structure while in use and keep it in continuous transformation and development. In doing so, it is ensured that the quality system penetrates into all fundamental mechanisms and units within the organization. The 2018-2023 Strategic Plan currently in force is being monitored with interim reports. To achieve the goals set for 2023, it is aimed to organize a series of workshops in 2020 to increase the contributions of different stakeholders within the University.

2. Internal Quality Assurance

Quality Commission

Özyeğin University Quality Commission is chaired by the Rector. The commission is made up of all deans and school directors, Secretary General, AQA Coordinator and a student representative from the Student Union.

The Quality Commission is responsible for establishing the University's internal and external quality assurance system pertaining to the University's teaching-learning, research, management processes, administrative services, and social, sectoral and international relations; reviewing institutional indicators identified for strategic planning; performing institutional reviews; conducting periodic improvements; and monitoring institutional development. The commission is also responsible for conducting internal reviews and preparing an annual institutional review report. The annual institutional evaluation reports captures the results of quality improvement projects undertaken by the University. The commission then submits this report to the Senate for approval, and once it is approved, posts it on the homepage of the University's website to share it with the public. The organizational structure of the Quality Commission and the principles and procedures of the Quality Commission are also available on the University website. (Please see: [Quality Commission](#))

Other than this commission, quality activities are carried out by other units as well within the University. First of all, the University encourages all its programs to receive accreditation. As a result, programs have assigned quality work groups or quality coordinators within themselves. Attached is a sample list of administrative task of faculty members of the Faculty of Business. (Please see:A.2.1.Evidence). Although the University does not have a general advisory board, the University obtains professional consulting services, when necessary. For instance, in the 2017-2018 academic year, the University requested a sector analysis from a consulting firm abroad and obtained recommendations for new programs to launch. In addition, the University also has faculty and/or program advisory boards. Attached are a minute of the Advisory Board of Civil Engineering and the Code of Advisory Board of the Gastronomy Department. (Please see:A.2.1 Evidence).

Conducting surveys is the most effective method of involving stakeholders with the activities of the Quality Commission. Attached are a list of actual and planned surveys and a sample section from the survey analysis reports. (Please see:A.2.1.Evidence).

Internal Review Assurance Mechanisms

Özyeğin University (OzU) sees quality assurance as a high priority. OzU's quality strategy is built on the "compliance to standards" and "fitness for purpose" principles. The respective standards are established according to the Bologna Process and the European Standards and Guidelines (ESG). To this end, the University established an AQA to ensure quality assurance. The University's Quality Framework is shared on the webpage of this office. (Please see: [OzU Quality Framework](#)) The framework includes 6 different types of review: Academic Unit Reviews (mainly proceeds in conjunction with the accreditation processes), Administrative Unit Reviews, Research Center Reviews, Program Output Achievement Assessment, Thematic Institutional Reviews and External Reviews.

The AQA is responsible for coordinating the institutional review process, national and international accreditation processes of academic programs, and the establishment and implementation of the quality assurance and management system. The unit coordinates quality assurance processes in cooperation with the Quality Commission established under the leadership of the Rector, and provides members of OzU with all the necessary support pertaining to quality assurance processes. However, academic and administrative units are responsible for managing their own quality management processes and preparing their own internal review reports. The AQA organizes introductions or information sessions for units, and conducts regular meetings. Attached are sample minutes of the meetings conducted with the Faculty of Aviation and Aeronautical Sciences, information presentation prepared for Undergraduate Civil Engineering students about the MÜDEK Accreditation, and information presentation delivered to various units about how to prepare learning outputs. (Please see: A.2.2.Evidence).

Process improvement is performed at the University according to the attached Continuous Improvement Calendar. (Please see: A.2.1.Evidence). The calendar has been updated a few times to cover the internal dynamics of the processes, and to include the operation of University's Information Management System. The current version of the calendar is up to date, reflecting the latest developments within the University. Attached are several excerpts from the Interim Review Report of the Faculty of Social Sciences as an example of the units' improvement reports. (Please see: A.2.1.Evidence).

Leadership and Quality Assurance Culture

Özyeğin University is a young university which celebrated its tenth anniversary in the 2018-2019 academic year. The University grew rapidly in volume over the course of its first five years under the leadership of its founding rector. Over the course of its second five years,

the University has focused its efforts on the improvement of its institutional operation methods in order to minimize dependency on people and make sure that the system functions independently of people. During these years, priority was given to establish a system which will ensure that all processes at the University work independently of the personal choices or preferences of process owners, and the continuity of management is maintained. Therefore, during the transformation process, the institutionalization of key structures, systems and leadership practices have had higher priority. In order to ensure institutionalization, first the Planning and Analysis Office and then the AQA Office were established in 2014. Accreditation processes were initiated in 2015 for programs with graduates. The Faculty of Engineering received MÜDEK Accreditation for 4 of its programs in 2016. In 2016, the Psychology program was accredited by the Turkish Psychological Association (TPD), while the School of Languages received the EAQUALS Accreditation for all three of its programs. The Faculty of Business and the Graduate School of Business also have been successfully proceeding with their AACSB accreditation application process. They are expected to be accredited in 2021. Meanwhile, the Faculty of Aviation and Aeronautical Sciences has also been admitted to the AABI accreditation application process. The Faculty's two programs will submit their self-assessment reports in April 2020. The Undergraduate Civil Engineering Program, which has recently conferred degrees on its first cohort of graduates, host the MÜDEK field trip in December 2019. The Architecture program is waiting for the Architectural Accrediting Board (MIAK) to be recognized by the Higher Education Quality Council of Turkey (YÖKAK) to apply for the MIAK accreditation. By 2022, all our programs will have received national and international accreditations, excluding the Law and International Relations programs. Besides, the leadership of the Rector's Office, and academic and administrative directors has provided more impetus to institutionalization at the University. Therefore, leadership is seen as an important element that needs to be tracked and assessed. Attached is a summary of tools used to track the executives' leadership skills. (Please see: A.2.3.Evidence).

Since its foundation, Özyeğin University has embraced the principle of existing with a unique educational philosophy. Drawing from this innovative and entrepreneurial philosophy, it has always attached great importance to the bottom-up organic development and internalization of its institutional processes. Therefore, the University refrains from implementing its quality efforts through centrally mandated sanctions. Top management supports, encourages, and follows the quality efforts but does not force it upon the members of the University. Separate informative meetings and workshops held with the academic and administrative units by the AQA Office, inclusion of different units in the strategic plan development processes by the VRAA, and program accreditation processes extensively backed by the University help shape the quality assurance framework within the institutional processes, and as many stakeholders as possible are involved in this evolution. OzU sees its Quality Assurance not as a collection of processes designed by rote learning or imitation, but rather a journey in which all stakeholders internalize quality. Therefore, all quality efforts are kneaded and shaped through the institution's own habits and help stakeholders internalize quality. Meanwhile, in all processes, academic and administrative directors directly work with the Rector's Office and Vice Rectors, and become actively

involved in the identification of goals and objectives. Later on, these directors organize meetings with their direct reports to ensure that they are united around OzU's goals and objectives. General meetings held annually with academic and administrative staff by the Rector provide the necessary motivation to ensure that goals are aligned and employees work together to achieve these goals. Also, comprehensive feedback meetings held by Vice Rectors pertaining to strategic plan, student development, and continuous improvement provide additional motivation.

The Institutional Quality Policy is shared with internal and external shareholders via the institutions website. The Quality Commission and specifically the AQA Office have actively organized meetings to ensure the quality policy and culture are embraced and disseminated within the institution, while also being actively involved in other ongoing efforts. First and foremost, meetings are held with faculties in the fields of continuous improvement and learning assurance. These meetings are held in collaboration with the Dean's Office of each faculty and are chaired by the VRAA, providing faculty and staff with information about the continuous improvement (PDCA) cycle. Furthermore, Özyeğin University encourages all of its programs to apply for accreditation. Internal and external stakeholders are welcome to join the accreditation process of OzU's academic programs, and thus are transformed into an organic part of the operation of the quality assurance system within the programs. The AQA Office also prepares and offers workshops on "Accreditations", "How to Prepare a Course Description Form and Write Learning Outputs", and "Direct Evaluation of Program Outputs" for different units at the University. Attached are sample presentations from these events. (Please see:A.2.3.Evidence).Another *innovative practice* put in place to strengthen the University's quality culture is the assessment of program outcomes. Although this is seen as a long process which requires faculty members to internalize the relationship among program outputs, learning processes and assessment methods, a significant progress has been recorded in this area.

To share its quality assurance activities and **exemplary practices** with external stakeholders, the AQA Office attended the '[International Conference on Quality in Higher Education](#)' organized by Sakarya University in 2017 and 2018 with a conference proceeding. Attached is the presentation delivered at this conference. (Please see: A.2.3.Evidence). In 2019, the AQA Office was invited to give training by a university, and also exchanged information with the quality coordinators from the state and foundation universities visiting our University on a field trip.

Evaluation and Action Plan

The University boasts quality cycles which cover all the main areas. The quality cycles are designed mostly based on the calendar year, and are effectively implemented. The Rector embrace the quality assurance awareness, and fully supports all relevant practices. Drawing from this support, the quality assurance system was put on the agenda in 2014 and scheduled based on a calendar in 2015, with its first PDCA cycle to be completed in 2020 in all main areas. The University's next action will be to review, improve, and entrench the functionality of these cycles.

3. Stakeholder Participation

Stakeholder Participation in Quality Assurance, Education, Research and Development, Management, and Internationalization Processes

OzU currently has a "[Stakeholder Policy and Procedure](#)" in place. The document is intended to set forth a policy to govern stakeholder participation in the quality assurance system and explain the methods to be used for this purpose. In doing so, the policy aims to improve the learning objectives and program outcomes of Bachelor's, Master's and PhD programs offered by OzU, and increase the efficiency and effectiveness of OzU's research centers and administrative units. OzU has created a list of stakeholders. The list includes anyone who is connected with OzU's activities and services, including those who use, manage, affect or are affected by these activities and services. In addition, it is planned to systematically conduct a stakeholder analysis every five years. Stakeholders are classified by functions under the main categories of service recipients, employees, key partners and strategic partners. The priority stakeholders are students in the field of teaching and learning, and faculty members in the field of research. However, external stakeholders may also have equal priority with different weights in different subject areas in the fields of teaching-learning and research. As the "Priority Order of the Institution's Stakeholders" was set as the subject of the 2018 Improvement Action, the Quality Commission reviewed the priority order of the institution's stakeholders again at the end of the 2017-2018 academic year, and decided that the former priority order was appropriate. The stakeholder analysis, which was performed for the first time in 2015, will be repeated in the 2020 summer.

The institution assesses the feedbacks received from its stakeholders through the mechanisms explained in the Stakeholder Policy and Procedure, and incorporates these feedbacks into the continuous improvement cycle. The participation of stakeholders in decision-making is also ensured through the institution's open door policy. The open door policy includes all the necessary mechanisms to ensure that all the internal stakeholders can easily access management units at the University. Also, as per the Stakeholder Policy and Procedure, the institution invites external stakeholders to its advisory boards in order to include them in its decision-making and improvement processes. Furthermore, surveys

mentioned in the Survey Management System section also assure the participation of external stakeholders in the decision-making and improvement processes. Attached is a summary of surveys conducted at the institution and other methods employed to obtain stakeholders' opinion and feedback. (Please see:A.3.1Evidence).

External stakeholders are informed about OzU's decisions and practices via its official website or the *Campus Information System-* (CIS) application. Also, the Professional Development Unit periodically visits external stakeholders to keep them up to date about new developments at the University. Furthermore, the University's Sectoral Orientation Days, which are made up of a rich variety of events including panel discussions, talks, and workshops, bring together employers with both students and faculty to ensure they have first-hand information about the University's practices.

Feedbacks are obtained from the alumni through surveys. Graduate surveys are a part of the Continuous Improvement Procedure. Also, in June 2017, a facilitative service was purchased to organize a focus group in order to obtain feedback from the alumni. The results of the Graduate Focus Group Meeting were shared with the relevant units. The Rector's Office follows up on whether or not the alumni's requests and recommendations have been met.

At Özyeğin University, students are informally informed about all kinds of processes and encouraged to participate in these processes. There are not any de facto bureaucratic barriers between the students and the management. Any student can meet any manager to provide feedback about the University's processes. Additionally, the members of the Student Union are invited to the Senate meetings and the Quality Commission. There are also additional ongoing efforts to take new actions to further encourage the students to take part in decision-making. Furthermore, the University's Part-Time Work program enables students to take up part-time paid jobs at different units of the University. These part-time jobs allow students to gain professional office experience, while at the same giving them the opportunity to be actively involved in, and steer the University's processes and activities.

Evaluation and Action Plan:

The University has a detailed survey system to collect feedback from stakeholders. These surveys are planned to be further improved to propel more participation from external stakeholders. The University has also an automated system underway to enable event managers to conduct instant QR-coded surveys for each event.

Meanwhile, it is planned to review the Stakeholder Policy, which was drafted in 2015, and to conduct a new stakeholder analysis at the end of the 5th year, as forecasted.

Internationalization

Internationalization Policy

OzU was founded with the mission of being an international research university. Therefore, during its founding years, it selected its faculty members from among candidates holding Ph.D. degrees from the world's top 500 universities and/or international experience. Furthermore, the University has encouraged each Faculty to recruit international faculty members. The theme of internationalization was also addressed in the first strategic plan which was written in 2010. In the meantime, OzU also put its internationalization policy in writing in 2018. (Please see: A.4.1 Evidence). The University's international protocols and collaborations are available on the International Office webpage under the "Partner Institutions" tab. Internationalization indicators are being monitored within the scope of the strategic plan and key performance indicators. Attached are the screenshots of the relevant screens. (Please see: A.4.1.Evidence).

Management and Organizational Structure of Internationalization Processes

The OzU International Office is made up of a director, an Exchange Programs Team Leader, an International Promotion and Recruitment Team Leader, two Exchange Programs and International Student Specialists, and two International Marketing Specialists and a Student Advisor. Also, the office has 7 part-time working students. The unit reports to VRSDE.

Formerly two separate departments, the International Cooperation and Exchange Programs (ICE) and International Marketing and Admissions (IMA) units were merged under the roof of International Office. In the light of this re-organization, a thorough "need analysis" has been performed to determine the human resources needs. As a result of this study, major changes have been made to the International Office staff, including promotions to team leader, recruitment of international employees, and assignment of staff who will support both units. Improvements made to the software programs used by both ICE and IMA, as well as storing and offering easy access to information in shared folders have enabled International Office's institutionalization. An institutional repository has been created which allows to extract year-on-year analysis of statistics at any time. For the IMA unit, a new system has been established in which prospective students can submit their applications to university more easily, the unit can systematically send acceptance and process

admissions. Processes are integrated with the automation system, and by doing so, human errors have been minimized.

Internationalization Resources

The International Office unit has two separate budgets: IMA and ICE. At the end of each academic year, a report is submitted to the Rector's Office which documents how effectively these budgets have been used. Depending on this report, the department's budget for the following academic year is approved by the Rector's Office. The department's Erasmus+ budget is managed and is periodically reported as per the Turkish National Agency's legislations. The budget is evaluated for its efficient use by the agency. Attached are sample documents pertaining the use of budget for internationalization efforts. (Please see: A.4.3. Evidence).

Monitoring and Improvement of Internationalization Performance

As of 2019, internationalization metrics are being monitored via the BSC within the scope of the strategic plan and performance metrics. The screenshot of the relevant system is shared as evidence (Please see: A.4.4. Evidence). This data is evaluated by the Quality Commission, and the necessary improvements are identified in collaboration with VRSDE. Also every year in January, within the scope of self-assessment reports requested from the units, International Office prepares a self-assessment report, which is evaluated by the Quality Commission. International Office's Self-Assessment Report for the 2018-2019-2020 Academic Year is shared as evidence. (Please see:A.4.4. Evidence). This report summarized the improvements made in the relevant semesters as follows:

- 'The International Office pages on our university website and social media accounts have been improved. It is ensured that students can access the information they need much more easily.
- Social media accounts which were not used very actively before have been activated. Also, through the social media posts shared by partner agencies from their social media accounts, the University's reach has been further extended to a wider audience.
- Shortcomings of the application system have been checked, identified, and improved.
- All actions taken are shared with the Health, Safety and Environment Department, and are recorded.
- Due care is shown to safety and Law on the Protection of Personal Data. Staff has been provided with necessary training.

- The IMA unit’s brochure has been updated and redesigned.
- The department started working together with other units, in particular with the Security unit and the Office of the Dean of Students to enable international students to work on campus, and the process is currently being improved.

Evaluation and Action Plan:

Aiming to be a world-class university since its inception, OzU has always supported internationalization in all fields, and the goal of “making a difference in student success and experience”, which was set forth in the latest Strategic Plan, is intended to make improvements in the field of internationalization.

B. TEACHING AND LEARNING

1. Design and Approval of Programs

Design and Approval of Programs

Özyeğin University’s Education Policy is shared on its website. (Please see: [About Us](#)). The University’s strategic goals are directly related to its education policy. The greatest testament to it is that Accessibility and Student Experience are two of the strategic goals identified as high priority goals in the strategic plan. Attached are the sample screenshots pertaining to the follow-up of goals. (Please see: B.1.1.Evidence).

To launch a new degree program at OzU, the respective unit must first prepare a proposal file, and have it approved by the respective supreme board. The respective unit then applies to the Higher Education Council (YÖK) Coordination Office, which reports to the Rector’s Office, with the approved file. The file must provide sufficient information, including but not limited to the reason for the new program proposal, national and international examples, compliance of program outcomes with the National Qualifications Framework for Higher Education in Turkey (NQFHET), courses offered and course descriptions, program benefits, the department’s faculty structure, and admission requirements. The file is reviewed by the Curriculum Commission and the University Senate, respectively. If approved by the Senate, the file is then submitted to the Higher Education Council of Turkey (YÖK). The final decision about the new degree program is made by YÖK. Attached is a summary of the new program design process. B.1.1.Evidence).

The decision to launch a new program at OzU is made based on the analysis process. For instance, in 2017, a consulting firm was hired to perform a needs analysis for the required competencies for Industry 4.0 and digital transformation. The expectations and recommendations of the business world for new academic programs to launch were obtained. The list of recommended academic programs was assessed by the University management and the faculties in 2018. As a result of discussions held with internal and external stakeholders, the Master's Program in Data Science was launched in 2019-2020 academic year.

Program Objectives, Outputs, and Compliance with National Qualifications Framework for Higher Education in Turkey (NQF-HETR)

The program outcomes of the OzU programs are prepared in accordance with the requirements of the National Qualifications Framework for Higher Education in Turkey and the University's mission. These outcomes are reviewed and revised by the Curriculum Commission. Detailed information about each program's objectives and program outcomes, NQFHET matrix, and course descriptions are shared in the [NQF-HETR](#) Catalog on the institution's website.

Matching Learning Outcomes with Program Outcomes

At OzU, learning outcomes of each course are matched with program outcomes via the Course Description Forms (CDF) Attached is a sample CDF. (Please see: B.1.3. Evidence). At the University, the relationship between learning outcomes and program outcomes are monitored via the Education Management System (EMS), a unique and innovative software program developed by the VRAA. The EMS links learning outcomes with the analysis made in class and offers a structure that evaluates all learning outcomes for each student. It is currently implemented by the Faculty of Engineering and the Faculty of Aviation and Aeronautical Sciences. Findings obtained are being used to assess to what extent program outcomes are achieved. Attached is a screenshot demonstrating how learning outcomes are lined to program outcomes in the system. (Please see: B.1.3. Evidence). The University also plans to use the EMS for mutual courses such as English and Turkish to assess overall university outcomes which are not specific to a field. For this purpose, the University will hold separate meetings with faculties to finalize the shared university outcomes in the 2020 Spring semester.

Program Structure and Course Distribution Balance (Required-Elective Course Distribution Balance, Field-Professional Knowledge-General Culture Course

Balance, Gaining Cultural Depth, Opportunity to Be Acquainted with Different Disciplines)

OzU has a wide pool of elective courses which supports the students' personal development, builds on their key/transferable competencies, provides them with in-depth general culture, and introduces them to different disciplines. In line with the Bologna process, all faculties were asked to incorporate program-, faculty-, and university-elective courses into their curricula. As such, students can take a wide range of elective courses that best suit their fields of interests and competencies in the fields of social service, history, cultural and artistic awareness, sports and fitness, environmental awareness, or science and technology. The course distribution balance between required and elective courses varies for undergraduate programs depending on the program requirements. For instance, the Undergraduate Professional Flight Program offers 18 ECTS-credit electives as per the requirements of the Civil Aviation Institution, while the total credits of electives are 99 ECTS in the International Relations Department, which is multidisciplinary in its nature. The curricula of all programs at OzU are available on the webpages of the academic departments. Curricula of programs are regularly monitored at the University in terms of their constituents such as electives and internships. Attached is an analysis of elective courses. (Please see: B.1.4.Evidence).

At OzU, university-electives in the fields of social service, history, cultural and artistic awareness, sports and fitness, and environmental consciousness are coordinated by the Department of Humanities and Social Sciences under the Faculty of Social Sciences, while elective courses in the fields of science and technology are coordinated by the Department of Natural and Mathematical Sciences at the Faculty of Engineering. Neither of the departments admit students. In addition, the University runs a sectoral education program made up of required and elective courses intended to introduce students to different disciplines and vest them with cultural depth. The program focuses on two key areas. The first is the Sectoral Solutions courses, which students take on top of their program courses as part of the Sectoral Education program. These courses give our students the opportunity to get to know different sectors, and learn more about different lines of business within each industry through a diverse range of pedagogical tools, including guest speakers, industry analyses, case studies and company projects. In-class sectoral activities are reinforced by internship programs, each specifically tailored to offer students the opportunity to personally experience different sectors and tracks out of class. The second focal point of the program is our rich array of personal development training programs and workshops open to students throughout their studies. (Please see: [Sectoral Education webpage](#))

Student Workload-Based Design

Özyeğin University adopted the ECTS system during its foundation as part of the Bologna Process. All graduates are awarded a “Diploma Supplement” at OzU. First, the total ECTS credits and estimated work load of each course offered at OzU are calculated. The work load of the course is then added to the work load of the program. As seen in the attached sample Course Description Form, the total time students spend for both in-class and out-of-class learning and practical activities is calculated separately, including for theoretical classes, laboratories, workshops, clinical work, assignments, practices, projects, seminars, presentations, exam preparation, exams, internships, on-the-job training, on-site training, and sectoral practicum. The University has been conducting “Course Evaluation Surveys” since the 2014-2015 Spring semester. In these surveys, the students are asked how many hours per week they spend for their courses. The average of student responses are reported by the Planning and Analysis Office to give the units offering the respective courses the opportunity to review the course credits and course contents. Attached is a sample analysis (Please see: B.1.5 Evidence).

Students’ professional experience at home and/or abroad is continuously supported from their first day at OzU. All undergraduate programs at OzU require internships and students’ work load for mandatory internships is also calculated. One of OzU’s shortcomes is some of its programs, which award only 1 ECTS for internships. Although these units are aware of the fact that a 30-day internship program must be awarded 8 credits, they state that 240 ECTS credits are only enough for the Fall and Spring semester courses, and if they award any extra credits for summer internships, then students will graduate with more than 240 ECTS credits.

As seen in the NQF-HETR Catalog, student’s total workload credits are defined in each program at every level and are share with stakeholders. Students’ workload credits are assigned not only for courses but also for professional practices, exchange programs, internships, and projects. Attached are an exchange student’s transcript and sample diploma supplement as evidence of the use of workload credits. (Please see:B.1.5 Evidence).

Evaluation & Assessment

a) Assessment of Program Outcomes

At OzU, program outcomes are identified and revised in accordance with the requirements of the National Qualifications Framework for Higher Education in Turkey and the University’s mission. Presently, the University periodically evaluates and assesses to what extent each program outcome is achieved as part of its Continuous Improvement Activities. During this process, the following tools are used:

Indirect Measurement Methods:

- **Course Evaluation Survey:** The quality and learning outcomes (Each course has a separate set of learning outcomes) of courses and the teaching performance of course instructors are evaluated by students using the Course Evaluation Surveys. Courses contribute to program outcomes through their learning outcomes.
- **Graduating Student Survey:** The survey is designed to analyze to what extent graduating seniors achieved program outcomes and learning objectives based on their subjective feedback.
- **Internship Evaluation Survey for Students:** The survey is designed to analyze the contribution of internships students have completed to the internship's learning outcomes and consequently to the program outcomes.
- **Coordinator's Opinion:** Program Career Coordinator, in particular, plays an active role in improving the program outcomes and submits his/her evaluation to the Department Board.
- **Department Board Meetings:** These meetings are intended to ensure that programs not only contribute to the sustainability of their own activities but also the overall improvement process. All full-time faculty members are natural members of the Department Board. Department Boards play an active role in our continuous improvement and decision-making processes.
- **Intern Evaluation Survey:** The survey is designed to have OzU students who completed their internships assessed by their internship sponsors (employers) in terms of their professional competency, business attitude and personal qualifications, and analyze the results thereof.
- **Advisory Boards:** Advisory Boards are intended to obtain feedback and recommendations from sector representatives pertaining to OzU's programs as part of the continuous improvement process. On these boards, senior authorities from the respective sectors evaluate programs and provide recommendations to contribute to their continuous improvement.

Direct Measurement Methods:

Required courses in the curriculum are designed to enable students to achieve program outcomes. Courses contribute to program outcomes through their learning outcomes. Student learning can be assessed for each subject listed in the course description form through different methods such as examinations, assignments, or projects. Grades achieved through these methods are, thus, directly associated with program outcomes. The attached sample course description form demonstrates how each course subject listed in the course description form are linked to program outcomes through learning objectives. The link is first clearly specified in the course description form before the course is offered. (Please see: B.1.6.Evidence).

Education Management System (EMS): In recognition of potential problems associated with the evaluation and assessment of the achievement of program outcomes based on grades obtained in courses, OzU is currently running a proprietary and innovative project for a more comprehensive evaluation and assessment of the achievement of program outcomes. The project kicked off at the Faculty of Engineering in the 2017-2018 academic year, followed by the Faculty of Aviation and Aeronautical Sciences in the 2018-2019 academic year, with the goal of using direct measurement tools. The project proposes a new system made up of primary measurements. These measurements include the assessment of all student outputs, including assignments, projects, tests and examinations, using a holistic rubric; administration of general knowledge tests to students; and assessment of the achievement of program outcomes based on e-portfolios students create and maintain till their graduation. The second leg of the project entails collecting and recording the results of direct measurements via a software program called “Education Management System” (EMS). Attached is a screenshot of this system (Please see:A.1.6.Evidence).

b) Evaluation and Assessment System for Student Achievement in a Course

The evaluation and assessment methods employed at OzU for student achievement in a course are available in the attached Course Evaluation & Assessment Table. Faculty members expressly specify in the Course Description Forms (CDF) which of these methods they will use in class, and share it with students at the beginning of a semester. Attached are the respective table and a sample CDF (Please see:B.1.6.Evidence).

While the OzU Management recommends course instructors to adhere to the attached Grading Guide in evaluating and assessing students’ academic performance, it is at the discretion of course instructors to determine the appropriate grade for their students. The guide is only intended to provide guidance for fair, transparent and consistent evaluation and assessment of students’ academic performance. (Please see:B.1.6.Evidence).

Evaluation and Action Plan:

The University evaluates student learning with an outcome-centered approach, with the value added to students, direct measurement, and process improvement being seen as key factors for quality assurance. Although the work carried out in this field has not been fully disseminated across the University, nevertheless, sufficient progress has been achieved by ensuring that the process is adopted by faculty and staff. To this end, in the 2020 Spring semester, the VRAA will organize a series of workshops with all faculties to address and analyze learning methods, evaluation and assessment methods, learning outcomes, and

program outcomes. As a result of these workshops, a calendar will be prepared to disseminate the resulting system across the University.

The University has also begun to use the EMS for mutual courses such as English and Turkish to assess overall university outcomes which are not specific to a field. For this purpose, the University will hold separate meetings with faculties to evaluate and update the shared university outcomes in the 2020 Spring semester.

2. Student Admission and Development

Student Admission and Recognition of Prior Learning and Credit Transfer (Knowledge and skills gained through formal, non-formal, and informal learning)

Students are admitted to undergraduate programs at OzU through the central placement examination administered by the Student Selection and Placement Center (OSYM). (Please see the [undergraduate student admission webpage](#)). Application and admission information including application and admission requirements, documents, and periods is posted on the University's website by the [Student Services Directorate](#) and [International Office Directorate](#). On the other hand, students are admitted to graduate programs pursuant to YOK's Rules and Regulations for Graduate Programs as well as the [Directives on Graduate Program Admissions at Özyeğin University](#).

At OzU, the recognition of prior learning and credit transfers are completed according to the "Rules and Regulations on the Principles of Transfers between Associate and Bachelor's Degree Programs, Double Major and Minor at Higher Education Institutions, and Credit Transfers between Higher Education Institutions". Newly enrolled undergraduate students request exemptions from the courses they passed at another higher education institution prior to enrolling in OzU, and have them counted towards the graduation requirements of their new program. Students may be granted exemption from these courses so long as their contents comply with those of the corresponding courses offered at OzU and are approved by the respective school/faculty/graduate school directorate. If approved by the Faculty Board, a commission convenes to administer an examination for the student. Should the student pass the examination, the student's former education is recognized. Attached is a sample credit transfer document pertaining to the recognition of prior learning for a transfer student. (Please see: B.2.1.Evidence).

Recognition and Certification of Diplomas, Degrees, and Other Qualifications

At OzU, the recognition and certification of diplomas, degrees, and other qualifications are completed as per the “Rules and Regulations on the Principles of Transfers between Associate and Bachelor’s Degree Programs, Double Major and Minor at Higher Education Institutions, and Credit Transfers between Higher Education Institutions”.

Graduation requirements for undergraduate and graduate students are determined as per the [Rules and Regulations for Undergraduate Programs](#), and the [Rules and Regulations for Graduate Programs](#), respectively. Article 35 of the Rules and Regulations for Undergraduate Programs stipulates that ”Students who have successfully completed all courses as well as internships, projects and other similar graduation requirements of their undergraduate program at the end of any given semester with a minimum CGPA of 2.00 and with at least 240 ECTS credits are entitled to a Bachelor’s Degree Diploma provided that they have spent the last two terms prior to graduation as registered students in their undergraduate programs at OzU, completing at least 60 ECTS credits.”

For all programs, [degree requirements](#), courses and credits students must complete in order to be eligible for graduation are posted both on the OzU website and the web pages of each program. Students’ eligibility for graduation is monitored via the Student Information System (SIS) and Education Management System (EMS). Attached is a screenshot of the Graduation Requirements on the EMS (Please see: B.2.2.Evidence).

Students’ academic and professional development is monitored with a set of unique tools at the institution. For the purpose of evaluating and assessing students’ academic and professional development, OzU has established the VRSDE, a unique office specific to OzU, and designed a support system called “OzU Student Development and Experience”. Attached are the details of this support system (Please see: B.2.2.Evidence).

Evaluation and Action Plan:

The University has set forth and implements certain rules for student admission and the recognition of prior learning, diplomas and degrees. The execution of these rules is assured. It is planned to maintain the existing processes.

3. Student-Centered Teaching, Learning, and Assessment

Learning Methods and Techniques (Active, Interdisciplinary Studies, Interactive, Research/Learning Focused)

OzU's educational philosophy is summarized in its [Education Policy](#). Two important proprietary practices derived from this educational philosophy are the Sectoral Education and Professional Development Program (SEPG) and the VRSDE. The University also established the Education Technologies Unit under the Information Technology Directorate in the 2019-2020 academic year.

Engineered in line with the mission and vision adopted since the foundation of the University, the innovative SEPG is the product of a student-centered educational philosophy that takes sectoral knowledge, soft skills and work experience; which are missing in undergraduate curriculum in Turkey; and integrates them systematically into students' learning journey. SEPG has three interdependent components. First is the academic component designed to augment the degree programs with ten Sectoral Solutions courses focusing on various industries, career tracks and soft skills. Second is the co-curricular mandatory internships which are managed by academic units to provide undergraduate students with occupational experience. Third are required curricular internships and additional extra-curricular non-credit internships which include institutional agreements with select firms to offer one-month, paid internships to in particular freshmen and sophomores. The program aims to ensure that students graduate fully equipped and ready to meet the requirements of the changing business world of the 21st century.

Put on the agenda in 2016 and implemented by the VRSDE since 2019, "Transformative Student Experience" involves the use of digital tools in teaching and learning, individual monitoring of students (using data analytics to support students), integration of innovative teaching methods to education, entrepreneurial studies, and learning assurance. Developing, offering, and disseminating active-learning tools and environments in which the learner is not passive, and on the contrary, directly participates in the learning processes are significant to OzU. To this end, OzU closely follows its learning processes through a variety of tools in order to offer the learner the right resources and support at the right time. The use of peer education, communication tools, and adaptive learning in class is incrementally increasing. These practices are blended with new planned practices to develop the best mechanisms for learner-centered instruction at OzU. All academic and developmental support processes are re-designed to become learner-centered as part of our strategy. The "Student Development and Experience" heading of the strategy consists of four new initiatives and relevant teams:

OzU Experience: Covers all work carried out to understand students' emotions and actions in order to define, improve, and enrich students' experience on their journey from the new student orientation till their graduation day. To that end, in order to identify the needs arising

as a result of or in connection with both students' individual activities and their contact with different units at the University, a "student journey map" is created and continuously improved.

OzU Analytics: Covers forecast analyses, early response systems, and data-driven studies conducted by support services in order to provide students with the right resources at the right time and increase their student success. It is planned to evaluate, access, and report student success per each course using learning analytics. Also, in line with the success analysis performed per each course at the end of each academic semester, it is aimed to provide the necessary resources and make the necessary improvements in collaboration with faculty.

360 OzU Advising: Established to provide students with proactive advising, especially during the first two years of their education, and to offer constructive and effective support to contribute to their academic, cultural, and psychological development. 360 OzU Advising aims to identify students who demonstrate a need for support through the early response systems, and ensure that these students are provided with the necessary support either under the supervision of their advisors, and through referral to the other support units, when necessary.

Learning and Development at OzU: In collaboration with academic departments, students are presented a rich selection of courses, seminars, and training to teach them how to be self-regulated learners and equip them with lifelong learning skills. Also, students are offered one-on-one interviews to support their development as self-regulated learners. It is aimed to encourage the introduction and use of innovative education technologies and methods for effective learning.

The offering of a rich teaching and learning experience and students' academic, social, and professional development are monitored and supported by the following offices: Student Life Office, 360 Advising Office, Social Development Unit, Psychological Development Unit, Learning Office, Education Technologies Unit, Alumni Office, Sectoral Education, Professional Development, Alumni Office, International Office, OpenFab, Disabled Students Unit.

As a culmination of the aforementioned efforts, the application rate of the student-centered education policy at the University is 90%. Meanwhile, OzU ranked first successively in the Turkey's University Satisfaction Survey (TUMA) in the overall ranking in 2017, 2018, and 2019, which is a testimony to the effective application of its student-centered education policy. Also, the fact that Özyeğin University was shortlisted among the top 8 universities

in the Outstanding Support for Students category in the THE Awards Asia 2019, which admitted universities from the continent of Asia this year for the first time, with its Sectoral Education Program (SE Program), as one of two Turkish universities in the list in this category is an international acknowledgement of the effective execution of its student-centered education philosophy in all its academic departments.

Lifelong learning support is not limited to students only at OzU, and covers also faculty, placing the “learner” at its core. Therefore, the “Teaching and Learning Office” has been renamed “Learning Office”. The Learning Office has already begun designing customized individual training programs, instead of traditional mandatory collective teachers’ training programs which academicians refrain from attending. To this end, the Office met with members of two faculties to improve academicians’ learning processes with a customized program designed based on their needs and requests, and their feedback. Attached are the sample practices (Please see:B.3.1.Evidence).

In addition to conventional teaching and learning methods, OzU also employs the following innovative teaching-learning methods and technologies:

- **In-Class Communication Tools:** OzU makes use of in-class communication tools such as Socrative and GoSoapbox to enhance communication between the course instructor and the student. These tools enable students to submit their questions to their course instructors or answer their classmates’ questions during the class. Students may choose to keep their identity anonymous or disclosed while asking or answering questions using these tools.
- **Application Techniques:** Some courses require active participation of students. Thus, the learning experience goes beyond a one-way information transfer from the instructor to the student and the student is encouraged to be an active part of the classroom experience. In Physics and Mathematics classes, online assignment systems (i.e. Webwork) are used. In addition, lectures are enriched with integrated simulations (i.e. Physics classes integrated with Algodoo simulations, SEC401 courses integrated with business administration simulation). Students are exposed to different sectors through field trips to factories and lectures by invited lecturers. Students are expected to prepare a report following their field trips. Invited guest speakers are chosen from leading companies in the respective sectors.
- **Video Lectures:** Students are promoted to continue to learn outside the classroom through video lectures prepared for some classes by instructors.
- **Content Management System:** The University also uses content management systems such as Moodle and Piazza to enhance communication both between faculty and students and among students themselves, and to make course contents available for access from anywhere anytime.

- **Equipment:** During lectures held in lecture halls with a large number of students attending, tablet computers are used. These tablets connect to projectors in lecture halls through the wireless network. Through these tablets, all corners of lecture halls are turned into a whiteboard accessible to all instructors and students.

Furthermore, in the 2019 Fall semester, our University established Education Technologies Management under the Information Technology Office as a unit *unique to the institution*. This unit is responsible for preparing an inventory of in-class usage for systems other than easily trackable systems such as LMS and Pearson in the fields in which educational technologies are employed on campus. Collecting relevant information about these systems, tracking for what courses and how they are used, and providing technical support when necessary are among the goals of the Unit. The Unit also aims to support faculty members who show the courage of being “early adopters” of innovations.

Evaluation & Assessment (i.e. employment of diversified alternative evaluation and assessment methods and techniques based on students’ characteristics and level of learning).

The evaluation and assessment methods employed at OzU to measure student achievement in a course are available in the attached Course Evaluation & Assessment Methods Table. (Please see: B.3.2. Evidence). Faculty members expressly specify in the Course Description Forms (CDF) which of these methods they will use in class and share it with students at the beginning of a semester. These forms contain information about the methods used to evaluate and assess students’ performance in the course, the weights for grade items, and the rules for practice and make-ups.

While OzU Management recommends course instructors to adhere to attached Grading Guide in evaluating and assessing students’ academic performance, it is at the discretion of course instructors to determine the appropriate grade for their students. (Please see: B.3.2.Evidence). The guide is only intended to provide guidance for fair, transparent and consistent evaluation and assessment of students’ academic performance. Attached is a table which demonstrates how evaluation and assessment methods for course performance are shown in the CDFs. Newly joined faculty are informed about evaluation and assessment methods for course performance during the orientation program. Evaluation and assessment methods are also further explained in the guide for writing Course Description Forms.

Students’ achievement of the course’s learning outputs is tested with examinations, assignments, and projects. The University also holds information sessions with faculty about the relationship between learning outcomes and evaluation and assessment methods,

and the alignment of course learning outcomes with program outcomes. The assessment of the achievement of course learning outcomes and relevant practices employed at the University are summarized in B.2.

At the end of each semester, students are asked to complete Course Evaluation Forms to obtain their opinions about their achievement of the course learning outputs. Attached is a sample course evaluation form which contain the relevant questions (Please see: B.3.2. Evidence). Once the result of these surveys are reported, course instructors are expected to provide an explanation or information about the courses in which students think they could not achieve the course learning outputs. The process is followed up on by the respective department and faculty.

A practice unique to the institution, Education Management System (EMS) is used for the undergraduate programs of the Faculty of Engineering to measure their program outcomes by means of direct methods, while at the same time allowing the alignment of all course outcomes with exam questions for measurement. Attached is a screenshot from the EMS which shows to what extent a course's learning outcomes are achieved (Please see: B.3.2.Evidence).

Training offered at the University for a better understanding of the direct relationship between course learning outcomes and evaluation & assessment methods, and presentations prepared by the AQA Office about how to write learning outcomes provide information about the evaluation and assessment of learning outcomes. Furthermore, all course learning outcomes listed on course description forms are subject to the approval of this office before being submitted to the Curriculum Commission and the Senate for approval. Also, during this process, course instructors who prepare these forms are informed about the relationship between learning outcomes and in-class evaluation and assessment. Attached are an informative presentation on how to write course learning outcomes and a course description form with recommended changes included during the approval process (Please see: B.3.2.Evidence). Pursuant to these training sessions, the Faculty of Aviation and Aeronautical Science undertook a study to align its course learning outcomes with the corresponding evaluation and assessment methods. As a result of this study, the faculty revised its evaluation and assessment methods in the 2018 summer term. The University continues with its training sessions in 2019-2020 academic year to raise awareness in order to build healthy relationships between learning outcomes and evaluation and assessment methods across the University. In line with OzU's Quality approach, it is planned that the faculty internalizes this approach and the relationship between course learning outcomes and evaluation & assessment methods becomes effective across the university.

B.3.3. Student Feedback (Course - Course Instructor - Program - Overall Satisfaction Surveys, Request and Recommendation Systems)

At Özyeğin University, student feedback is collected periodically via a variety of methods. First, as seen in the attached list of surveys, students submit their level of satisfaction in many areas from on-campus services to the program in which they are enrolled via the Overall Satisfaction Survey. The survey includes separate questions for students who spend their first year on campus, and their first-year experience is reported and evaluated separately. In addition to this survey, students fill out a course evaluation survey for each course they take. This survey collects detailed student feedback about the course content and the course instructor. Attached is a sample form template and the sample improvements made as a result of student satisfaction surveys (Please see: B.3.3. Evidence). Other surveys conducted periodically by Özyeğin University to collect student feedback are the new student survey and the graduating student survey. Furthermore, ad-hoc surveys can also be conducted to obtain students' opinion on individual events. For instance, the University conducted surveys on its decision to assess a parking fee for its parking garages or to collect requests about the IETT bus line which will serve the campus. Attached are the announcements made about these surveys (Please see: B.3.3. Evidence).

At OzU, student feedback is also collected by different means other than surveys. As an example, in the 2018-2019 academic year, "OzU First Year Student Experience" was conducted to identify the leading themes in students' first-year experience, which entailed regular meetings with a sample of students. Attached is a sample page from the resulting analyses of this study (Please see: B.3.3.Evidence). Furthermore, the Solution Center, a software program developed to provide fast and effective solutions to problems pertaining to on-campus services, enables to collect requests, comments, recommendations and complaints submitted by faculty, staff, and students, and refer them to the appropriate units.

B.3.4. Academic Advising

At the University, advising is offered on a wide scale unique to the institution, and academic advising is offered in two branches:

1) 360° Consulting: As part of the University's goal to create a transformational student experience, the University offers a comprehensive advising service to students in the first year of their undergraduate education. This *innovative practice* aims to meet students' need for guidance about adjustment to university life, which cannot be readily met by every faculty member. The Academic Advising Office, which was originally founded in the 2018-2019 Fall semester, has been continuing its operations as the 360° Advising Office with 360° Advisors since 2019-2020 Fall semester. The office reports to VRSDE. 360° Advising Office organizes group presentations to introduce newly admitted undergraduate students to the Rules and Regulations for Undergraduate programs, the University's policies, student support units, and the SEC 101 course requirements. Furthermore, the Office also holds one-on-one meetings with students who were unable to complete any credits in the previous

semester and has a grade point average of less than 2.00 to refer them to the relevant support units.

2) Academic Advisors: Academic advisors are responsible monitoring and tracking the academic development of students. The roles and responsibilities of academic advisors are described in OzU's "Academic Advising Procedure". These roles and responsibilities are as follows:

- Ensure all necessary measures are taken to help the student achieve a good level of academic performance,
- Approve the student's internship employer and assess the internship report,
- Provide guidance to the student about courses, fields of specialization and sectors in order to help the student make the best choices for himself/herself based on his/her career goals, interests and skills, and
- Follow up on and provide guidance for the course registration, add-drop, course repeat, course withdrawal, course substitution, course transfer and graduation procedures the student needs to complete in order to fulfill his/her graduation requirements, and play an active role for any other procedure that calls for the approval of the academic advisor as per the relevant rules and regulations, directives and procedures.

Department/Unit heads must endeavor to assign academic advisors an equal number of advisees to help advisors serve with maximum effectiveness. Should students request a change of advisor, they must submit a written petition, explaining the reasons of their requests in detail. The request is then evaluated by the respective Department Head. Should the request be approved, the student's advisor is changed. Student Satisfaction Surveys also include a section to evaluate and assess our students' satisfaction with our academic advising services. In addition to its advising services, the University also adopts the "open door policy", which allows all students to have easy access to faculty, administrators, deans, and the Rector. OzU's academic advising services and their scope are listed in the attached Advising Summary Table (Please see: B.3.4 Evidence).

Evaluation and Action Plan:

The University sees student-centeredness as one of its focal points, implementing it many areas. To this end, a separate education technologies unit has been established to improve course instruction methods through new education technologies. Also, a software program has been developed for the direct measurement of course and program outcomes by means of exam questions and other evaluation & assessment methods. Meanwhile, the University also has a detailed survey system through which student feedback is collected comprehensively. The University also boasts an advising framework, offering students advising services in different areas. A series of improvements are being planned in the short

run in all of these areas. Once the inventory of all education technologies currently in place at the University is taken, a new plan will be prepared for new methods which can be employed at the University. In the 2020 Spring semester, the University will hold workshops with all faculties to disseminate the EMS system, which aligns course outputs with exam questions, and to adopt an outcome-based education approach.

4. Faculty:

Appointment, Promotion, and Assignment Criteria

To ensure effective teaching and learning at OzU, it is ensured that each academic unit has sufficient full-time faculty with required qualifications. Faculty members' resumes, publications and projects are posted on the OzU and YÖK website. These clearly demonstrate that the university has sufficient faculty with required qualifications for the effective administration and management of its teaching and learning process.

Appointment of Faculty Members: [OzU's Code of Ethics](#) stipulates that due consideration shall be given “not to breach scientific standards during the recruitment, promotion and appointment of faculty members; and not to violate the rule of merit when describing required special qualifications for an open academic position”. OzU adopts this rule as its policy for the recruitment, appointment and promotion of its faculty. To this end, the university recruits members of its faculty based on Law No:5434 and Law No:5510 as stipulated in Law No:2547 on Higher Education, as well as additional requirements set forth by OzU.

Should there be a need for a full-time faculty member in an academic unit, the respective unit will submit its recommendation to recruit a full-time faculty member to the Dean, detailing the reasons of the recommendation. Should it be approved by the Dean, the recommendation is then submitted to the Rector for approval. Provided that the minimum requirements stipulated in the higher education legislation are met, the University Executive Board informs the YÖK Relations Coordination Office and Human Resources Directorate to initiate the recruitment process for the open position. The respective employee is chosen from candidates who have proven themselves or have a high potential in all of the four key areas, which are research, teaching-learning, service and application.

Candidates are evaluated based on their potential in the respective field of science, continuity of their publications, international citations to their publications, scientific projects they have conducted or contributed to so far, their applied research and activities

(patents) and similar other important achievements. On top of these, the candidate's contribution to education is also evaluated. Furthermore, the candidate's professional events and contributions to prepare scientists are also taken into account.

Promotion of Faculty Members: For appointments and promotions of faculty members (to the positions of Full Professor, Associate Professor and Assistant Professor), OzU evaluates faculty members based on the Rules and Regulations for the Appointment and Promotion of Faculty Members prepared pursuant to Article 65 of Law No:2547 on Higher Education. There is a 5-member standing University Promotion Committee (UPC) to review all cases of promotion to full and associate professorship with 3 members appointed by the Rector and two elected by faculty members. Faculty members are promoted in accordance with the Principles and Procedures for the Promotion of Faculty Members.

All academic staff at Özyeğin University are subject to the "Performance Evaluation Process for Faculty". Performance evaluations for faculty are conducted at the end of each academic year to increase the efficiency and quality of teaching, learning, and scientific research as well as academic and administrative services at the University. The results of performance evaluations are taken into account in the promotion, assignment and appointment of faculty members. As OzU faculty's individual research studies are assessed through these performance evaluations, and their pay raises, promotions and appointments are determined based on the result of these evaluations, these evaluations ensure the quantitative sustainability of research activities. A generic scale is not used for faculty performance evaluations and each discipline is rated individually. Initially, the principles for the promotion of faculty members were set forth in the attached "Principles and Procedures for the Promotion of Faculty Members" in 2011. The document was later revised in 2013. Applicants applying based on these principles are evaluated based on their publications, the number of citations to their publications, and their projects (Please see: B.4.1 Evidence).

Part-Time Faculty Members: Part-time faculty are hired either for their areas of specialization or to meet the need for the remaining classes after full-time faculty have their course loads assigned. Part-time faculty are paid on an hourly basis. Foreign language proficiency and prior experience in teaching the respective course subject play an important role in part-time faculty recruitment. Department heads contact the respective candidates, and the final decision about part-time faculty recruitment is made by the respective Dean/Director. The respective department head and/or the faculty member most related to the respective field is responsible for providing guidance and support to the hired part-time faculty member to help him/her adjust to OzU's academic philosophy.

In academic units, faculty members are hired first and foremost based on the curricula. In assigning courses to faculty members, the Department Board is responsible for making sure

that the qualifications of faculty match the course requirements. Department heads make course assignments consistent with faculty members' areas of specialization in consultation with all other faculty members on the Department Board. Course Evaluation Surveys offers an assurance to align faculty qualifications with course requirements. At the end of each academic semester, students submit their feedback about the performance of the course instructor for each course they take. Attached is a sample section from a course evaluation survey pertaining to the competency of the course instructor (Please see B.4.1 Evidence).

Learning Competency (Active Learning, Evaluation & Assessment, Innovative Approaches, Material Development, Competency Acquisition, and Quality Assurance System)

OzU attaches great importance to supporting its faculty in developing their qualifications for teaching-learning. To this end, first, OzU established the Center of Learning and Teaching Excellence (CLTE) in 2015. Later, this unit was evolved into the "Learning Office" in line with the University's educational philosophy that puts learning at the core. This office offers training and courses to support the learning process, while at the same time supporting faculty members in two ways. The first is organizing general training sessions for faculties that reveal a need. Attached is the content of training held upon the request of the Faculty of Business (Please see: B.4.2 Evidence). Another support offered by the Office to help faculty improve their competencies is to offer one-on-one support to faculty members who request support. Faculty members endeavoring to build on their teaching competencies or as a result of the course evaluation surveys, identified to be demonstrating such a need, have one-on-one meetings with their department heads and deans, and draw a road map for themselves in collaboration with the Learning Office. Additionally, the School of Languages also offers a program titled "[Continuous Professional Development](#)" to help improve faculty members' professional qualifications. This program is monitored by the VRSDE with plans underway to disseminate it across the University.

In addition to training and support offered by the Learning Office at OzU, each year, Human Resources also collects training needs and requested budget from all academic and administrative units. The required training programs can be developed in-house, or alternatively outsourced. In particular, with a strong belief in the importance of professional competencies in academic education, the University plans to join international education and professional networks, take an active part therein, and attend their training programs. For instance, the Faculty of Architecture and Design and its departments are currently a member of CUMULUS (International Association of Universities and Colleges of Art, Design and Media), WDO (World Design Organization - ICSID), EAAE (European Association for Architectural Education), and ICO-D (International Council of Design), while the Faculty of Engineering is a member of the IEEE, and the Faculty of Business is a

member of the AACSB. These faculties and departments attend the professional training and workshops organized by the organizations they are affiliated with.

Teaching skills and performance of faculty is evaluated during the performance evaluation process for faculty. This process can be summarized as follows: Faculty members are also provided with regular feedback about their teaching performance through the Course Evaluation Forms. Deans and Directors keep track of the results of course evaluation forms for all course instructors in their units. Any resulting improvement actions are subject to the decision of the respective deans/directors and the approval of the Rector. In a case in which a course instructor's teaching performance was rated below expectation by students in the course evaluation forms, a focus group study is performed with a group of students for the respective course instructor. The results of the survey and focus group meeting are then shared with the course instructor. The employment contract of a course instructor is terminated if his/her teaching performance is rated below expectation three years in a row.

Acknowledgement and Recognition of Educational Activities

OzU honors full-time faculty members and instructors' outstanding contribution to research, teaching-learning, service, and information transfer with [OzU Excellence Awards](#). The purpose of Excellence Awards is to highlight the importance the University attaches to the outstanding achievements of its faculty in the aforementioned categories; to inspire winners for new achievements; to publicize award-winning achievements of faculty both within and outside the University; and to increase the quality of teaching-learning, research, community service and information transfer.

OzU also publishes its faculty's research in its own publishing house at no charge, and offers them for sale at the printing cost. Another example OzU's continuous support for its faculty's professional development is the sabbatical leave of absence. Members of faculty may be granted a sabbatical leave of absence for a semester/year. The purpose of these leaves is to enable faculty to focus on their research without an obligation to teach. (Please see: B.4.3 Evidence).

Evaluation and Action Plan:

The appointment, promotion, and assignment processes at the University are subject to a specific set of criteria. First, the quality of education is evaluated based on student evaluations. The University has a learning center for teacher's training, and also presents incentive awards in education. The University plans to disseminate its teacher training as

well as the Continuous Professional Development program run jointly by the Learning Center and the School of Languages.

5. Learning Resources

Learning Resources

The Özyeğin University campus offers all types of support to students' learning process with its equipped classrooms and laboratories. The University's learning amenities are *exemplary* nationwide, as also recognized by numerous external institutions ([TÜMA](#)).

The [Özyeğin University Library](#) is a center for living and learning with its spacious and comfortable atmosphere, rich collection of books and movies, and high level technologies that span three floors with a total area of 2,825 sqm. The library boasts its exemplary modern design catering to the needs of the new generation. The library strives to support the University's academic and research activities through its user-friendly, high-quality, and innovative information resources and services. To this end, the library builds its collections and expands its services in collaboration with faculty and students. OzU library makes extensive use of educational technologies in the pursuit of serving its patrons 24/7. It holds a printed collection of around 60,000 items, over 450,000 e-books, and more than 140,000 e-journals. Library staff contribute to our students' lifelong learning through a series of training and seminars including information literacy training, general library introductions, and research technique seminars. Library staff also provide personal or subject-specific guidance to help our students prepare for their classes. The service is provided by faculty librarians, each specialized in a different academic program. Training programs are delivered by reference specialists based on the University's academic programs. The library also offers course/subject-specific programs designed in integration with existing academic programs. Basic Library Training, ScOLa Library Training, SEC 101 Library Training, Course-Specific Library Training are among the training programs offered by the Library.

OzU Library also provides resources which are not present in its collections (such as books, periodicals etc.) through its extensive collaborations with other national and international libraries or institutes. Article requests are met within 24 hours. Attached is a distribution of student-related service expenses in the budget (Please see: B.5.1Evidence). Feedback about all services offered is collected through student satisfaction surveys. As of the 2019-2020 academic year, survey results of each unit are reported and shared by the Planning and Analysis Office. Attached is a sample report about the results of the student satisfaction survey about units offering services to students (Please see:B.5.1Evidence).

Social, cultural, and athletic activities

The Özyeğin University campus spans 268,766 sqm of land, housing 6 faculties, and 2 schools. Accommodating Turkey's first LEED Gold certified buildings, the campus offers all the amenities and facilities necessary to foster students' academic development and expose them to social, sportive and cultural events. To this end, the campus houses a 13,000 square meter Athletic Center, a 2,600 square meter library, and two 350-person auditoriums as well as modern classrooms and laboratories and quiet and comfortable study rooms.

The campus was designed and built to provide all the necessary amenities to enable students to easily spend 24/7 on campus without the need to leave the University. Located within the Student Center, Student Services, the Student Experience and Development units (Psychological Counseling, Student Life Office, Social Development, Learning Office), Sectoral Education and Professional Development, International Office, Health Center, and the Library are the main supportive units that serve students. The Student Center also accommodates the main dining hall, cafeterias, a bank branch, ATMs, a super market, a hairdresser, and student lockers.

Also situated on the Çekmeköy Campus, the modern Athletic Center with a 13,000 square meter indoor area offers a multi-purpose indoor gym with a 1,500 person audience capacity (Volleyball, Basketball, Tennis, Badminton); a semi-Olympic indoor swimming pool with 5 lanes; a Squash room, billiard room, and chess room; a Fitness Center; 4 studios for dance, spinning and Pilates classes; a Table Tennis area; an outdoor Tennis Court; 2 outdoor Basketball/Volleyball Courts; a Large Football Field with Synthetic Turf, an outdoor Crossfit area, and an Inflatable Tennis Court.

The campus also houses 6 dormitories spanning a 100,155 sqm of land. Each of these dormitories is prepared to cater to every need of the students with a variety of housing options. The dorms offer different room alternatives for 1 to 4 persons, with bathrooms, each equipped with a fridge, as well as a wide range of amenities and offerings for common use including free laundry, group study rooms, lounges and guest reception rooms, TV rooms, cafeterias, infirmaries and ATMs. Our dormitory complex also houses a soccer field, basketball and volleyball courts, as well as a tennis court and a fitness center to allow our students to make the most of their free time.

Detailed information about social, cultural, and athletic activities at the University is available on the web pages of the [OzU Sport Center](#) and [OzU Student Development](#). Attached are details about these activities (Please see: B.5.2 Evidence). Social, cultural, and athletic activities of the University's units are managed in a sustainable manner. To this

end, the University has a number of *innovative* practices such as all events being posted on the myOzU application for easy access and tracking, and the athletic facilities such as the swimming pool, basketball, squash, beach volleyball, tennis courts being open to students' use.

Facilities and Infrastructure (Dining Hall, Dormitories, Technologically Equipped Study Spaces, Health Center etc.)

Özyeğin University placed first in the Turkey's [top 10 universities](#) with the best campus ranking in 2018. The University's facilities and infrastructure are sufficient for all students, and as the number of students increases, the University's investments in this area has also increased. The Çekmeköy Campus opened its doors to students in 2011 with 60,000 sqm of indoor area and 5,000 sqm of outdoor area. Today, the University boasts 281,000 sqm of indoor space, and 19,000 sqm of outdoor space. In 2019, the Faculty of Architecture building was brought to completion, accommodating world-class studio spaces. Attached are sample data which documents the year-on-year increase in campus infrastructure (Please see: B.5.3 Evidence). Another testament to the sufficiency of the University's facilities and infrastructure is the results of periodic satisfaction surveys. Attached are some sample sections from the analysis report about the survey results (Please see: B.5.3 Evidence). Also, the University has made its way to the top of the [Turkey's University Satisfaction Survey](#), a nationwide survey conducted annually for the past four years, as the most successful university for three years straight. In this survey, the University has consistently ranked in the top 6 each year in terms of satisfaction with the campus and campus facilities. Attached is a table which summarizes the University's total score and rankings in the respective survey (Please see: B.5.3 Evidence). The University has a number of *innovative* practices to this end, including: athletic facilities such as the swimming pool, basketball, squash, beach volleyball, and tennis courts being open to students' use, a separate fitness center, dance hall, and dining hall being offered to students in the dormitories, a large number of study rooms across the university at the disposal of students, and overnight on-campus accommodation offered to students especially during the final exam and project periods.

Also, the University boasts a Health & Safety and Environment (HSE) Department which serves as an **example** to all universities. Since the day it was established, the department has aimed to raise awareness of the basic requirements of civic life, and the basis of health, safety and environment culture, with the ultimate goal of instilling the HSE culture in the stakeholders of Özyeğin University. The HSE department is responsible for keeping track of legislations, creating a safe work environment on campus in compliance with effective laws, and providing guidance/consultancy pertaining to the HSE issues. Through the efforts of the HSE Department, Özyeğin University has become the first university in Turkey that is concurrently awarded both [ISO 14001 Environmental Management System](#) and OHSAS 45001 Occupational Health and Safety Management System Certifications. To this end, the Department has published three policies: Safety, Environment, and Emergency Response.

The HSE Department sets its goals and objectives in these policies and continues to provide guidance to all departments.

Accessible University

Özyeğin University's [Disabled Students Unit](#) was established in line with the University's commitment to the equal opportunities principle in order to make campus life easier for students with disabilities. Below is a list of sample accessible infrastructure and facilities offered to students with disabilities, which are shared in detail on the University website.

- “Disabled Only” parking spaces are positioned in spaces located closest to building entrances in the parking garages of the academic buildings and dormitories, with “Disabled Only” parking sign placed in the designated areas.
- All on-campus toilettes accommodate an accessible toilet designated for people with disabilities.
- The campus has accessible elevators.
- Dormitory buildings accommodate rooms for people with total disability (wheelchair users).
- The auditorium has portable stage lifts for wheelchair users.
- The Athletic Center accommodates a portable pool lift to enable people with physical disabilities to easily access the pool.
- Elevator control panels are accessible by people with disabilities and all call buttons are designated by Braille.
- Tread runs and riser heights are sufficient in all buildings.
- Tactile walking surface indicators (TWSI) are installed on the road between the Student Center and the Dormitories with moving vehicular traffic.
- An accessible sidewalk was built on the road between the Student Center and the dormitories with moving vehicular traffic.
- All campus buildings are equipped with fire alarm systems with sounders and flashers.
- The Student Center is equipped with a navigation system for people with visual impairment.
- Accessible walkways have been designated across the campus for accessibility.

Newly admitted students who notify the University of their disabilities are offered one-on-one meetings to identify their needs and provide personal support. This way, students' requests are handled with a more customized approach, and the necessary improvements are put in place more effectively. The University's accessibility efforts are available in the attached Disabled Student Information File (Please see: B.5.4Evidence).

Guidance, Psychological Counseling and Career Services

Psychological Counseling Services are offered by the [Psychological Counseling Unit](#), an innovative organization unique to the University, which reports to the VRSDE. The main objectives of the Unit are to facilitate students' adaptation to university life, raise their awareness to contribute to their personal development, help them overcome personal, academic, and social challenges they may face, and empower them with the necessary skillset to tackle daily problems. To this end, Özyeğin University offers individual and group counseling sessions for its students. Confidentiality is the key principle of our psychological counseling services. All students enrolled in OzU can benefit from these services free of charge. Also, [Özyeğin University Couple and Family Center \(OzUCAM\)](#) has been offering its services since February 2017 under the Master of Arts Program in Psychology with a concentration in Couple and Family Therapy. The center is open to both university students, faculty and staff, and people not affiliated with the University. OzUÇAM offers individual, couple, and family therapy; play therapy; group therapy; psychoeducation; and psychological assessment and tests.

The University also has a [Professional Development Office](#) established in order to support OzU students in reaching their career goals upon their graduation. Each Özyeğin student is supported by our Professional Development Team. The Professional Development Team is made of up well-versed and experienced experts in their respective fields. The team help students make informed and goal-oriented career choices in recognition of their personal competences. To this end, our Professional Development Team offers our students a number of internship opportunities, evaluate their internship experience, and as a result, support their professional development and career plans, with a tailored approach, starting from their first year at Özyeğin University. The team offers the following services in collaboration with different organizations and institutions: personal career consultancy sessions, mock interview sessions, resume and cover letter workshops, job search and interview workshops, “job shadowing” placements, full-time job announcements and career talks. Furthermore, each year, the team organizes “Sectoral Orienteering Days” on campus. The annual Sectoral Orienteering Days are open to all students, bringing together different tracks and a multitude of career opportunities through a series of industry-specific events and activities, such as panel discussions, seminars and workshops, each designed exclusively for students from all years and programs to benefit depending on their career goals.

Attached Counseling Services Table contains information about the number of students benefitting from the aforementioned services and other elements of the University's unique consultancy structure (Please see: B.5.5Evidence). Students' feedback about psychological

counseling and career services are collected through satisfaction surveys, and the necessary improvements are made based on the results of these surveys. Attached is a list of survey questions (Please see: B.5.5. Evidence).

Evaluation and Action Plan:

Özyeğin University is a young foundation university recognized for its robust learning resources. The University boasts numerous practices that serve as an example to many universities, and will continue to improve itself in this field.

6. Monitoring and Revisions of Programs

Monitoring and Revision of Program Outputs (Also covers the language instruction programs of the School of Languages)

At Özyeğin University, program outcomes are identified and revised within the framework of the University's mission in accordance with the requirements of the National Qualifications Framework for Higher Education in Turkey. Presently, the University periodically evaluates and assesses to what extent each program outcome is achieved. During this process, the following tools are used:

Indirect Measurement Methods:

- **Course Evaluation Survey:** The quality and learning outcomes (Each course has a separate set of learning outcomes) of courses and the teaching performance of course instructors are evaluated by students using the Course Evaluation Surveys. Courses contribute to program outcomes through their learning outcomes.
- **Graduating Student Survey:** The survey is designed to analyze to what extent graduating seniors achieved program outcomes and learning objectives based on their subjective feedback.
- **Department Board Meetings:** These meetings are intended to ensure that programs not only contribute to the sustainability of their own activities but also the overall improvement process. All full-time faculty members of a department are natural members of the Department Board. Department Boards play an active role in our continuous improvement and decision-making processes.
- **Intern Evaluation Survey:** The survey is designed to have OzU students who completed their internships assessed by their employers in terms of their professional

competency, business attitude and personal qualifications, and analyze the results thereof.

- **Advisory Boards:** Advisory Boards are intended to obtain feedback and recommendations from sector representatives pertaining OzU's programs as part of the continuous improvement process..

Direct Measurement Methods: Required courses in the curriculum are designed to enable students to achieve program outcomes. Courses contribute to program outcomes through their learning outcomes. Student learning can be assessed for each subject listed in the course description form through different methods such as examinations, assignments, or projects. Grades achieved through these methods are, thus, directly associated with program outcomes. OzU is aware of the fact that measuring the achievement of program outcomes through grades can be problematic. Therefore, OzU is currently developing a new system which will enable a more comprehensive approach to measure the achievement of program outcomes. The educational quality of the University's preparatory program has also been certified by the EAQUALS accreditation.

Having positioned "Transformative Student Experience" at the heart of its Education Framework, OzU closely follows all global practices towards the assessment of the programs' learning outcomes in order to build a *unique structure* which will offer learning assurance, and places the "accurate measurement of program outcomes" at the core of its programs' continuous improvement efforts. Currently, at the University, program outcomes are being measured and evaluated, using one or more of the aforementioned indirect methods. Attached are a section of a report prepared for faculties, containing answers provided to the questions about the achievement of program outcomes in the graduating student survey, and a sample minute of the advisory board (Please see: B.6.1 Evidence). As mentioned in the Continuous Improvement Schedule, the achievement of program outcomes is evaluated, and the necessary improvements are recommended by departments at the end of academic semesters. Major changes to the curriculum are made by May each year, as specified in the administrative calendar (Please see: B.6.1 Evidence). Attached is also a minute which demonstrates the improvements made by the Undergraduate Civil Engineering Program based on the measurement of the achievement of program outcomes (Please see: B.6.1 Evidence).

Özyeğin University believes that measuring the achievement of program outcomes through indirect measurement methods only will be subjective, and therefore it supports the direct measurement of program outcomes across the University. The University is aware of the fact that, for the accurate measurement of program outcomes, outcome-based measurement must be internalized especially by faculty, and therefore the university management prefers to run this process in alignment with accreditations. Thus, faculties have the opportunity to review the outcome-centeredness of their course and program outcomes and make the

necessary revisions to enable direct measurement. At the University, the direct measurement of program outcomes is performed through different methods, depending on the structure and content of each program. In the future, OzU plans to centralize this structure and assess the University's outputs across the University (Please see: [Accreditation Processes at OzU](#)).

In order to ensure the direct measurement of program learning outcomes, the Faculty of Engineering has developed a software program which enables the full alignment of program learning outcomes with course learning outcomes, and separate evaluation of each course learning outcome to assess the overall and per-student rate of achievement of program outcomes. (Education Management System-EMS). The sample EMS Screenshots are available in the evidences section to give an idea about the operation of the system (Please see: B.6.1. Evidence). The system was initially implemented in the Faculty of Engineering, and it is now gradually being rolled out across the University. Attached is the assessment plan for the program outcomes of the Department of Aviation Management (Please see: B.6.1 Evidence).

The direct measurement methods which were put in place in the Faculty of Business and Graduate School of Business in the 2016-2017 academic year propose a new system made up of primary measurements, including the assessment of all student outputs, including assignments, projects, tests and examinations, using a holistic rubric; administration of general knowledge tests to students; and assessment of the achievement of program outcomes based on e-portfolios students create and maintain till their graduation. In this system, programs evaluate all of their program outcomes annually or biennially, and plan for necessary improvements based on the results of their evaluation. Attached is a table of assessment results for one of the Business programs (Please see: B.6.1 Evidence).

The achievement rate of program outcomes is tracked mainly through the alumni. Attached is a screenshot from the EMS system pertaining to the assessment of the achievement of program outcomes based on alumni data (Please see: B.6.1 Evidence). One of the data that demonstrates the societal contribution of our program evaluation and revision efforts summarized above is our graduates' employment rate (Please see: [Calibre's Universities with Fastest Graduate Employment Rate Rankings](#)).

Improvements are made based on feedback collected from stakeholders about the programs, using the aforementioned direct measurement methods. As an example of the improvements made based on the feedback obtained about program outputs through the graduating student survey, please find attached the curriculum changes implemented by the School of Applied Sciences and the relevant feedbacks (Please see: B.6.1 Evidence). Attached are also a summary of program improvements the Undergraduate Civil Engineering Program put in place based on the feedback received from business leaders and academic representatives

on the Advisory Board, and the minute of the respective Advisory Board. (Please see: B.6.1 Evidence). The University also has several programs created based on stakeholder feedback. The latest example thereof is the Master's Program in Data Science which was launched in the 2019-2020 academic year as a result of the feedbacks received from the Advisory Boards and the Board of Trustees as well as recommendations received as a result of the consultancy services the University procured.

Alumni Monitoring System

At Özyeğin University, the alumni are tracked through the Alumni Office. As of February 2020, the Office has up-to-date information about 93% of its alumni. The Office is responsible for entering the latest information about the alumni into the Campus Information System (CIS) to have them reported by the Alumni Office and the Planning and Analysis Office, sharing the events organized by the Özyeğin University Alumni Association via email or LinkedIn, organizing the Homecoming event, organizing international trips for honor and high honor students, keeping the Alumni Office website up-to-date, creating a bond of shared culture among the alumni and strengthening the University's bond with the alumni through new projects, and publicizing our alumni in the circles outside of OzU.

As per the Continuous Improvement Procedure, the definitions of the programs' learning objectives are annually reviewed based on the analysis of alumni data. Performance indicators for learning objectives are reviewed every three years. Students are internal stakeholders while they study at OzU. They become external stakeholders after graduation. OzU stays in touch with its students both during their studies and after their graduation in order to maintain the accurateness of its assessments. The Alumni Office is responsible for analyzing each program's data. These analyses are intended to assess to what degree our graduates have achieved the learning objectives of their academic programs. Also, a focus group study was held with the alumni for the first time in the 2016- 2017 academic year through outsourcing. The results of focus group sessions were shared with the faculties to have them review their learning objectives.

In addition to the analysis of alumni data, the Faculty of Engineering developed a new software program, "Education Management System", to assess to what degree learning objectives are achieved from the perspective of current students who still pursue their studies at the University. The software program links each course's learning outcomes with the learning objectives and uses the students' level of achievement of learning outcomes to deduce a conclusion regarding to what degree the programs' learning objectives are met. The relevant assessments will be shared during the field visit.

Evaluation and Action Plan:

At the University, course description forms and syllabi are used to share the relevant outcomes for each program and course with students, and the learning outcomes are monitored. All data pertaining to teaching and learning at the University is assessed, evaluated, and used for making the necessary improvements. The assessment of program outcomes is aligned with accreditation requirements. These outcomes are assessed using the direct measurement methods via the EMS system, which is planned to be rolled out across the University. In particular, the University assesses its learning objectives based on data obtained from the alumni. Currently, the University has up-to-date data about 90% of its alumni. That said, systematizing feedback collection from the alumni is one of the planned actions.

C. RESEARCH AND DEVELOPMENT

1. Research Strategy

Institution's Research Policy, Objectives and Strategy

Özyeğin University (OzU) was founded as an innovative, and entrepreneurial research university. The university aims to make a global impact through its international collaborations that are integrated into its academic programs and supports entrepreneurship with its research policy. The University encourages research and development activities which are in alignment with the academic priorities listed in its strategic plan, create value, and can be turned into social benefits.

OzU's mission is to create, share, and apply knowledge in the service of society. As a research university, OzU aims to conduct research that is relevant to society, beneficial to humankind and targeted to increase the quality of our daily lives. OzU strives to educate future leaders through the process of discovery and creation of new knowledge. Research at OzU aims not only to enrich the University's academic programs but also contribute to social and economic development in Turkey and around the world. To that end, faculty members are active researchers, internationally recognized in their respective areas. They also hold extensive experience in transforming their research into novel businesses. In line with this philosophy, OzU has also crafted a research policy which documents its strategic goals and strategies as identified and tracked in line with the recommendations of both its [internal and external stakeholders](#). OzU's research policy is available on its [website](#).

The University has become one of the leading universities of Turkey with its publications, citations, and project performance. Among the *best practice examples* of the institution's research strategy are the Industry 4.0 Excellence Center and Applied Research Center of Technology Products, which will be explained in detail later in the document.

Management and Organizational Structure of Research & Development Processes

Today, Özyeğin University has 6 Faculties, 1 School, 3 Graduate Schools, 8 research and application centers, and 15 laboratories where research activities are being performed. OzU has a holistic and multi-dimensional research strategy. The University achieves this strategy through the following elements of its organizational structure:

- Having a Vice-Rector for Academic Affairs who is responsible for overseeing all research related activities.
- Keeping an active Scientific Research Commission (SRC) and a Board of Deans to provide centralized coordination and support of research activities,
- Having an active Technology Transfer Office (TTO) that matches the needs of the business, industry, and government with the interests and abilities of the research faculty and assists the research faculty with research grant preparation and follow-up, intellectual property matters, and the monetization of research outputs.
- Supporting faculty, students, and prospective entrepreneurs in their entrepreneurial pursuits through the Center for Entrepreneurship,
- Keeping financially self-sustaining centers for focused research activities depending on the existing needs and opportunities.

In this organizational structure, the University does not attempt to improve its research management through interventions. On the contrary, the University aims to build a structure that provides all the necessary support for research to improve its research management. OzU's research strategy and objectives are determined by the Scientific Research Commission (SRC) chaired by the VRAA. Faculty deans and school/graduate school/research center directors are responsible for the achievement of research strategy and objectives. Technology Transfer Office (TTO) also offers different levels of support to faculty and research centers in achieving their research objectives (Please see: C.1.2. Evidence). The first Vice Rector's Office established within the organizational structure of Özyeğin University was the Vice Rector's Office for Research, which was founded in 2008. The founding of this office was also a testament to the priority the University has been giving to research since its inception. This position has been effective in building the necessary structure for organizing, supporting, and tracking research processes at the University. As of the 2018-2019 academic year, this position was replaced with the VRAA to track the faculties' research and education activities together from a single point. The

new organizational structure is a testament to how the University accepts the integrated relationship between education and research.

The centers and faculties at the University determine their own goals based on the 5-year strategic plans in alignment with OzU's research policy. Faculty members' individual research performance is evaluated in alignment with the Academic Performance Evaluation. Faculty members' and centers' research performance is tracked by the VRAA via the Balance Score Card application and the Quick Score software program.

The annual performance evaluation of academicians and the faculties has been performed since the foundation of the University, while the performance evaluation of centers has been performed annually since 2016. In these evaluations, Dean's Offices first evaluate their own performances, and should there be any need for improvement, then they prepare an action plan. The report and the action plan are then submitted to the VRAA. Should there be any need for academic improvements, the action report is submitted to the Senate. Should there be any need for financial support, the action plan is submitted to the Board of Trustees, after obtaining the approval of the Rector. Pursuant to the decisions made, the VRAA follows up whether or not the action plan has been accomplished, and when necessary, the office asks interim reports to be submitted to the Dean's Board.

Furthermore, the academicians' and the research centers' projects are mostly sponsored by external funding institutions (TUBITAK, EU, ISTKA, University-Industry Cooperation). These funds may set forth specific rules pertaining to the use of technical or financial resources. Therefore, the academicians and the centers act in accordance with the sponsored research project management. Thus, through periodic reports, all research activities are subject to both internal and external reviews.

A unique practice specific to Özyeğin University in the organizational structure of research processes is the Research Application and Development Center (Centers) Evaluations conducted as per the Quality Framework. Centers have been preparing annual self-assessment reports and have been undergoing annual reviews since 2016. Center assessments document how academic resources are distributed and how the University performs in the areas on which the centers focus in comparison to corresponding centers nationally and internationally.

Alignment of Research with Local/Regional/National Development Goals

OzU accommodates several centers focused on the priority fields of research in alignment with local/regional/national development goals. For instance, in 2009, OzU launched its Center for Energy, Environment and Economy, Center for Computational Finance, and Center for Entrepreneurship to study systems that naturally apply the concept of sustainability to the fields of energy, environment, economy, finance and technology. Also, the German Law Application and Research Center, which was established in 2012, and the Applied Research Center of Technology Products, and Alp Alkaş Retail & Real Estate Center, which were founded in 2015, conduct research on its priority fields of research.

The University also gives priority to interdisciplinary and multi-disciplinary research activities, supporting local/regional and national/international development goals. Interdisciplinary and/or multi-disciplinary research and sustainability are two of the main themes in OzU's strategic plan for 2018-2023. All research conducted at OzU makes significant economic and socio-cultural contributions on a regional and national level. Ongoing university-industry collaborative projects are perhaps the most important step taken for this purpose. Through the TTO, research outputs of faculty are licensed and commercialized, and thus knowledge created is transferred to the industry. For instance, energy efficiency methods developed by the [Center for Energy, Environment, and Economy](#) (CEEE) not only lead to substantial energy savings in buildings, but also contributes to the creation of a new social structure with public turning to renewable resources and acting with higher awareness of energy efficiency. CEEE also continues to support the transition to low carbon economy in Turkey through its energy efficiency and energy harvesting projects. To this end, the Center launched the "[New Generation](#)" project in vocational schools in the Çekmeköy district in Istanbul, Turkey, which was then rolled out in 10 cities in Southeast Anatolia in 2019. In 2020, the project will be deployed under the title of "[NextGEN](#)" in 3 African counties with the Islam Development Bank grant.

The University also supports preserving and studying the Turkish cultural heritage, developing new services to contribute to the Turkish culture, as well as technological and industrial practices and any research conducted towards these goals. In recognition of its efforts in this field, the University was honored with two awards under the "Turkish Culture Research and Technology Awards Program". Assistant Prof. Ali SERDAR, a member of our Faculty of Social Sciences, was honored with the Turkish Culture Research Award in recognition of his project "Serial Novel in Turkish Literature" (1831-1928), while Prof. Dr. Murat UYSAL, our Electrical and Electronics Engineering Department Head, was honored with the Technology Award, in recognition of his project "Optical Wireless Technologies for 5G Communications and Beyond". The examples above serve as proof that OzU's research-development processes are well-integrated with its local/regional/national development goals.

As a practice specific to OzU regarding the alignment between research and development goals, OzU established four work clusters under its Sustainability Platform, which was

founded in 2017 (Decent Work And Economic Growth; Sustainable Cities and Communities; Energy and Climate; Social Equality). Research clusters are intended to propel OzU's capacity and experience in different fields of research while creating an on-campus network for faculty with similar research interests, in particular to promote interdisciplinary cooperation and to understand the existing research needs. To achieve this goal, Turkey's priorities for sustainability and OzU's strengths were combined together to form the respective research clusters. A quick look at OzU's research inventory reveals that research on the United Nations' Sustainable Development Goals corresponds to 20% of OzU's collective research funds. OzU's research projects by SDGs are available on the respective [website](#).

The main tenets of the University's research and development approach - global impact, integration with academic programs, commercialization, global cooperation, interdisciplinary studies and comprehensive support- and the practices it has adopted in alignment with its goals were found successful by the Institutional External Review Committee in 2016. As a result of the visit, the report concluded that the University kept its standards high in faculty recruitment and as a result built a highly-motivated faculty with high-level research skills, a strong institutional culture, and a high level of satisfaction; provided the necessary structure to contribute to the development of the R&D culture with its infrastructure, faculty, staff, and even undergraduate students; accurately drove this potential towards the right goals with the contribution of its newly-founded research centers, making it possible to receive substantial funds from international funds in particular, and thus, ranked high in the 'Innovative and Entrepreneurial University Index', and based on its continuous support and encouragement for every research activity, it is observed that the University will take this process to new heights.

Furthermore, all scientific and sectoral events held by the University are aimed at transferring knowledge created through research activities to society through education. One of the fundamental values of the University is to have a positive impact on society and individuals. To this end, OzU endeavors to ensure that its ongoing research efforts to develop high-tech products, systems or concepts make the most effective contribution to sustainable development and society.

Evaluation and Action Plan:

The University has a research policy with explicitly defined goals and strategy. The University aims to support, encourage, and guide researchers to increase its overall research performance. Research performance is evaluated based on the metrics set in the Strategic Plan. The University will continuously develop itself to accomplish the goals it set in the field of research.

2. Research Resources

Özyeğin University's cumulative research volume has soared to 88.9 million TL with grant projects awarded to and industry collaborations conducted by OzU researchers in 2019.

The total volume of grants and university-industry collaboration projects was 18.4 million TL in 2019. Also in 2019, OzU submitted 21 new patent and utility model applications within the scope of the Intellectual and Industrial Property Rights management, with 16 of them being international patents, and its joint patent applications have risen to 118. With 6 national and 13 international patent registrations in 2019, OzU continues to reap off the results of the patent applications it has submitted since the foundation of its TTO. The commercialization of a patent which was in OzU's Intellectual Property Rights portfolio was the highlight of OzU's commercialization outputs for this year. In the field of entrepreneurship, OzU admitted 50 new business ideas to its acceleration programs in collaboration with the Center for Entrepreneurship and helped 6 entrepreneurs start their own businesses.

Research resources: Physical, Technical, Financial

OzU has sufficient and appropriate physical/technical infrastructure and financial resources for the fulfillment of its research activities. Attached are the area and capacity information of the academic buildings and laboratories situated on the Çekmeköy Campus, boasting 281,000 sqm of indoor space, and 19,000 sqm of outdoor space (Please see: C.2.1. Evidence).

The University offers financial support to faculty members for their individual research studies. Attached is the research support budgets allocated to the faculties for individual research studies of their faculty members (Please see: C.2.1. Evidence). The budget use is subject to the approval of the respective Dean, and faculty members request the purchase of a piece of equipment or a software program, or travel support, or scholarship for research assistants, out of this budget, when necessary for the successful completion of their projects. In using this budget, priority is given to newly-joined faculty members. In addition to this budget, the University also offers support to encourage faculty to attend a conference every year. In addition to office space, equipment and laboratory support, the University also provides financial support to its centers and faculty, when necessary. Also, in order to ensure that research and development activities are conducted faster and more easily, a separate network structure is designed and implemented for laboratories.

On-Campus Resources

OzU attaches great importance to being the principal project manager/partner to support its faculty members' research capabilities. The Technology Transfer Office (TTO) was founded for this purpose. OzU TTO is responsible for raising the awareness of technology transfer and innovation, running grant projects, managing university-industry collaborations, intellectual and industrial property rights, and commercialization. The adequateness and effectiveness of the support and services TTO provides are evaluated both by the surveys conducted exclusively for TTO and the faculty satisfaction surveys.

Furthermore, the Rector's Office allocates a separate budget for each faculty to support the research studies of their faculty members. This budget is called "Faculty Research Support". Faculty Research Support can be used subject to the approval of the respective Dean. Faculty members request support out of this budget when necessary for the successful completion of their projects. In using this budget, priority is given to newly-joined faculty members. In addition to this budget, the University also offers support to encourage each faculty member to attend a conference every year.

A unique practice specific to OzU about on-campus resources for research is the priority given to encourage faculty members to find external resources first. At OzU, research is encouraged by lifting all obstacles before research, eliminating issues reported by faculty, and providing all kinds of support at the maximum level. Also, the course load of faculty members with more publications or projects than expected is reduced. The sufficiency and effectiveness of these practices are evaluated through research performance results, periodic research meetings held with faculty, and the TTO reports.

The University also offers "graduate assistant scholarships" to promote research. For undergraduate courses, a number of graduate assistants is assigned. The exact number of assistants is determined based on the need. The total amount of scholarship to be paid to graduate assistants is added on top on the faculty budget by the Rector's Office. Almost all of the graduate assistants also receive research scholarships from sponsored research projects of their thesis advisors. This practice is intended not only to vest graduate assistants with the opportunity to receive both teaching and research assistant scholarships, but also to attract outstanding graduate assistants to join the university.

Orientation Towards External Resources (Support Units, Methods)

OzU expects that its research projects are primarily covered by external funds. Sponsored research volume has soared to 88.9 million TL with grant projects awarded to and industry collaborations conducted in 2019. Meanwhile, the total volume of external grants and university-industry collaboration projects was recorded as 18.4 million TL in 2019. Providing support to find external funding for research is seen as a priority by the Institution's administrative staff (TTO, Finance Department, Sectoral Education, Corporate Communications). This is the most important strategy the Institution employs to this end. The University recruits qualified staff who can contribute to increasing external research funds to support researchers. In order to ensure the effective and efficient use of existing resources and secure additional funds, TTO submits applications for the respective funds, promotes industrial collaborations and sustainability, meets investors, plays an active role in the University-Industry Cooperation Platform, and pays visits to research and development centers and techno-parks. Currently, the amount of external funds (project support, donations, sponsorships etc.) collected as a result of this strategy is in alignment with and sufficient for the University's strategic objectives. Attached is the year-on-year external funding amounts by faculties and schools (Please see: C.2.2. Evidence). Please check the TTO's [Annual Reports and 5-Year Impact Report](#) to see the TTO's support towards increasing the University's external research funds and the resulting research volume.

Doctoral Programs (Number of Graduates, Orientations) and Post-Doc Opportunities

“Strengthening our doctoral and master’s education in the priority areas” was set as an institutional goal in the 2018-2023 Strategic Plan. The Institution launched its first doctoral programs in Business Administration and Electrical and Electronics Engineering in 2010, with 20 Ph.D. candidates. Launching doctoral programs in only its second year upon its foundation is a testament to the importance Özyeğin University attaches to research in its mission and vision. Currently, 3 graduate schools offer 8 doctoral programs with 207 registered students, and to date, the institution graduated 40 PhD students.

The University exercises due care not to recruit its own Ph.D. graduates. Therefore, the University refers its graduates who wish to pursue their post-doc studies to other universities. Among the newly recruited full-time faculty, 16 of them have completed their post-doc studies at other institutions. The University opens a limited number of post-doc positions. To date, only one researcher has been recruited as a post-doc at the Institution. As research groups grow larger, this number is expected to increase as well.

The University also offers sabbatical leave. The main purpose of this practice is to free full-time research track faculty members from their normal University duties and to make it possible for them to pursue their scholarly interests full-time. Thus, it is expected to enable

faculty members to acquire additional knowledge and competency in their respective fields so that they can enhance their value to the University. To date, 8 faculty members have taken sabbatical leave.

OzU's interdisciplinary doctoral programs can be given as an example of a *unique practice specific* to OzU pertaining to doctoral programs. The Ph.D. Program in Design, Technology and Society and the Ph.D. Program in Financial Engineering are recognized as OzU's special programs that blend multiple disciplines.

OzU attaches great importance to multi-partner projects, university-industry cooperation projects and technology transfer to ensure its research sustainability. Furthermore, the commercialization and entrepreneurship services offered by TTO and the Center for Entrepreneurship support faculty, students, or other people in commercializing their R&D ideas to develop and launch new products and technologies for economy. Attached are sample TTO activities as an example of stakeholder participation (Please see: C.2.4. Evidence). Research resources are evaluated based on the achievements of Ph.D. students, alumni performance, international and national projects awarded, and the resulting goods and services.

Evaluation and Action Plan:

Having positioned itself as a research university, Özyeğin University established a structure which supports research resources through different channels, and OzU keeps on continuously improving itself in this area. The effectiveness and adequacy of research resources are monitored.

3. Research Competency

Research Competency

Faculty's Research Competency and Development of Research Competency

Özyeğin University's [Code of Ethics](#) stipulates that due consideration shall be given “not to breach scientific standards during the recruitment, promotion and appointment of faculty members; and not to violate the rule of merit when describing required special qualifications for an open academic position”. OzU adopts this rule as its policy for the recruitment, appointment, and promotion of its faculty. When recruiting full-time faculty members, OzU also pays due care and attention to the applicant's research competency and qualifications, in addition to the minimum requirements set by YÖK. Candidates are evaluated based on their potential in the respective field of science, continuity of their publications, international citations to their publications, scientific projects they have conducted or contributed to, their application-oriented research and activities (patents) and similar other important achievements. In addition, candidates' contribution to education is evaluated based on undergraduate/graduate courses taught, Master's/PhD theses supervised, courses and curricula developed, programs and laboratories launched or contributed to the launch of, and contributions to international exchange programs. Furthermore, candidates' professional activities (i.e. memberships in national and international professional organizations; reviewer assignments in national and international peer-reviewed journals; other national and international activities; international experience; scientific, academic and professional awards; nationally and internationally recognized professional work; and industrial/entrepreneurial activities) are also taken into account. In sum, the final decision is made with a thorough analysis of candidates' scientific publications, teaching-learning activities, research and entrepreneurial activities, constructiveness, inventiveness, sectoral relations and contributions to the University management and administration.

Our faculty's academic competency can be clearly seen from their [resumes](#), [projects](#), and [publications](#). Information above is a testament to the outstanding qualities of OzU's full-time faculty, sustainability of its academic programs, and sufficiency of its research activities.

As OzU faculty's individual research studies are monitored based on “Annual Performance Evaluations”, and their pay raises, promotions and appointments are determined based on the result of these evaluations, the University endeavors to ensure the sustainability of its high-quality research activities. There are not any automated scales for the annual performance evaluation for faculty. Each discipline is rated individually. Furthermore, research performance by faculty member, departments, or faculty is tracked and can be instantly reported by TTO. These reports also provide information about sponsored research performance by year, faculty, funding institution, and research field. Reports are accessible online and are available both on financial year and academic year basis.

Faculty members are promoted in accordance with the Principles and Procedures for the Promotion of Faculty Members. There is a 5-member standing University Promotion Committee (UPC) to review all cases of promotion to full and associate professorship with three members appointed by the Rector and two elected by faculty members. The

committee's selection process is determined and managed by the Rector. Applicants applying based on these principles are evaluated based on their publications, the number of citations to their publications, and their projects.

In order to improve the institution's research processes, feedback is continuously collected from faculties and discussed during the Board of Deans meetings. Also, separate research meetings were held with each faculty in 2017-2018 academic year as part of the Strategic Plan development process. (Please see: C.3.1. Evidence). Since 2014, OzU has been recognizing the outstanding achievements of its faculty in teaching-learning, research, and information transfer with "[Excellence Awards](#)".

Joint National and International Programs and Joint Research Units

OzU also supports collaborative research projects with different organizations as part of its research strategy. In 2019, OzU TTO held over 200 collaborative meetings with 154 firms within the scope of university-industry collaborations. Also in 2019, 44 public and university-industry collaboration agreements were signed with a budget of 11.2 million.

A prominent example of comprehensive industry-university collaboration is the Applied Research Center of Technology Products . One of the main goals of this center is to create a working environment in close collaboration with Vestel Electronics, one of the leading organizations in particular in consumer electronics. Another culmination of the institution's support for inter-organizational collaboration is the CEEE's ongoing project "Support Program for the Initiative to Build Scientific and Technological Cooperation Networks and Platforms". The project is intended to build a cooperation network for issues/recommendations that lie at the cross-section of urban energy, ecology, and economics on a macro/micro scale in the city of Istanbul. The project partners include companies such as Şişecam, BASF, Ford Otosan, Bosch-Siemens, and non-governmental organizations such as ÇEDBIK, GUNDER, GUNSAD, IMSAD, WRI-Turkey, and UNSDSN. Another example of research centers co-run by the University and industrial partners is the establishment of the "Industry 4.0. Competence Center" under the "Digital Transformation of SMEs in Turkey through Establishment of the Industry 4.0. Competence Center" project, which is jointly conducted by OzU, the White Goods Suppliers Association (BEYSAD), and TÜSİAD with a budget of 10 million Euros within the scope of the IPA-Competitive Sectors Program.

Evaluation and Action Plan:

The University monitors the competency of its faculty and systematically analyzes their performance. Also researchers' collaborations and interdisciplinary studies are supported and followed. The University will continue with its analyses and improvements in this field.

4. Research Performance

Research Performance

Özyeğin University monitors and evaluates its research and development activities in terms of academicians, programs, faculty, resources and technology. The university publishes overall university-wide results on the Technology Transfer Office [website](#) and [research webpage](#). OzU TTO is also able to generate online reports of the sponsored research volume by faculty/funding institution and technology with respect to financial or academic years.

Faculty Performance Evaluation

All academic staff at OzU are subject to the institution's unique "Faculty Performance Evaluation Process". Since 2009, faculty performance evaluations have been conducted annually at the end of each academic year to increase the efficiency and quality of teaching, learning, and scientific research as well as academic and administrative services at Özyeğin University. Each year, all faculty members must complete a standard annual report form ("annual report") via an online software program, and submit it to their department heads. The annual report covers an academic year from September 1 to August 31. The annual performance of faculty is evaluated in four main areas of research, teaching-learning, service and application.

During annual faculty performance review meetings, faculty members are provided with feedback about their performance based on the annual reports they submit about their contributions to research, teaching-learning, service and application, as well as the results of course evaluation surveys completed by students. The results of performance evaluations are taken into account for contract renewals, annual performance-based pay raise calculations, the distribution of incentives and awards, academic promotions, and academic and administrative assignments, as well as for the allocation of individual research fund, and assignment of the right to use the university research fund.

Faculty members' research and development performance is also recognized by OzU with [OzU Excellence Awards](#) in “Research” and “Information Transfer”.

C.4.2. Evaluation and Finding-Based Improvement of Research Performance

The Research Strategy is reviewed during the development of the 5-Year Strategic Plan based on the feedback of internal and external stakeholders. To improve the research indicators identified in the SP and tracked for each faculty and program, each program submits its annual action plans to the VRAA. Furthermore, each year, the Vice Rector and TTO meet with deans and directors to determine the areas in which the performance indicators set by external institutions such as TÜBİTAK align with the University's goals and activities. At the end of the year, the VRAA and TTO report to the Rector's Office and the Board of Trustees to what degree these goals are achieved. The Rector's Office reviews the report, identifies strengths and weaknesses, and provides feedback to deans, directors and TTO about areas of improvement.

C.4.3. Research Budget Performance

Özyeğin University's internal and external (sponsored) research budget performance is monitored and evaluated in line with the University's research policy and strategic plan. Budget monitoring and evaluation are the responsibility of the Rector and the Vice Rector for Academic Affairs at the highest level, and are overseen by the Technology Transfer Office (TTO) and the Project Management Control unit of the Finance Department. Development goals pertaining to all research and innovation projects, and intellectual and industrial rights are followed up by TTO, while all implementation goals are tracked by the Project Management and Control Unit.

Increasing the total number, diversity, and return of sponsored research projects is one of the metrics in the Strategic Plan. Therefore, this metric is tracked via Quick Score software program, using the balanced scorecard method. Furthermore, TTO also monitors the distribution of OzU's cumulative research volume by faculties and centers. Unlike many universities, the University offers customized services with a professional team at its Project Management and Control Unit for the execution of all accounting, reporting, auditing, and control processes pertaining to projects and reporting of research performance based on financial data. Through the following procedures, customized project management procedures are employed for each funding program and their quality is ensured at the University:

- University-Industry Collaborative Projects Management Procedure:
- TÜBİTAK Projects Management Procedure:
- European Union (AB) Projects Management Procedure
- Project Budget Loan Procedure
- Transfers Between Project Budget Items Procedure

As a unique practice specific to the University, a BMP system has been developed to enable faculty members to easily submit their financial requests for their research projects electronically. Project overheads are reported to Dean's Offices with monthly reports and the top management with bimonthly reports to ensure the most efficient use of the available budget. At the beginning of each academic year, funds to be received and to be spent and the cash flow are budgeted. Again as a practice unique to the University, all amounts transferred from funding institutions are monitored and, when necessary, reported via the newly developed Campus Information System (XRM Dynamics Essential). In addition to external research resources, all internal research resources offered to the faculties are monitored and reported by the Budget Reporting unit at the Finance Department. As much as research, the University also pays utmost care to the protection and commercialization of research outputs. To this end, the University has a separate intellectual and industrial rights budget and directives.

Evaluation and Action Plan:

The University has a systematic "annual report" practice which enables the monitoring of each faculty member's research performance. The institution's research performance is regularly benchmarked with other universities and monitored within the scope of the Strategic Plan. Details about sponsored projects are periodically monitored and reported by the TTO. As of June 2020, the institution will begin to use the revised "annual report" system which will enable the institution to analyze the alignment of its research performance with the sustainable development goals.

D. SOCIAL CONTRIBUTION

1. Social Contribution Strategy

Social Contribution Policy, Objectives and Strategy

In full awareness of its both transforming and transformative role in its interactions with the society which nurtures it, Özyeğin University sees serving society through all of its activities as its key value, goal, and purpose. As an entrepreneurial research university, OzU's mission is to serve society by bringing solution-oriented and high value-added practices to life. Özyeğin University's social contribution principles are shared on its [website](#) and the [Sustainability Platform web page](#).

To this end, OzU's social contribution policy adopts the following goals:

- To design the activities and processes defined at Özyeğin University in the most efficient way in order to make social and environmental contributions,
- To enable students to proactively provide social service anywhere possible through social responsibility projects, with entrepreneurial and learning-by-doing-based curricula and support services,
- To promote academic studies to respond to the socio-economic and cultural needs and issues of the region,
- To periodically organize activities to provide information about social contribution practices in order to raise awareness,
- To increase the number of collaborations and partnerships with social actors such as local organizations, public institutions or organizations, and non-governmental organizations,
- To design lifelong learning activities for society and offer the necessary education required to meet the need for qualified professionals in order to contribute to the development of the region.

Having embraced sustainability as one of its core values in its inception and strategy, the University has adopted ISO 45001 and ISO 14001 management systems in order to serve as a higher education institution that strives to minimize the adverse environmental, social, cultural, and economic effects of its own activities, and lead society for a sustainable life style.

Management and Organizational Structure of Social Contribution Processes

The University's social contribution structure and focus were crafted based on the recommendations offered by the Sustainability Work Group as a result of the internal and external stakeholder meetings held across the university during the development phase of the Strategic Plan. The work group report aimed to develop a university model that will provide a sustainable lifestyle among all its participants/stakeholders. Drawing from this goal, OzU- SP 'Sustainability Platform was established as a multidisciplinary, multi-participant/stakeholder, comprehensive and integrated model with the goals of "identifying sustainability goals and performing reviews in line with these goals; sharing the results with stakeholders; conducting multi-disciplinary research on sustainability, creating a multi-disciplinary sustainability-integrated education environment; maintaining campus sustainability; and building coordinated networks made up of national and international faculty members, university staff, students, public bodies, and private sector to promote collaborations among these stakeholders". The platform coordinates, monitors, and records university-wide activities integrating the perspective of the United Nations' Sustainable Development Goals.

The highlights of the University's social contribution activities are summarized on the platform's website under the "Sustainability at OzU" tab, and the sub-headings of "Green Campus", "Education", "Research", "Sustainability Events", "Social Welfare and Responsibility". As seen from these pages and the University's social contribution policy, Özyeğin University defines social contribution within a broad framework that encompasses its own campus operations, educational activities, research activities, events organized, and social welfare and responsibility activities.

The University prioritized its social contribution in research by establishing research clusters focused on specific Sustainable Development Goals. Research clusters are intended to propel OzU's capacity and experience in different fields of research while creating an on-campus communication network for faculty with similar research interests, in particular to promote interdisciplinary cooperation and to understand the existing research needs. To achieve this goal, Turkey's priorities for sustainability and OzU's strengths were combined together to form the following research clusters: Decent Work And Economic Growth; Sustainable Cities and Communities; Energy and Climate; Social Equality. A set of working principles has been established for these clusters (Please see D.1.1. Evidence).

By virtue of the broad scope of the University's definition of social contribution, the University's social contribution efforts entail interactions with a broad range of stakeholders. Both OzU SP and research clusters periodically have meetings and discussions with internal and external stakeholders. Under the SP, the TUSIAD Sustainable Development Forum was established and all work undertaken is also reported to TUSIAD.

Interaction with stakeholders include partnerships, collaborations, and communication on many different levels, such as educational collaborations with local municipalities, legal training tailored for civil servants, [Law Clinics](#) designed jointly with the Istanbul Bar Association, and the [Yaklaş \(Approach\)](#) initiative launched to encourage active communication between the campus and its surrounding neighborhood.

Evaluation and Action Plan:

The University's social contribution policy explains the institution's unique approach. The University's social contribution-related structures are organized in alignment with sustainable development goals. The metrics measured within the scope of the strategic plan cover only a limited number of the broad spectrum of practices the University employs in this field. The institution measures the performance of its remaining practices based on the data it provides to international rankings, in particular Times Higher Education (THE) Impact , and GreenMetric. The institution is currently preparing for building a new evaluation structure in which all these assessment methods are more systemized and measure not just the output but also the real impact of the output, in order to assess its social contribution. The University has recruited staff to measure its social impact, and university-wide training programs are scheduled in 2020.

2. Social Contribution Resources

Resources

As mentioned in the previous section, Özyeğin University's social service is grounded on the United Nation's Sustainable Development Goals (SDGs). To this end, OzU has a broad range of efforts that falls within the scope of social contribution, from its operations to academic units, zero waste policy to collaborations with public bodies, training programs offered by the Lifelong Learning Center to consultancy provided by the Center for Energy, Environment and Economy, free access offered to national team athletes for the Athletic Center to numerous contributions OzU members have made for rural development. Almost all units at the University serve these goals, even if partially. All these efforts are evaluated under the roof of the Sustainability Platform. The University management vests all units, faculty, staff, and students with the necessary physical, technical, and financial support to maintain its social contribution activities.

The biggest indicator of the effective use of the resources the University has provided for social contribution is the awards conferred in different areas. Our OzU-X building which is

allocated for the Sustainability Platform, TTO, the Center for Entrepreneurship, OpenFab, GE Innovation Center, and incubation centers has received a [national](#) and an [international](#) award. Also, the CEEE has been honored with numerous national and international awards in recognition of the effective and efficient studies it has undertaken through its sponsored research projects (funded by the EU, Islamic Development Bank). Recently, the CEEE's construction project for OzU's ScOLa building (School of Languages) has been recognized with the 2019 Efficiency Award in the "Public" category. Organized by the Ministry of Industry and Technology of the Republic of Turkey, the Efficiency Awards aim to support the efficiency projects of businesses, and to promote the development of new efficiency projects in order to increase Turkey's competitiveness. The building was constructed as a demonstration building within the scope of the "NEED4B: New Energy Efficient Demonstration for Buildings Project" co-financed by the European Union under the Seventh Framework Programme (FP7). The Center of Excellence for Optical Wireless Communications Technologies (OKATEM) won the [Engineering Impact Award](#) for RF and Mobile Communications in recognition of its research "Using the NI PXI Platform for LiFi-Enabled Intelligent Transportation Systems" during the Engineering Impact Awards organized by National Instruments. Prof. Dr. Mehmet Arık, faculty member at Özyeğin University and EVATEG Director, Director of Research, Development, Training and Application Laboratory for Energy Efficient LED Lighting Technologies (EVATEG), was honored by the LED-PR Service Award in recognition of his expertise in LED lighting and thermal management and his significant contribution and influence on LpR Magazine.

As described above, Özyeğin University defined its social contribution activities in a comprehensive way, and all its academic, research, and social responsibility activities and on-campus operations are fully integrated. Therefore, the calculation of resources used for social contribution is highly detailed. Year-on-year changes in expenses incurred for the social contribution activities as defined in the YÖKAK indicators are shared. (Please see D.2.1.Evidence). It must be kept in mind that the data does not cover the expenses incurred for the impact areas defined in the University's social contribution policy. Attached is also evidence of sample collaborations with regional institutions as a testimony of our social contribution philosophy (Please see D.2.1. Evidence).

Evaluation and Action Plan:

The University's social contribution-related structures are organized in alignment with sustainable development goals, and are financially supported by the management. It is planned to include in the agenda of the Finance Department the development of a new method to calculate the social contribution expenses incurred by all units at the institution.

3. Social Contribution Performance

D.3.1. Monitoring and Improvement of Social Contribution Performance

Özyeğin University's Strategic Plan sets forth specific metrics for social contribution. The institution takes [inventory](#) of all its educational and research activities with social contributions under its Sustainability Platform in accordance with UN SDGs. Sustainability Clusters also evaluate their own activities in this field, and work with academicians on new project proposals. Social contributions through administrative processes, in particular in the areas of environment, energy, and health, are overseen by the Health, Safety, and Environment Board, and Campus Services Advisory Board. To this end, annual review meetings are held and independent inspectors are commissioned for external reviews. Furthermore, in order to assess the social contribution performance of academic and administrative processes, the institution's placement in the GreenMetric and THE Impact international rankings are closely monitored.

Meanwhile, activities of the Sustainability Platform, Lifelong Learning Center, and research centers are monitored through self-assessment reports, and when necessary, the action plans for required improvements are submitted to the Vice Rector for Academic Affairs and the Rector. If deemed necessary, these are also reviewed by the Board of Deans / Quality Commission.

Furthermore, Özyeğin University also signed the United Nations Global Compact, a strategic policy initiative created for institutions committed to align all their strategies and operations with 10 universal principles on human rights, labor, environment and anti-corruption, in 2018. Additionally, the University is also one of the signatories of the United Nations Principles for Responsible Management Education (PRME). Both requires biennial reporting. To this end, OzU monitors, archives, evaluates, and improves its own activities. The University has also started working on its Sustainability Report.

Evaluation and Action Plan:

Looking at all of the developments and practices summarized above, it can be said that the University is in preparation for a comprehensive model to assess its own social contribution performance which will meet the requirements of its definition for large-scale contribution.

The planned model will make use of the Social Impact Assessment methods to undertake these assessments, which are currently performed through different channels, within a larger framework and achieve accurate impact analyses. The model is envisioned to be designed and implemented as of 2020.

E. MANAGEMENT SYSTEM

1. Organizational Structure of Management and Administrative Units

Management Model and Administrative Structure

The foundation of Özyeğin University (OzU) entailed a detailed study to understand the existing needs and deficiencies in higher education, and how the University may add value to the Turkish higher education system. As a result of this comprehensive study, the University adopted the “third generation, entrepreneurial research university” model. As a third generation university, OzU endeavors that knowledge created extends beyond academic publications to become the source of social and economic innovations, and the starting point of new businesses to produce new ideas. It aims to turn its graduates from job seekers to job creators, transform entrepreneurship into an interdisciplinary research topic, and create its own resources. Also, OzU seeks to produce revenue through commercialization of knowledge produced, and building strong ties between the University and industry.

In alignment with the chosen “third generation, entrepreneurial research university” model, the management is innovative, adept at team working, and able to swiftly seize opportunities and change its organizational structure to be successful. To this end, the current management and administrative structure at the University support all its units through the institution’s cultural infrastructure and holistic approach in taking swift action to build their own processes and solutions within the constantly changing dynamics. In alignment with this philosophy, the University recruits professionals who can easily adapt to changes in administrative units in order to enhance internal productivity, make the University’s performance and accountability more transparent for stakeholders, and build strong cooperation between the University and external stakeholders to increase the University’s revenues for students and research.

Just like all other foundation universities in Turkey, OzU is also organized and managed based on the Rules and Regulations for Foundation Higher Education Institutions published in the Official Gazette 26040 on December 31, 2005 pursuant to Law No:2547 on Higher

Education, Law No:2914 on Higher Education Personnel, and Law No:2809 on the Organization of Higher Education Institutions (Please see: E.1.1.Evidence).

Process Management

As a foundation university, OzU is periodically monitored by its Board of Trustees in addition to being subject to the annual YÖK inspection. OzU Senate is in command of academic issues, including the design and development of academic organization, while the University Executive Board is responsible for administrative organization (Please see: E.1.2.Evidence). Academic decisions are made by academic units based on their own decision-making mechanisms. These decisions are then submitted to the Rector for approval.

The highest decision-making authority at OzU is the Board of Trustees, and the board is responsible for all financial decisions of the University. The Rector is elected by the Board of Trustees for a term of four years, and appointed pursuant to the YÖK approval. The Rector reports to the Chair of the Board of Trustees. The Rector's direct reports are Vice Rector for Academic Affairs and Vice Rector for Student Development and Experience.

Unlike state universities, the administrative organization chart also includes a YÖK Relations Coordination Office to support academic units in offering new programs and courses; an AQA Office to run the University's national/international accreditation processes and provide quality assurance; and a Planning and Analysis Office to systematically collect and evaluate all data created at the University based on indicators; and a Sustainability Platform to monitor the University's social contribution and ensure its coordination at the University. All of these units directly report to the Rector. Furthermore, the Student Services Directorate, Human Resources, Corporate Communications, the Lifelong Learning Academy, and the Legal Office also report to the Rector. The Secretary General's Office, is responsible for the Finance Directorate, Information Technology Directorate, the Athletic Center, Operations and Accommodation (Please see E.1.2. Evidence). There are also several [Boards and Commissions](#) established by the Senate or the University Executive Board to manage academic processes (i.e. Scientific Research Commission, Curriculum, Rules and Regulations etc.), administrative processes (i.e. Dormitory Commission, Campus Services Advisory Board etc.) or both academic and administrative processes (i.e. Quality Commission).

Each academic or administrative department head is responsible for planning, decision-making, exercise of power, and execution in their departments within the limits of their activity-based budgets. Members of the University can access the rules and regulations,

directives, procedures and principles which govern the University's decision-making processes via the Intranet (MyOzU). Performance reviews of processes at the University are conducted based on the self-assessment reports of the units which are the owners of the respective processes. Self-assessment reports are reviewed by the Quality Commission, which then provides feedback to the respective units. Process reports are also reported to the Rector's Office, and the reports are shared by the Board of Trustees by the Rector. Attached are a sample self-assessment report by an administrative Unit and the feedback provided in return (Please see: E.1.2 Evidence). Administrative processes pertaining to academic activities are followed by the administrative secretary's offices at the respective faculty, school, and graduate school based on the Administrative Calendar shared annually (Please see: E.1.2 Evidence).

As OzU is a foundation university, no action plan has been prepared for compliance with internal control standards.

Evaluation and Action Plan:

In alignment with the “third generation, entrepreneurial research university” model, Özyeğin University is an organization that supports taking personal initiative, promotes team working, and is able to swiftly change its organizational structure in order to be successful. The University has a well-defined organizational structure and workflows, which are successfully being implemented. In the “deepening” phase that the University aims to strengthen its institutional structure, it will elaborate on the definition of its processes, and plan new actions to create a stronger bond between employees and the university.

2. Resource Management

Human Resources Management

A Human Resources Directorate has been established at Özyeğin University to shape the required human resources (HR) strategies and manage human resources to help the University achieve its goals. The HR Directorate reports to the Rector's Office. The Human Resources Department provides functional leadership, and develops HR processes in line with the University's vision and mission. The department aspires to develop fair and effective HR policies, procedures and practices and to make fair and effective decisions for all members of the University. The department also provides consultancy to all members of staff and management on HR practices. The department plays an important role in

cherishing the University's values and preserving its culture in line with the University's code of ethics. In summary, the Human Resources Directorate implements the HR policies to fulfil the University's needs, and is responsible for personnel affairs, recruitment, talent and performance management, compensation & benefits, organizational development and on-the-job training. Attached is a list of roles and responsibilities fulfilled by the department in order to effectively manage the University's human resources (Please see: E.2.1. Evidence).

In hiring administrative staff, applications received by Human Resources for administrative positions through external channels such as job advertisements, employee referrals, or individual applications are evaluated by Human Resources and the respective department head based on applicants' fitness for the open position. All applicants are granted equal rights throughout the application and recruitment process including the prescreening. Applicants are not discriminated against based on language, religion, race, gender, ethnicity, or disability. Applicants are evaluated based on the required competency, skills, education background, and experience for the role. All applications are treated as strictly confidential at OzU. Academic and administrative compensations are determined based on salary benchmarking with other universities.

4 months after the recruitment, Administrative staff are evaluated by their department heads in terms of their adjustment to the roles. Additionally, at the end of each academic year, an annual performance review is conducted for both faculty and staff. During the performance reviews, necessary improvements and actions are planned in collaboration with the department head. As part of these reviews, department head also submit their recommendations for promotions. For promotions to the team leader and higher level positions, a 360-degree assessment is performed for each candidate, with feedback collected from different units the candidate has worked with. All promotion requests are then evaluated by the Promotion Committee (Please see E.2.1.Evidence).

Administrative staff are recruited based on the Staff Recruitment Procedure in order to ensure the alignment of a candidate's academic background and qualifications with the requirements of the open position for the University's administrative or support units. Furthermore, staff are periodically offered a variety of on-the-job training to meet their different training needs. To this end, administrative units also incorporate their annual training needs as a separate budget item in their annual budgets.

HR reports are regularly monitored by the Rector's Office, while self-assessment reports are followed by the Quality Commission. The Quality Commission also monitors to what degree the reported unit and individual performance goals are achieved. Additionally, HR competency is assessed via satisfaction surveys conducted among employees. Attached are sample surveys and analyses (Please see: E.2.1. Evidence).

Financial Resources Management

Financial resources are managed by the Finance Directorate. In early 2016, the University started to use the Enterprise Resource Planning (Oracle ERP) system to manage its financial resources more effectively as part of its continuous improvement efforts. To this end, the BPM project was brought to life to integrate the purchasing and accounting processes pertaining to research projects into the financial system. Staff was strengthened with organizational innovations introduced in Project Management and Control as well as Treasury/Cash Management functions. Through these innovations, the effectiveness and efficiency of services were improved. Also, with the improvement of the tuition billing system, scholarships awarded to students are documented on bills in order to prevent any potential violations in light of the latest amendments to the governing legislations for foundation universities. To that end, the necessary revisions were quickly made both to the Student Information System (SIS), which was developed in-house by the institution, and the Oracle ERP system, and bills started to be issued and sent to students monthly, explicitly showing the scholarship amounts. Also, a new infrastructure was built and launched for reconciliations between Accounting and the SIS. Meanwhile, the necessary infrastructure was prepared to improve the budget preparation process and periodic reporting set in line with the institution's goals, and the improvements are still underway.

There are procedures and approval mechanisms in place for all expenses and capital investments incurred in the respective academic year based on the type and scale of the expenditure. Academic and administrative department heads prepare their budget requests based on their activity plans by providing justified reasons. These requests are then consolidated by the Finance Department and submitted to the Rector for approval. Budget requests are evaluated by the Rector's Office and approved after necessary revisions, if any, are made. The approved budget takes effect following the decision of the Board of Trustees. Once approved, all expenditures incurred during the respective academic year are covered with the allocated budget. Expenditure requests which do not fall within the scope of the approved budget are submitted to the Rector's Office for approval with detailed justification. Approval and budget processes pertaining to all purchasing requests are handled via the ERP system. For large-scale expenditures, tenders are offered and the results of tenders are reported as per the University's approved purchasing policy. In evaluating the respective process owners, budget/actual comparisons pertaining to their budgets are also taken into account as a performance indicator.

Another noteworthy initiative towards the effective use of resources is the establishment of a contract control system. The Finance Department took the lead for the standardization and online handling of manual and e-mail based steps of the process, and played an active role in designing and launching the necessary system to automate and record the manual control and approval steps in coordination with the Information Technology department and other units involved in contract control. Automating the Contract Control process has

significantly accelerated the completion of the process, while increasing the number of resources for backtrack monitoring. All contracts signed by the University with other parties are checked by the Finance Department, Legal Office, and Health & Safety and Environment Coordination Office in terms of their compliance with tax legislations and financial legislations; effective laws and legislations; and occupational health, safety and environment requirements, respectively.

Movable and immovable assets are managed by the operations, purchasing and technical services units under the Secretary General's Office. In movable assets, the commodity is purchased after due completion of the purchasing procedures. Once purchased, it is barcoded and recorded in the inventory records. The length of their depreciation period is 5 years on average. Movable assets are managed by either Information Technology Directorate, or Technical Services or Administrative Services depending on its nature. Assets whose useful life has expired are stored in the warehouse for a while more, and then sold as scrap.

Immovable assets are purchased pursuant to the decision of the Board of Trustees and leased pursuant to the approval of the Rector's Office. At the university, an analysis was carried out to understand on-campus space usage. As a result of this analysis, faculty housing and a guest house were launched in the new dormitory building to accommodate faculty members or offer daily accommodation. Also, the construction of a new academic building was brought to completion and launched at the beginning of the 2020 Spring semester. The building is allocated to the Faculty of Architecture.

Leased immovable assets include the training centers located in Altunizade for the Center for Computational Finance, and in Swissôtel Istanbul. These training centers are rented to offer training and consulting services to contribute to the University. These properties were not purchased and instead were leased to keep the cash resources of the University.

Finally, all issues, complaints, and requests of stakeholders are submitted via the Solution Center at the University. With the Solution Center now widely-recognized across the campus in a way to affect the resource management, all requests and issues being effectively and efficiently resolved through the Solution Center, and performance reports being regularly evaluated, the service quality has increased across the university, consequently resulting in higher satisfaction.

Also in 2019, a digital transformation project was launched to convert all hardcopy workflow forms to online forms in collaboration with the IT. As part of this project, payment request forms, automatic payment request/cancellation forms, corporate credit

card request/cancellation forms, letter of guarantee request forms, project overheads transfer forms, and project budget loan transfer forms have been digitized. Meanwhile, as part of strategic planning, system improvements have been planned in collaboration with the Planning & Analysis and Institutional Solutions units in order to monitor actual vs budget. Additionally, the effectiveness of the Oracle ERP system and BPM system are regularly monitored, and the necessary revisions are put in place to make these systems serve better for the intended purposes.

Evaluation and Action Plan:

Human resources are managed at the University based on academic background and qualifications. The University has several mechanisms to obtain and follow up on employees' feedback. The staff leave process has been digitalized via MyOzU. The digitization of the faculty leave process via MyOzU is also underway and will soon be completed. Meanwhile, the University will continue to offer on-the-job training. Financial resources are periodically monitored and reported in detail. These processes will continuously be improved.

3. Information Management System

Integrated Information Management System

Özyeğin University recognizes the importance of developing information management system applications to accelerate/improve its institutional operations, and use its human resources more efficiently. To this end, the Information Technologies Directorate aims to keep its information technologies infrastructure on par with constantly changing global technological developments, offer experience and knowledge-based high-tech solutions, and provide a continuously-improving professional infrastructure that closely follows innovations.

On the other hand, the Planning and Analysis Office (PAO) is responsible for collecting, analyzing and reporting data pertaining to all kinds of activities and processes at OzU. PAO facilitates the development and dissemination of a data-driven decision-making culture within the University to support institutional development. The department is responsible for performing research and analyses designated by the Rector's Office on plans, programs and projects intended for organizational development and to provide the necessary coordination and support services during the preparation process. The department is also

responsible for determining the performance and quality metrics to monitor organizational development and collecting the required data and information from the relevant sources at the right time and with the right methods, as well as sorting, analyzing and interpreting the collected data and submitting it to the Rector's Office.

While a series of information systems are employed to collect, analyze, and report data at OzU, the External Review the University underwent in 2016 and the resulting Institutional Feedback the University received culminated in the Planning & Analysis Office working together with the IT to collect all important data for the University such as student, alumni, employee, research project, patents, and publication data, under the OzU.Data data warehouse, as part of a joint project. In order to effectively and efficiently manage strategic goals, the required institutional discipline is continuously being improved to ensure that the units effectively feed data into the Institutional Data Warehouse and Reporting system via the information systems at their disposals. Data from different information systems has been brought together in the OzU.Data data warehouse to ensure data integration. This development contributes to the development of a shared language and culture within the institution to centralize institutional data and offer it from a single point; make data more clear, consistent, and reliable; provide fast and easy access to any data needed, and interpret and evaluate any data within the University. As part of this culture, all metrics defined by the university management to follow the performance of the strategic plan have been automatically calculated and incorporated into the <https://scorecard.ozyegin.edu.tr> system. This way, the strengths and weaknesses of the University have become easier to track by the Rector's Office and Deans within the framework of the strategic plan. Also, the following applications started to "talk" with each other and external applications.

Quick Score: Balance Score Card Application

Student Information System (SIS): SIS is used to manage all personal, demographic, academic and financial information pertaining to students of the University. The Finance Department is in charge of financial information, while Student Services is in charge of other information pertaining to students. The system is integrated with other online systems including MERNIS, YOKSIS, OSYM, ERP, LMS as well as the credit card collections system and the Fibabank's cash collections system. SIS is a Java-based application and is developed in-house. It is also a Web-based application.

ERP: ERP is used to manage all purchases, fixed assets and financial records of the University. The ERP system used by the University is Oracle e-Business Suite, a commercial software program. It is also a Web-based application.

LMS (Learning Management System): LMS is used to facilitate information exchange between faculty and students. It is also used for examinations and assignments. The LMS system used by the University is Moodle, an open-source PHP-based system. It is also a Web-based application. LMS is integrated with Turnitin, an academic plagiarism detector.

Annual Report: Annual Report is used by faculty to report their annual activities to the management. It is a PHB-based, in-house-developed application. It is also a Web-based application. The Planning and Analysis Office is in charge of Annual Report.

Repository: The purpose of the repository is to collect all types of internal and external information sources and publicity materials pertaining to OzU in order to create a historical memory of the University. It is an online, Sharepoint-based application. The system is managed by the Library unit.

Tableau: Tableau is a commercial software program used by the Planning and Analysis Office to prepare the dashboard. The system is made up of two separate software programs: desktop and web-based.

RMS (Research Management System): RMS is a commercial software program used by TTO to monitor ongoing research projects.

Eresearch: eResearch is an open-source, web-based software program. It aims to make Ozyegin University faculty's scientific output available online for open-access. The program is managed by Library.

Library Software: Library software is a system used to manage library resources. The program is managed by Library.

XRM/CIS (Campus Information System): XRM/CIS is a system that records and manages all external communications in accordance with the legislations.

EDMS (Electronic Document System): EDMS is a system to develop miscellaneous documents and follow their signature processes within the University.

EMS (Education Management System): First in 2015, the Engineering Information System (EIS) was developed in order to periodically assess and document the achievement of program outcomes, first. In 2017, the system underwent important updates and the new version was offered under the new name “EMS” at the service of the engineering programs. EMS assesses to what degree program outcomes have been achieved directly based on student work such as exam questions, assignments, and projects. In this system, faculty members align each question-based assessment with a subject, each subject with a course learning outcome, and each course learning outcome with a program outcome, and upload the assessments to the system. The system has been actively used to measure to what extent program outcomes have been achieved for the past three semesters. Attached, more information is available about the EMS, which is an innovative practice unique to OzU. (Please see: 3.1.Evidence).

Information Security and Reliability

The purpose of the Information Management System is to ensure the accuracy, integrity and security of academic and personal records pertaining to students, staff or clients, and to offer the right people access to the right information at the right time by maintaining information confidentiality and security. At OzU, Information Systems is responsible for maintaining information security and confidentiality, while information reliability is the responsibility of the PAO, which is the department in charge of collecting information.

Data collected from different information infrastructure and brought together in the data warehouse for purposes such as to calculate the metrics followed within the scope of the Strategic Plan, to prepare reports to be used within the University or to be submitted to external institutions, or to track the academic performance of students are engineered in the datamart architecture, which is widely recognized in the business intelligence industry. This architecture is shaped based on information needed by the university management. The architecture ensures that data created through different systems is offered to everyone with the same approach, thus contributes to the development of a shared approach and the creation of an institutional memory within the University. Data infrastructure for data received by the data warehouse from different data sources such as SIS (Student Information System), LMS (Learning Management System), or Alumni (Alumni Information System) is engineered in accordance with the ISO 27001 information security management standards. The Data Integrity Check infrastructure, an institutional product built by Information Technology under the leadership of PAO, offers automated accuracy and consistency checks for the data warehouse. Attached are the infrastructural improvements made during the ISO 27001 certification process (E.3.2. Evidence).

In line with the Law No:6698 put in effect, and board decisions and rules and regulations announced, the University launched a new project for compliance with the Law on the

Protection of Personal Data. As a result of the work completed and actions taken, it was explicitly understood that the protection of personal data is a process that requires active management within the institution. The project culminated in a Sector Report (in which findings about the protection of personal data are shared), the OzU Personal Data Inventory, and PPD website. Meetings were held with 45 units for PPD awareness and analysis. Also, [Information on Data Protection and Processing at Özyeğin University](#) and [Express Consent for the Processing of Personal Data](#) were prepared and incorporated into all online forms on the web and the SIS (Student Information System). (<https://www.ozyegin.edu.tr/en/gizlilik-politikasi/kisisel-verilerin-korunmasi-6698>)

Evaluation and Action Plan:

Data pertaining to all types of processes are collected, analyzed, reported, and shared with the management at the University. The system's security and reliability are ensured. In 2020, with a new reporting infrastructure which is currently being established at <https://reports.ozyegin.edu.tr>, all administrators and units will have instant access to data and reports in OzU. Data within the framework of their access privileges. This system is planned to be ISO 27001 certified.

4. Support Services

Support Services

Goods & Service Compliance, Quality, and Sustainability

At Özyeğin University, the purchasing process for all outsourced administrative and/or support services is managed by Purchasing Management (PM) in accordance with the "Purchasing and Supplier Management Procedure" as per the Procurement Regulations for Foundation Universities published by the Council of Higher Education (YÖK) on November 16, 2018. The purpose of this procedure is to describe the applicable rules and workflow, and determine the roles and responsibilities regarding any and all purchases to be made in order to fulfill requirements and requests as per the terms and conditions and objectives set forth by OzU. The procedure also aims to facilitate the purchase of goods and services required by OzU in order to effectively and efficiently continue to carry out its operations by observing the following criteria: right quality, best cost, right amount and right time. PM works with the Health & Safety and Environment Department, which is a unique practice specific to the institution, in order to ensure that all purchased goods and services comply with the ISO 45001 and ISO 18001 standards.

In order to ensure the compliance and quality of outsourced services, PM manages the purchasing process in accordance with the “Approved Supplier Procedure”. Furthermore, PM have all suppliers fill out the “Supplier Consent and Information Form”. Twice a year, PM completes the “Supplier Performance Evaluation Form” to rate the performance of suppliers included in the Approved Supplier List (ASL) based on the rating criteria specified in the procedure. Suppliers whose total performance score is less than 50 are blacklisted, and the University does not work with these suppliers again. Suppliers whose total performance score is between 50 and 70 are informed in writing about the existing issues, and are asked to provide a written corrective action plan to improve their performance. These suppliers are expected to improve their performance and achieve a score higher than 70 by the end of their next 5th delivery. Should these suppliers fail to improve their performance, they are delisted from the ASL and, unless for unavoidable circumstances, the University does not work with these suppliers again. Suppliers whose total performance score is 70 or above remain in the ASL. Frequently used suppliers in the ASL are subject to risk assessments by the University. To this end, the University visits or inspects these suppliers’ production facilities. Attached are the screenshots of this process (Please see: E.4.1.Evidence).

Evaluation and Action Plan:

The University has defined in detail all processes pertaining to outsourced goods and services. The relevant performance and satisfaction checks are systematically monitored and the necessary improvements are made. In purchasing support services, due care is shown to act in compliance with the UN’s Sustainable Development Goals.

5. Public Disclosure and Accountability:

Public Disclosure

OzU sees transparency and public disclosure practices as one of the most important indicators of the quality of institutional management. The structure and operation of OzU’s activities and services are disclosed to the public in compliance with the principles of “full disclosure”, “transparency” and “informativeness”. The Corporate Communications Directorate is responsible for the clear, transparent, reliable, timely, and full disclosure of the results of all activities and services, and information pertaining to the structure and operation of institutional management mechanisms used by organizational units in order to aid decision making. Latest information about the University’s activities is shared with the public via the university website. Also, publications such as “[Gazette OzU](#)”, the university newspaper, and “TTO Bulletin” are other tools employed to keep the public up-to-date

about the latest updates on the University. Furthermore, university publications are disclosed to publics via the digital institutional repository, eResearch@Ozyegin, and the summary of research performance are shared on the [TTO webpage](#) as a result of University's open access policy for research publications.

In academic units, some members of faculty are assigned as website content administrators or publicity coordinators to keep the website up-to-date about the University's current teaching-learning, research and development activities. In addition to their academic assignments, they are also responsible for ensuring that information on the website is accurate, reliable and up-to-date. These services are evaluated under the "services" category during the annual performance evaluation.

Accountability Methods

OzU's Code of Ethics which entered in force with the Senate Decision No:4 dated June 23, 2015 ensures the accountability of management and administration towards faculty, staff and society in general. . This policy is shared on the homepage of the University's website and via [KAYSIS](#). The policy stipulates that members of OzU are responsible for meeting the requisite standards and using all national and university resources with utmost care and efficiency while being engaged in any scientific and academic activity or conduct, or fulfilling their roles and responsibilities. Accountability is the obligation of all members of Özyeğin University towards those who have provided them with resources to fulfill a responsibility. Members of OzU must be transparent in their actions, and must account for how and to what degree the resources are used and the assigned responsibility is fulfilled. All employees must use the University's resources in the most efficient and economic manner. They must pay maximum attention to all their activities and expenditures, and endeavor to protect environment and nature.

The leading mechanisms that ensure accountability at the University are the YÖK inspection and the Board of Trustee supervision. Also, the accountability of administrators - is also assessed through satisfaction surveys. More information is available attached (Please see: E.5.2. Evidence).

Evaluation and Action Plan:

Accountability is ensured through a series of processes and practices at the University, and is regularly evaluated based on feedback obtained from internal and external stakeholders. The University plans to update its stakeholder policy which will entail reviewing the

existing methods for collecting feedback from external stakeholders, as well as to conduct a new stakeholder analysis in 2020. Before the second term of 5-year continuous improvement cycle (PDCA) starts, all procedures will be updated by taking into account all the practices put in place.

CONCLUSION AND ASSESSMENT

Özyeğin University (OzU) completed 2019, achieving national and international accomplishments:

- In the “Turkey’s University Satisfaction Survey” (TÜMA), a nationwide survey conducted annually by the University Research Laboratory (UniRay) to assess student satisfaction across different metrics, including campus life, academic support, professional development opportunities, and institution’s management and operation, Özyeğin University ranked first for “Overall Satisfaction” three times in row in 2017, 2018, and 2019, respectively. This year, over 35 thousand students from 188 universities, including 123 state universities and 65 foundation universities, took part in the survey.
- OzU ranked first two times in a row in the “Universities with Highest Graduate Employment Rate” ranking according to the results of the CALIBRE Higher Education Employment Index 2018 and 2019 prepared by the Career and Talent Management Association based on a nationwide survey. Engineered based on graduate experience, the survey annually evaluates the performance of the universities and departments offering undergraduate programs across 15 parameters, from housing, and scholarship to social amenities. The study has been performed for the past three years. This year, 47,794 students and graduates from 179 universities took part in the survey.
- In the THE (Times Higher Education) Asia Awards program, the Oscars of Higher Education awarded by THE, a London-based higher education ranking institution, recognizing the best practices of universities for 14 years, OzU was shortlisted among the top 8 universities in the “Outstanding Support for Student” category in recognition of its “Sectoral Education Program”.
- Özyeğin University was also ranked the world’s top 72nd university in the “THE Impact” rankings. Announced by THE for the first time this year, THE Impact university rankings includes 550 universities from 76 countries. Having adopted “sustainability” as one of its core values, OzU was also named the “best Turkish university for its social impact” based on its sustainability efforts as well as

universities' societal contributions to achieve the United Nations' Sustainability Development Goals.

- OzU ranked first among foundation universities in Turkey according to the results of the GreenMetric Ranking 2019, a global platform on sustainability and environmental awareness to rank the world's greenest universities.
- OzU was shortlisted as a finalist in 3 areas in the Triple-E Awards (Awards on Entrepreneurship and Engagement Excellence in Higher Education), a global recognition of efforts to put a spotlight on outstanding achievements of third generation entrepreneurial universities in the areas of entrepreneurship, engagement, social outreach and sustainability and raise awareness of their contributions towards the United Nations Sustainable Development Goals. The Triple-E Awards (Awards on Entrepreneurship and Engagement Excellence in Higher Education) were initiated by the ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities), the designer of the world's first accreditation program for entrepreneurship and engagement in higher education at institutional level. Among all the universities in the Asia-Pacific region, OzU:
 - Placed first in the "Innovation and Collaboration Space" category in recognition of its OzU-X Building,
 - Ranked third in "Green University" category,
 - Received the honorable mention award in the "Community Engagement Initiative" category in recognition of its NextGEN project.
- In the Efficiency Awards 2019 organized by the Ministry of Industry and Technology of the Republic of Turkey to support the efficiency projects of businesses, and to promote the development of new efficiency projects in order to increase Turkey's competitiveness, the Center for Energy, Environment and Economy (CEEE) at Özyeğin University won first place in the "Public Sector" category. The CEEE was honored with the award in recognition of OzU SCOLA, a demonstration building in Istanbul, Turkey built as part of NEED4B: New Energy Efficient Demonstration for Buildings Project co-financed by the European Union under the Seventh Framework Programme (FP7) and undertaken by the Center for Energy, Environment and Economy (CEEE) at Özyeğin University.

The aforementioned achievements in the fields of teaching-learning, research, and governance are testaments to Özyeğin University's robust and unique position among higher education institutions in Turkey.

Firmly grounded in its accountable institutional management philosophy and integrated it with the quality assurance system, Özyeğin University's 2018-2023 strategic plan is implemented in commitment to its founding principle of "Contributing to social

development by producing original and applicable knowledge through an innovative structure integrated with real-world industries; and academic programs focused on sectors”. In line with this plan, the University will take its national successes to the international realm, and spear ahead with its commitment to be an entrepreneurial research university preferred by all our stakeholders.

In 2016, our University has become one of the first universities participating in the YÖKAK External Institutional Review Program. Our University has put in place countless improvements across the campus with the significant contributions of the feedback received from these reviews over the past four years. This report and evidence presented provide only a partial picture of the improvements the University has made to date. Below, the improvements made in 2019 are analyzed based on the metrics defined in the institutional review report, as well as the institution’s strengths and room for improvements are summarized.

A. Quality Assurance System:

Celebrating its 11th year, Özyeğin University brought its institutionalization process to a successful completion and already began a new process to deepen its institutionalization. This new period also entails deepening institutionalization in the field of quality assurance which is placed at the heart of all processes. Starting from 2014, the University grounded its quality structure on “*fitness for purpose*”, and, in addition to compliance with external standards, the institution focused on whether or not it can satisfactorily achieve the mission and the goals it set for the institution. In alignment with this, while taking the necessary steps to establish the continuous improvement cycle (PDCA) within the framework of the OzU Quality Framework, the University also planned to ensure that quality is internalized and the cycle is defined as “unique to OzU” within the first five years. The University plans to bring the PDCA cycle to a successful completion for all processes along with the internal institutional review report to be prepared following the 2020 External Institutional Review/Accreditation follow-up visit.

Another noteworthy development which took place between 2015 and 2019 is that the continual improvement cycle was customized and internalized by academic units, culminating in significant advancements in the dissemination of the quality culture within OzU. All of these developments have vested Özyeğin University with the necessary wherewithal to keep track of developments in all fields and implement its continuous improvement cycle in its new strategic period, which kicked off in September 2018. Through the importance it attaches to quality and accreditation and the pioneering work it has undertaken in these areas, OzU has served as an example to other universities and taken as a benchmark. As a testimony to this, a university asked for training from Özyeğin

University, while two universities visited the campus and had the opportunity to make in-situ observations and meetings.

Another improvement recorded in 2019 in terms of the quality assurance system is the monitoring and improvement of internationalization performance. Improvements have been made in all processes pertaining to student-related units in order to increase the quality and quantity of events organized by international club, and to create a multi-language and multi-culture campus environment.

Strengths: Developing a strategic plan that is fully integrated with the quality assurance system, step by step, with top-down / bottom-up efforts, and having it embraced by the whole university community. Building an integrated information system in which all units can instantly enter data for which they are responsible.

Room for Improvement: Having the integrated information system adopted by all units to ensure timely data entry.

Teaching and Learning:

In 2019, important advancements were recorded under the leadership of VRAA in terms of students' achievement of program outcomes and learning objectives. 15 out of 23 undergraduate programs and all of the graduate programs of the Graduate School of Business assessed the achievement of their program outcomes in direct relationship with courses. Also, the Education Management System-EMS, which was developed in-house to perform these assessments and was first employed by the Faculty of Engineering rolled out to the Faculty of Aviation and Aeronautical Sciences with a pilot project. As a result of its quality approach firmly grounded in the "fitness for purpose" principle, Özyeğin University runs this process not in a top-down patronizing manner, but by offering the necessary information and support to programs, and leaving all decisions pertaining to how the structure should be built to program managers.

The University launched a master's program in Data Science to train "Data Scientists" who have the latest knowledge, concepts, data processing and analysis techniques; who can contribute to industry applications with the competencies they have gained, and who are open to entrepreneurship and adept at team working. Meanwhile, the SEC 405 Artificial Intelligence: Impact on Humanity, Society and Business course was designed to introduce students to human, societal and business impacts of Artificial Intelligence, as well as to equip them with the basic historical and philosophical background, intellectual tools,

legal/ethical foundations and psychological framework to successfully adapt to the age of artificially intelligent technologies. Also, the ENG 102 course was re-structured to allow students to look into sustainability from a different perspective. Through a series of student-led projects, the course vests OzU students with a special awareness of sustainability during the first steps of their education. This awareness holds a special place in OzU's education.

Also at this point, in alignment with OzU's innovative education philosophy, the VRSDE is currently designing a new system to record and assess student contribution to extracurricular events. Another significant development in teaching and learning at the University is the newly launched A4 building, which offers world-class studio spaces to, in particular, the students of the Faculty of Architecture and Design.

Strengths: The direct assessment of program outcomes is being internalized by all units, disseminated across the campus, and is integrated with the information system. Infrastructural improvements. Importance attached to operations and infrastructure. Provision of 360° support to students through a structure designed under the VRSDE.

Room for Improvement: Dissemination of efforts towards quality assurance in education into graduate programs. Assessment of the level of achievement of learning objectives and program outcomes based on the employers' views.

B. Research:

Özyeğin University has built and is operating an effective quality cycle in research under the guidance of the Vice Rector's Office for Research and the Technology Transfer Office. Another example of leading practices in research is the establishment of the "Industry 4.0. Competence Center" in 2019 under the "Digital Transformation of SMEs in Turkey through Establishment of the Industry 4.0. Competence Center" project, which is co-run by OzU, BEYSAD, and TÜSİAD with a budget of 10 million Euros within the scope of the IPA-Competitive Sectors Program. Another important development recorded at the University in the fields of research is the newly-built A4 building, which offers significant improvements for laboratory amenities.

In 2018, as a result of an organizational change put in place in an effort to strengthen the third generation university philosophy, the TTO and the Center for Entrepreneurship were connected to the same director, reaping the first results of their now ever-stronger bond in 2019. This new bond culminated in two new projects: LEANLAB, which drew its inspiration from NSF I-Corps Lean Launchpad funded by ISTKA, and is focused on

academic entrepreneurship, and ENTREPRENEURSHIP 4.0, which is intended to fuel interactions between corporations and startups. In addition to these project, “interface institution” activities also continued this year under “TÜBİTAK 1601- Capacity Building for Innovation and Entrepreneurship Grant Program”. PACHA, an OzU startup which participated in both the LEANLAB and BIGG programs, was shortlisted among the 15 local startups during the İstanbul finals of Take Off Istanbul Start-Up Summit, and qualified to participate in the Acceleration Camp in San Francisco.

Strengths: The University’s implementation of each step of the plan-do-check-act cycle in research, and TTO that serves as an example to other universities, and young faculty with high motivation in research.

Room for Improvement: Publication and project performance is not yet at the desired level.

C. Social Contribution:

Highlighting sustainability as one of its core values in both its inaugural strategy and new strategy, Özyeğin University entered into a significant collaboration with the Özyeğin University-TÜSIAD Sustainable Development Forum (SDF), which was brought to life in 2017, and established the Sustainability Platform (OzU-SP) right after in 2018 to accelerate pioneering studies that will lead the way for a sustainable life style beyond the business world. The University has a pioneering institutional structure which coordinates, follows, and measures the social impact of its social services. The University consolidates all efforts towards a sustainable future under the roof of the OzU Sustainability Platform.

OzU-SP conducts research through Sustainability Work Clusters established as a first step in recognition of the United Nations’ 17 Sustainable Development Goals, Turkey’s priority areas of research, and our university’s research identity and leading research areas. OzU-SP also started to develop field-focused, multidisciplinary education programs with a perspective to create and maintain new opportunities for mutual-learning between academia and society to help “nurture” each other. (Sustainable Local and Rural Development Expert Training Certification Program, and training programs designed to build the capacities of the Red Crescent (Kızılay) staff in order to empower the Syrian immigrant communities.)

Strengths: A series of clusters founded and robust collaborations entered into with public sector and NGOs in order to increase the research volume of the Sustainability Platform to monitor social contribution.

Room for Improvement: The annual report, the software program used for reporting academic performance, needs to be updated to enable following social contribution efforts. Expenses incurred for social contributions are yet to be systematically calculated, and the social impact is yet to be measured.

D: Management System:

Our University's 2018-2019 Strategic Plan was designed in line with its vision of "being the most preferred entrepreneurial research university by all stakeholders". The plan is fully integrated with all quality processes, and equipped with an assessment system in alignment with the PUKÖ cycles. This way, "institutional deepening phase" has started for the management system, and significant progress has been recorded concurrently in two important processes. Central reporting began via the information management system. Also, as a culmination of the collaboration between the PAO and the Information Technology (IT), a data warehouse has been created in which all university-wide data is collected, and datamart-based reporting has begun.

Strengths: The strategic plan is managed with the integrated information system. ISO 450001 and ISO 14001 certifications. PAO and BT human resources.

Room for Improvement: Events organized by different units across the university are not monitored centrally from a single point and there is need for ISO 27001 certification.