INTERNAL REVIEW REPORT

ÖZYEĞİN UNIVERSITY

2021

ABSTRACT

1. Abstract

The 6th edition of the annual institutional internal review report (IRR) in which Özyeğin University shares its internal review processes places a special focus on efforts put forth for the implementation and assessment of the 2018-2023 Strategic Plan, which is integrated with the quality assurance system, as well as new formations in the fields of continuous improvement and program self-assessment as a result of the agile managerial approach.

All these new formations and the IRR preparation process are aimed at strengthening communication and cooperation with stakeholders, while also conducting an in-depth self-assessment, and promoting and internalizing the quality assurance culture. Throughout the year, separate meetings, deliberations, and projects were conducted with each academic and administrative unit, following which strategic plan assessment reports and service-process improvement reports were requested from the academic units and administrative units, respectively, in order to increase the inclusiveness of IRR.

Özyeğin University continues its activities with a philosophy that aims to create a sustainable culture of learning and teaching through the right blend of technology and pedagogy, and to employ this culture to make high value-added contributions to research and social services.

This report provides examples of key activities conducted at Özyeğin University throughout 2021 in the fields of leadership, management and quality, teaching and learning, research and development, social contribution, and institutional governance. The report also offers examples of assessment and improvement in these areas. For the purpose of clarity and to make it easier for the reader, a summary of the information given in previous years has also been included in this report, when necessary. In sharing the evidence, a selective approach was adopted for documents and information specific to the university, and these documents were shared partially. They will be shared during the field trip, when necessary.

ABOUT THE INSTITUTION

During the 2018-2023 Strategic Plan process, the University's mission and vision were also reviewed. As a result of this review, the University's mission and vision statements were revised as follows:

Mission: As an entrepreneurial research university, to serve society by creating, sharing, and applying solution-oriented and high value-added knowledge.

Vision: To be the most-preferred, learner-centered, entrepreneurial research university for all stakeholders

Other information remained the same as the information included in the previous year's Institutional Internal Review Report.

A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

1.1. Management Model and Administrative Structure

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.

OzU is organized and managed based on the Rules and Regulations for Foundation Higher Education Institutions prepared 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. The highest decision-making authority is the Board of Trustees. The board is responsible for and periodically reviews all financial activities of the University. 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. Attached is the University's organizational structure.

With the Strategic Plan, Deans/Directors have become the primary bodies for measurement, assessment, and action-taking. This way, the execution of the strategic plan has been distributed through a decentralized structure. The Rector and the Vice Rector for Academic Affairs periodically review the actions put in place and report them to the Board of Trustees. The managerial structure has been designed as academic units, supportive and operational administrative units, and centers on the axis of teaching-learning, research-development, and social contributions. Fundamentally, all faculties, graduate schools, centers, the library, and Information Technology report to the Rector through the Vice Rector for Academic Affairs. The Directorate of Knowledge, Technology Transfer, and Entrepreneurship, and the Sustainability Platform, which play a key role in social contribution, report to the Rector. Psychological Development, Social Activities, Student Life Office, 360 Advising Office, International Office, Athletic Center directly report to the Dean of Students as they are directly related to students' university experiences and their social and academic development, while the Sectoral Education and Professional Development directly report to the Rector's Office. Furthermore, the University also has a YÖK Relations Coordination Office to support academic units in new program and course offerings; an Accreditation and Quality Assurance Coordination Office to build the University's national/international accreditation processes and quality assurance system; and a Planning and Analysis Office to systematically collect and evaluate all data created at the University. All of these units directly report to the Rector. Academic units make their decisions based on their own decision-making mechanisms. These decisions are then submitted to the Rector for approval. Any action put in place for managerial or organizational structuring purposes is monitored through university-wide satisfaction surveys.

1.2. Leadership

Since its foundation, Özyeğin University has embraced the principle of existing with a unique management 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. The Accreditation and Quality Assurance Office holds separate informative meetings and workshops with academic and administrative units. Meanwhile, the Vice Rector's Office for Academic Affairs includes different units in the strategic plan development processes. Finally, the University offers extensive support to program accreditation processes. All of these steps 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 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, 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 on topics such as strategic plan, student development, and continuous improvement by deans/directors under the leadership of the Vice Rector for Academic Affairs provide additional motivation.

At OzU, all deans/directors are included in the Quality Commission to promote quality processes and the quality culture, which ensures that quality processes are embraced by all units at the highest level. To this end, continuous improvement meetings were held and learning assurance projects were undertaken with all academic units. Furthermore, separate workshops were organized with different units on a wide range of topics from the evaluation and assessment of program outcomes, and development of the course description form to the relationship between learning outcomes and assessment methods in order to contribute to the dissemination of the quality assurance culture.

At Özyeğin University, the leadership properties of managers are evaluated through a 360 performance review. The Rector is also subject to a performance review by the Board of Trustees during this process. The leadership properties and competencies of managers at the University are measured and monitored primarily through satisfaction surveys. In these surveys, administrative staff evaluate their unit managers, the Rector and Vice Rectors, while academic staff and students evaluate their deans, the Rector, and Vice Rectors in terms of satisfaction. Attached are the satisfaction survey questions which evaluate the leadership properties of the Rector.

At the University, the Internal Review Report writing process is employed to strengthen communication and cooperation with stakeholders, while also conducting an in-depth self-assessment, and promoting and internalizing the quality assurance culture. Throughout the year, separate meetings, deliberations, and projects are conducted with each academic and administrative unit, following which strategic plan assessment reports and service-process improvement reports are requested from academic units and administrative units, respectively, in order to ensure the inclusiveness of IRR. Attached are sample slides from a presentation prepared for administrative units. In these meetings, feedback is collected from units about the dissemination level of the quality culture.

1.3. Institutional Transformation Capacity

Özyeğin University uses the principles of agile management on various dimensions of its management. To that end, in each decision the University makes, the value to be added to the student takes precedence over everything else. The University acts on the principles that individuals and interactions are more valuable than processes and tools, the quality of education is more important than regulations, collaborations with stakeholders are more important than focusing on requirements, and responding to change is more valuable than following a plan.

In order to show the University's institutional transformation capacity, below are some of the examples of the changes which have taken place. An important milestone achieved during the transformation the University has undergone is the identification of metrics, and the organization of the necessary system and processes for measuring and evaluating the identified metrics following the development of the 2018-23 Strategic Plan. This process moved forward with the collective efforts of numerous units including the Rector's Office, the Office of the Vice Rector for Academic Affairs, academic units, the Accreditation and Quality Assurance Office, and Information Technology Unit.

A variety of communication and training activities was carried out with the faculties and academicians as they would be the most affected party by this transformation. Priority is given to collaborative and creative methods such as setting up work groups, or conducting focus group meetings, through which the University's road mapping process for future years is enriched.

Another important example is the micro and macro changes brought by the mandatory transition to remote instruction due to the COVID-19 pandemic. The COVID-19 pandemic has caused changes with long term effects in higher education institutions. All institutions had to promptly and properly respond to the pandemic and make changes.

During that process, Özyeğin University thought out of the box and took actions in order to undergo the changes in the perception of online learning and its results as positively as possible. Although Özyeğin University was already offering several online courses even before the pandemic, moving all teaching-learning processes to digital platforms required a different level of competence. Drawing its strength from its agile management and data-driven system approach which it has meticulously tailored to date, OzU set up work groups to build the necessary mechanisms for this move. Student, faculty, and staff feedback was regularly collected to obtain their opinion about the changes put in place due to the recent move to remote working/instruction. The collected feedback was then used to make the necessary arrangements for the following semester. All changes were periodically announced during that process.

In line with the University's dynamic structure, its organization structure also goes through numerous changes time to time. These changes are communicated to the University community by the Rector via MyOzU announcements. MyOzU is an an internal communication system through which all changes within the University are communicated and can be followed by internal stakeholders. Furthermore, actualized or planned changes are shared through annual general meetings organized once a year for faculty and staff by the Rector, and employee opinion is taken.

1.4. Internal Quality Assurance Mechanisms

Internal quality assurance mechanisms are executed on the university, academic, and administrative levels at Özyeğin University. On the university level, OzU's performance is evaluated, and improvement decisions are made once year in views of its Strategic Plan goals. Also, faculty performance review is conducted within the scope of the Strategic Plan. To that end, the metrics are measured on a university, department, and program basis using the Balanced Scorecard Method. The scores achieved as a result of the measurements are evaluated by deans and directors, following which improvement plans for the underperforming metrics that remained below the threshold and action plans to reach the designated threshold are reported to the senior management. Attached sample is the sections from the Faculty Report.

Meanwhile, administrative units prepare activity reports and process improvement reports once a year. Faculty performance review is conducted once a year through annual report, while staff performance review is conducted once a year through performance evaluation forms.

Furthermore, the University resumed its program performance review process which was initially launched in the 2020-21 academic year but suspended later. Attached is the program self-assessment template developed for this purpose. Three out of our six bachelor's degree programs which have not been accredited yet or have not applied for accreditation yet will undergo a pilot self-assessment study at the end of the academic year.

In addition, a series of assessment and improvement activities is also scheduled for other areas which are not covered by the strategic plan but emerge as a result of the activities of the faculties. These activities are scheduled according to the specific internal operations of our programs. Meanwhile, all undergraduate programs are expected to prepare a continuous improvement report in order to monitor

the continuous improvement processes of all undergraduate programs under the supervision of the Vice Rector for Academic Affairs, effective from the 2021-22 academic year. For the purpose of these reports, the following data is requested to be assessed and improved. The percentage of achievement of the Educational Objective (career goals), program outcomes (Pre-graduation Survey), the results of the Course Evaluation Survey, the results of the student survey on course load, the results of student feedback, and the opinions of the Faculty/Department advisory board. The first four data types are then shared with the respective department heads and deans via OzU Reports for all programs.

The workflows are defined for all processes and mechanisms as per the PDCA(Plan-Do-Check-Act) cycles. Responsibilities and powers are defined. The job definitions of university employees are shared on Sharepoint. 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). At the university, performance reviews of processes are conducted based on the self-assessment reports of the units in charge 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 then shared with the Board of Trustees by the Rector. Attached is a sample self-assessment report of an administrative unit. 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 via the intranet.

1.5. Public Disclosure and Accountability:

OzU sees transparency and public disclosure practices as one of the most important indicators of the institutional management quality. 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 "being informative". The Institutional Relations and Integrated Communication Directorate is responsible for the clear, transparent, reliable, timely, and full disclosure of the results of all activities and services, as well as all information pertaining to the structure and operation of institutional management mechanisms used by organizational units. Latest information about the University's activities is shared with the public via the university website. Also, publications such as the university newspaper "Gazette", and "TTO Newsletter" are other tools employed to keep the public up-to-date about the latest updates on the University. Furthermore, within the framework of the University's open access policy, the University's research papers are offered to the public at its digital institutional repository eResearch@Ozyegin, while the summary of research performance is shared via the TTO webpage. 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.

OzU has a policy that governs the management and administration's accountability towards faculty, staff, and society in general. The policy is prepared pursuant to OzU's Code of Ethics, which entered in force with the Senate Decision No:4 dated June 23, 2015. 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 primary mechanisms that assure accountability at the University include the Board of Trustees, which monitors activities performed to achieve the Strategic Plan goals via Balanced Scorecard, YÖK inspection, Institutional Internal Review, and accreditation processes. Also, the accountability of administrators at the University is assessed through satisfaction surveys. The Rector shares information about the University's achievements within the past year, as well as its strategic goals and future plans in the areas of education, research, and social contributions during the general meetings attended by faculty and staff every November.

Although the University planned to update its stakeholder policy which would entail reviewing the existing methods for collecting feedback from external stakeholders as well as to conduct a new stakeholder analysis in 2020, this plan could not be realized due to the pandemic. As the first step to realize this plan in 2021, the University began preparations to conduct the external stakeholder survey. To this end, the Planning and Analysis unit started to identify the relevant external stakeholders.

Management Model and Administrative Structure

Maturity Level: The institution's practices pertaining to management and organizational structure are monitored and improved.

Evidence (ALL EVIDENCES ARE PROVIDED IN TURKISH AND CAN BE TRANSLATED UPON REQUEST)

A.1.1 Evidence.pdf
- A.1.1. Evidence Rectorate Announcement - 2022 Spring Semester myOZU.png

Leadership

Maturity Level: Leadership practices and their contributions to the development of the quality assurance system and culture are monitored, and relevant improvements are put in place.

Evidence

A.1.2
- Evidence - OLTE Quality Processes Presentation.pdf A.1.2 Evidence.docx.pdf

Institutional Transformation Capacity

Maturity Level: Change management practices employed in line with the purpose, mission, and goals are monitored, and measures are taken.

Evidence

A.1.3
- Evidence- Change Management Procedure.pdf A.1.3 Evidence.docx.pdf

Internal Quality Assurance Mechanisms

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

Evidence

A.1.4 Evidence.docx.pdf
- A.1.4 Evidence PAO Unit Process Improvement Report Sample Pages.pdf
- A.1.4 Evidence SAS Gastronomy and Culinary Arts Department and Le Cordon Bleu Advisory Board Regulations.pdf
- A.1.4. Evidence Program Self-Assessment Report Template.pdf

Public Disclosure and Accountability:

Maturity Level: The institution's mechanisms for public disclosure and accountability are monitored and improved based on stakeholder opinions.

Evidence

2. Mission and Strategic Goals

2.1. Mission, vision, and policies

The 2028-2023 Strategic Plan process was shaped around the question of how the University can better serve its students, alumni, society, and the world. During that period, the University's mission and vision were also reviewed. As a result of this review, the University's mission and vision statements were revised as follows:

Mission: As an entrepreneurial research university, to serve society by creating, sharing, and applying solution-oriented and high value-added knowledge.

Vision: To be the most-preferred, learner-centered, entrepreneurial research university for all stakeholders

Özyeğin University's quality assurance framework and education, research, and social contribution policies are available on its website. (Please see OzU About Us). These documents essentially serve as a summary of the University's approach to these areas and its mechanisms. As they are the reflection of the University's evolving and living dynamics, they have an organic harmony with each other.

Since policy-based practices dovetail with the goals specified in the strategic plan, they are monitored and evaluated each year within the scope of the SP. As mentioned before, OzU places its institutional internal review, strategic plan follow-up, and accreditation processes at the heart of its quality assurance structure. In alignment with this, the Quality Commission evaluates the overall university-wide operation, and discusses the necessary changes to the existing frameworks. In 2022, it is planned to review all policies and frameworks and make the necessary revisions under the management of the Quality Commission. To that end, currently, the opinions of stakeholders are being collected.

2.2. Strategic goals and objectives

In line with Özyeğin University's vision, the university's main fields of responsibilities were set forth in the 2018-2023 strategic plan as follows: 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. In order to assess the achievement of these goals and objectives, a total of 132 performance metrics (indicators) were determined. The University's strategic plan is shared with stakeholders at https://www.ozyegin.edu.tr/en/strategic-plan.

As part of the Strategic Plan preparations, it was decided to use a special software program to track the objective and measurable key performance metrics for 6 faculties, 2 schools, 28 departments, the English Language Preparatory Program, and 23 undergraduate and 46 graduate programs (including 10 PhD, and 36 thesis/non-thesis master's programs) at the University. Via this software program, scorecards were created for each faculty, school, department, and program. In these scorecards, a separate structure was developed for each faculty or program's specific metrics, goals, objectives, and fields of responsibility. The balanced scorecard measurements and the goal achievement score can be calculated based on the weights assigned in the bottom-up hierarchy of metrics, goals, objectives, and fields of responsibility.

Once the targeted scores were assigned, the necessary action plans were developed to achieve these

assigned scores. Meanwhile, the University began to monitor the improvement of key performance metrics and the implementation of planned actions as of July 2019. The progress of Özyeğin University's Strategic Plan is monitored in conjunction with the continuous improvement cycle (PDCA).

Every November-December, the Strategic Plan performance review is conducted. This is followed by the "Plan" phase of the continuous improvement cycle (PDCA), which entails setting/updating goals and identifying/updating actions to be taken. The subsequent "Do" phase entails the implementation of planned actions throughout the year and the collection of metric data. The "Control" phase takes place annually every November and December with the analysis of collected data, and interpretation of metric performances. During the "Act" phase in January-February, considerations and opportunities are identified, and recommendations for improvement are submitted. In March, the "Plan" phase starts again for the following year. Attached is the evidence of this process.

2.3. Performance Management

At Özyeğin University, the performance management systems are addressed with a holistic approach. Strategic plan development and assessment activities are integrated with the quality assurance practices. This is achieved by linking the strategic plan sections and the progress follow-up process directly with the continuous improvement cycle (PDCA), as described above.

The efforts to establish a system at OzU in order to identify and monitor the key performance indicators have been moving forward in stages since 2015. Meanwhile, as of 2019, 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. As a result of this process, performance management systems are now addressed holistically at the institution, and they contribute to continuous improvement in line with the strategic goals. Performance management is backed by information systems in order to ensure its accuracy and reliability.

At Özyeğin University, academic performance indicators and the strategic plan metrics are monitored and reviewed together systematically. Attached are the sample key performance indicators, the 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. Performance indicators are aligned with the internal quality system on the department, faculty, and university levels. Attached is an example of how the sample strategic plan indicators are integrated with the continuous improvement processes on a faculty/school basis.

In addition, there are also separate human resources performance review and feedback systems for faculty and staff.

Mission, vision, and policies

Maturity Level: Practices put in place in line with the mission, vision, and policies are monitored. They are evaluated with stakeholders, and the necessary actions are taken.

Evidence

Evidence.docx.pdf

Strategic goals and objectives

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

Evidence

A.2.2 Evidence.docx.pdf

Performance Management

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

Evidence

A.2.3 Evidence.docx.pdf

3. Management System

3.1. Information Management System

The Information Technology (IT) Directorate at Özyeğin University aims to keep its information technology 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. IT provides all kinds of support in developing the information management system.

Meanwhile, the Planning and Analysis Office (PAO) is responsible for collecting, analyzing, and reporting data pertaining to all kinds of activities and processes. 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 institutional development. The department is also responsible for providing the necessary coordination and support services for quality assurance processes determining performance and quality metrics to monitor institutional 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. Attached are the OzU Data Architecture chart, and examples of the processes pertaining to collecting, recording, updating, processing, evaluating, and sharing data.

While a series of information systems is employed to collect, analyze, and report data at OzU, as a result of the joint projects the Planning & Analysis Office conducted with the IT, important data for the University such as student, alumni, employee, research project, patents, and publication data has been collected under the same roof and deposited in the OzU.Data data warehouse. The Institutional Data Warehouse and Reporting system was built in an effort to effectively and efficiently manage the strategic goals. In order to ensure that the units effectively feed data into the Institutional Data Warehouse and Reporting system via the information systems at their disposals, the required institutional discipline is continuously being improved. Data from different information systems has been brought together in the OzU.Data data warehouse to ensure data integration. This development contributes to centralizing institutional data and offering it from a single point; making data more clear, consistent, and reliable; providing fast and easy access to any data needed, and developing a shared language and culture for interpreting and evaluating data within the University. As part of this culture, all metrics defined by the university management to follow the progress 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.

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 internally 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 the data needed by the university management. The architecture ensures that data created through different systems is offered to everyone with the same consistent approach, thus contributing to the development of a shared approach and the creation of an institutional memory within the University.

Data infrastructure of the 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.

Control queries prepared to check data consistency in OzU.Data automatically runs every morning, and unexpected situations are reported to the PAO staff via email. There are 186 automated control queries in the system. The requirement to prepare new control queries for the respective DataMart in each new OzU.Data development process is available in the OzU.Data Development Process Implementation Instructions document.

In 2021, the "Information Security Office" was established under the Information Technology Directorate. Information security and PPDL compliance processes are consolidated and managed by this new department. The department also offers an Information Security awareness program in which users are offered a variety of training, announcements, and phishing simulations.

3.2. Human Resources Management

The Human Resources Directorate reports to the Rector's Office and is in charge of human resources management which entails recruitment, talent and performance management, compensation & benefits, organizational development. OzU Human Resources Policy is the primary document for these processes. Furthermore, private health insurance, private pension, and documents requested by employees also fall within the scope of the daily operations of Human Resources. The department also is in charge of performance and pay raise processes each year. The Human Resources Policy also summarizes the methods and mechanisms developed to identify and monitor employee (faculty-staff) satisfaction, complaints, and suggestions.

The 2018-2023 Strategic Plan includes the goals of "Providing faculty with an assuring, collaborative, and productive academic environment", "Improving amenities offered to administrative staff", "Strengthening faculty", and "Strengthening managerial processes". To that end, employees' satisfaction level, loyalty level, reasons for leaving the University, and level of satisfaction with the management are periodically monitored. The HR Database also began to be used for strategic plan management reports. To make sure the reporting process proceeds smoothly, the necessary revisions were made. Also, for data which would be better to be kept in the database, additional entries were made.

The quality of payroll and personnel affairs, which are the primary processes of Human Resources, is regulated by legislations. These processes must be in full compliance with the effective legislations. The necessary controls are made by the unit, and these processes also undergo external review. Additionally, feedback obtained for other processes is also evaluated and used for process improvement. In addition to faculty and staff satisfaction surveys, a variety of other mechanisms are employed including the open door policy, the opportunity to raise an issue through either via the Solution Center or directly to the HR staff, and loyalty surveys. Received suggestions and requests

are presented to the University management in detail. Furthermore, evaluation forms which employees fill out in their third month of employment and Exit Interview Forms, which they fill out in case of resignation, also provide data for improvements. Attached are sample improvements put in place in 2021.

Özyeğin University also has a separate Gender Equality Unit, which carries out activities to achieve the goals specified in the university's Gender Equality Plan (GEP). The unit, in particular, conducts need analyses for the Gender Equality Office and plans the necessary steps to make the Gender Equality an integral part of the institutional culture.

In line with this goal, the unit organizes a variety of seminars, training, workshops, projects, and events.

3.3. Financial Management

Financial resources are managed by the Finance Directorate at the institution. The University uses the Enterprise Resource Planning (Oracle ERP) system to manage its financial resources more effectively. A wide range of procedures and approval mechanisms are in place including the payment request procedure for expenses and capital investments, the contract control procedure, the letter of guarantee procedure, and the project/report request procedure. 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.

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. Movable and immovable assets are managed collectively by the Operations, Purchasing, and Technical Services units under the Secretary General's Office. Immovable assets are purchased pursuant to the decision of the Board of Trustees and are leased pursuant to the approval of the Rector's Office. Improvements continued to be made to optimize the Oracle ERP for financial processes. Through the XRM platform, a platform was designed with the relevant units to instantly report all amounts transferred from sponsors for all projects.

In the pursuit of the goal "To assure our financial sustainability" in the 2018-2023 Strategic Plan, all undergraduate and graduate tuition revenues, lifelong learning revenues, donation revenues, and non-educational revenues are monitored. Measurements and improvements are performed within the scope of the university-wide continuous improvement practices. Attached is a summarized table of the relevant goals.

3.4. Process Management

All processes and sub-processes pertaining to activities at Özyeğin University are defined. 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). Administrative and academic processes can be followed by calendars, which are accessible via the Intranet. Each academic and administrative unit has established their own workflow practices and process monitoring mechanisms which they follow regularly.

Information Management System

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

Evidence

A.3.1   Evidence•docx.pdf

Human Resources Management

Maturity Level: Human resources management practices are monitored at the institution. These practices are evaluated and improved with stakeholders.

Evidence

A.3.2   Evidence•docx.pdf
        A.3.2. OzUEmployeeSatisfactionSurvey_AdministrativeStaff.pdf

Financial Management

Maturity   Level: The processes for financial resource management are monitored and improved at the institution.

Evidence

A.3.3   Evidence•docx.pdf

Process Management

Maturity Level: Defined processes are managed across the institution.

Evidence

A.3.4   Evidence•docx.pdf

4. Stakeholder Participation

4.1. Internal and External Stakeholder Participation

The 2018-2023 strategic plan sets the goals for external and internal stakeholders, which are among the main responsibility areas, as "To be the primary choice of prospective students and all external stakeholders", and "To keep the satisfaction and loyalty of students, faculty, and all other internal stakeholders at the highest level", respectively. Therefore, OzU values and promotes the participation of internal and external stakeholders in its institutional governance and improvement processes. There is a Stakeholder Policy and Procedure that defines these mechanisms and explains the methods to be used for this purpose. In addition, a stakeholder analysis will be conducted systematically every five years, starting from 2021 as planned. The Quality Commission decided that all programs establish their own advisory boards in the 2020-21 academic year. Furthermore, the Student Union elections which could not be held since 2016 due to the YÖK legislation was conducted in 2020. The Vice Rector for Academic Affairs closely monitors the mechanisms in place to include the Student Union representatives in the internal quality assurance processes of departments and faculties.

The institution assesses the feedback received from its stakeholders through focus groups, advisory

board meetings and surveys, and incorporates received feedback into the continuous improvement cycle. Attached is a summary of surveys conducted at the institution and other methods employed to obtain stakeholders' opinion and feedback. Furthermore, the Planning and Analysis Office made improvements in 2021 in order to ensure that internal stakeholders have easier access to accurate and consistent data.

4.2. Student Feedback:

In the 2020-21 academic year, the student satisfaction survey was conducted with a focus on remote instruction. The survey results are shared with deans and department heads via OzU Reports page.

Attached is a sample report of a program. As the Remote Instruction Evaluation Survey was conducted in the 2020-21 academic year, no additional satisfaction survey was conducted. In addition, 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.

Furthermore, periodic surveys are conducted at the University to collect student feedback on specific issues. For instance, following the 2020/21 Spring semester course withdrawal process, a survey was sent to the students who withdrew from courses asking them the reason of their course withdrawal. Survey responses were then shared with faculty/school administrators in an anonymized manner. Another exemplary practice is the survey conducted pursuant to the board decision of the International Relations Department in order to better understand students' expectations from the department. The department also periodically conducts student forums each year.

Following its Institutional Follow-Up Visit, the Higher Education Quality Council of Turkey (YÖKAK) places a special emphasis on periodically inviting students to department and/or faculty boards in all programs. Students are included in the department boards of the faculties. Also, students are represented in the Campus Services Advisory Board, and the Occupational Health and Safety Board.

4.3. Alumni Relations Management

At Özyeğin University, the alumni is tracked through the Alumni Office. As of February 2022, the Office has up-to-date information about 90% 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 continuously strengthening the University's bond with the alumni through new projects; and promoting our alumni in the circles outside of OzU. As per the Continuous Improvement Procedure, the definitions of the programs' learning objectives are annually reviewed every five years based on the analysis of alumni data. Performance indicators for learning objectives are reviewed every three years. Also, the graduating student survey conducted at the end of each semester collects data pertaining to graduates' competencies and achievement of the program objectives and goals. The collected data is then shared with the departments. Attached are the screenshots of the screen on which graduates are tracked, and the Reports page on which graduate data is shared with the programs.

YÖKAK's Institutional Monitoring Report also specifies that "The ability to keep track of students' communication with stakeholders from the industry and their post-graduation employment status" is one of OzU's strengths.

Internal and External Stakeholder Participation

Maturity Level: The operation of stakeholder participation mechanisms is monitored and necessary improvements are made.

Evidence

A.4.1 Evidence.docx.pdf

Student Feedback:

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

Evidence

Alumni Relations Management

Maturity Level: The practices in place to monitor alumni are monitored, and necessary revisions are made to the programs in line with the arising needs.

5. Internationalization

5.1. Management of Internationalization Processes

The International Office (IO), which consists of two units, namely "Exchange Programs and International Agreements" and "International Marketing and Admissions" has been serving as the unit in charge of the University's international marketing and international student admissions as well as exchange programs and international agreements since 2014. The Office was reorganized, as a result of which the International Exchange Programs unit has become part of the Office of the Dean of Students. Meanwhile, the International Marketing and Admissions unit has become part of Institutional Relations and Integrated Communication Department.

The International Exchange Programs Department is in charge of providing support to incoming or outgoing exchange students, faculty, and staff in accordance with the objectives set in our University's Internationalization Policy. The department is also in charge of signing off international exchange program agreements to support students' cultural and social development; sharing opportunities created for exchange programs and international cooperation with OzU members, and ensuring that the internal information and application processes are managed in a transparent, fair, and documentable manner. The department also provides consultancy to selected beneficiaries; represents OzU on international platforms, and plays host to incoming international delegations.

In addition to exchange programs, IEPU also shares with students the announcements received from partner institutions or the world's leading universities about their short-term programs such as summer/winter schools, and encourages students to attend these programs. Furthermore, the department coordinates a variety of events about graduate studies overseas and scholarship opportunities in collaboration with international institutions including Fulbright and DAAD, and supports OzU students' access to such information.

There are 18 Exchange Programs Coordinators who are assigned on a faculty/department basis to identify partner institutions. The coordinators work in close contact with the IEPU. In evaluating partner institutions, the following criteria are considered: Developing collaborations with institutions from all around the world, the amenities that partner institutions offer to students, the placement of partner institutions in international rankings, and their current collaborations. In line with these metrics, the unit prepares a report, based on which the compatibility between programs/curricula is judged by academic units.

Current collaborations are periodically followed by the Office of the Dean of Students. Student experience is analyzed through surveys and interviews conducted by the IEPU. In case of extraordinary situations, agreements can be reviewed in cooperation with the Program Coordinators. The Directives for International Exchange Programs were completed in May 2021 and put in effect following the Senate's approval in June 2021.

5.2. Internationalization Resources

The International Office unit has two separate budgets: "International Marketing and Admissions"

and "International Exchange Programs and International Agreements". The effective use of these budgets is evaluated through an activity report submitted to the Rector's Office at the end of each academic year. Depending on this activity report, the department's budget for the following academic year is approved by the Rector's Office. The Erasmus+ budget is managed and is periodically reported as per the Turkish National Agency's legislations. The effective use of this budget is evaluated by the Agency. Attached is information pertaining the use of the budget for internationalization efforts.

Furthermore, internationalization, research, publication, and cooperation performance is also monitored and evaluated in line with the strategic planning process and by the TTO. In the Research section, the examples of improvement evidence are provided.

5.3. Internationalization Performance

The institution's internationalization performance is monitored by the Rector and the Vice Rector based on the metrics identified within the scope of the strategic plan. Attached is a sample program report that includes the relevant metrics and their measurement. Furthermore, the international student goal is particularly monitored by the Board of Trustees.

The satisfaction of students and faculty who have been to exchange programs is measured, and their experiences are analyzed. The IEPU follows the process pertaining to the completion of the European Commission's mandatory "Participant Report", which must be filled out by participants of the Erasmus + Program. The IEPU analyzes the results of the report, and reports the strengths and weaknesses to the senior management. In addition, our unit also collects data that would help us observe more in detail the experiences of participants who have been to both the Erasmus+ and Global exchange programs. This data is of paramount importance both to support outgoing participants who go to the same institution/country in their preparation process and to identify the strengths and weaknesses.

Attached is the section from the IEPU's Unit Process Evaluation Report 2021 which includes service improvements.

Management of Internationalization Processes

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

Evidence

Evidence•docx.pdf

Internationalization Resources

Maturity   Level: The institution's internationalization resources are managed by finding a balance among units.

Evidence

Evidence•docx.pdf

Internationalization Performance

Maturity Level: The internationalization activities are monitored and improved at the institution.

Evidence

A.5.3   Evidence•docx.pdf

B. TEACHING AND LEARNING

1. Program Design, Evaluation, and Revision

1.1. Program Design and Approval

To launch a new degree program at Özyeğin University, the respective unit first prepares a proposal file, and has it approved by the respective supreme board. The respective unit then applies to the YÖK Coordination Office under the Rector's Office, with the approved file. The file provides 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).

Currently, instead of launching new undergraduate programs, the University propels its development through graduate programs. In 2021, the Master's Program in Industrial and Organizational Psychology and Master's Program in International Relations and Globalization were launched by following the aforementioned processes. Currently, preparations are underway to launch two new master programs in Gastronomy and Hotel Management in the 2021-22 academic year.

Across all programs, course information packages were prepared and announced in line with the defined processes. Program outcomes were designed in a way to state the expected cognitive, affective, and psychomotor levels and the program's properties. The section "Monitoring and Revision of Programs" details how the program outcomes are monitored. Currently, a new project is underway to measure the overall, non-field-specific learning outcomes (university outcomes) through the courses that are compulsory for all students.

The University does not have a fully online program that is delivered through remote instruction. However, as the pandemic is still ongoing, the 2020-2021 academic year was completed through remote instruction. In planning the courses instruction methods (remote, face-to-face, and remote/face-to-face) to be used for each course in the 2021-22 Fall semester, course evaluation surveys which are conducted with faculty and students at the end of the semester were employed.

1.2. Program's Course Distribution Balance

Özyeğin University's curriculum structure finds a balance between required and elective courses, and between area and non-area courses. It is designed to give students cultural depth and the opportunity to familiarize themselves with different disciplines. The University has a pool of elective courses which supports the students' personal development, builds on their competencies, and introduces them to different disciplines. In alignment with the Bologna process, faculty curricula include faculty/non-faculty electives, program/non-program electives, and free electives. The course distribution balance between required and elective courses varies for undergraduate programs depending on the program requirements. The curricula of all programs at OzU are available on the webpages of the academic departments.

University-electives in the fields of social service, history, cultural and artistic awareness, sports and

fitness, and environmental awareness 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.

Meanwhile, the Sectoral Solutions courses offered by Sectoral Education under the Rector's Office provide students with a series of elective courses on a wide range of subjects including sectoral expertise, learning how to learn, introduction to data science, and general systems thinking.

The Education Management System (EMS) software program, which is rapidly adopted by programs, contains dashboard pages to follow the course distribution of the programs. Attached is a sample screenshot.

Course distribution and diversity are evaluated through course evaluation surveys, graduating seniors and alumni surveys, and metrics identified based on the Strategic Plan. For instance, the International Relations program evaluated the competency development sections in the 2019-2020 alumni surveys. As a result of this evaluation, the program determined that there were five competencies whose average score remained below 3 out of 5 (practical applications of knowledge, development of a career plan, professional responsibility and ethical awareness, problem solving, and real sector awareness). Since 2019, new courses such as IR 337 Technology, Innovation and World Politics, IR 421 Computational Social Science and IR 338 Global Energy Politics have been included in the curriculum in order to increase students' employability in the private sector. As another example, the Communication Design program evaluated the results of the student satisfaction survey and determined that it has received the lowest score for the statement "The variety of electives in my program is sufficient" in comparison to other programs at the University according to both the 2018 and 2018 results.   In response to this issue, 5 new electives were offered in the 2021-22 academic year (COD313, COD325, COD417, COD421 and COD423).

1.3. Matching Learning Outcomes with Program Outcomes

At the University, course learning outcomes are determined by course instructors, and shared with students through the Course Description Forms (CDF). CDFs contain information such as learning outcomes, evaluation and assessment methods, and workload. When determining the learning outcomes during the CDF preparation process, careful attention is paid to make sure the learning outcomes include the course purpose and description, they are at the appropriate Blooms level, and they are specific, measurable, achievable, and time-bound. CDFs are first evaluated by the Department Board and the Curriculum Committee, and then discussed and approved by the Senate. Prior to the Senate meeting, the Curriculum Committee discusses whether or not the course outcomes are compatible with the course content and measurable.

Through the course evaluation surveys, students express their perception of to what degree they have achieved the course learning outcomes for all courses. Furthermore, the compatibility of the course learning outcomes with the program outcomes for all programs of the Faculty of Engineering and the Faculty of Aviation and Aeronautical Sciences is monitored and measured via the Education Management System (EMS) developed in-house. In this software, program outcomes are matched with the relevant courses' learning outcomes, and student's performance in the achievement of program outcomes can be calculated based on the relationship between the course assessment tools (i.e. exams) and these outcomes. According to the results, course instructors evaluate the students' achievement of course learning outcomes via the same software at the end of the year. Meanwhile, within the scope of its ongoing application process for the AACSB accreditation, the Faculty of Business also matches course learning outcomes with program outcomes, carries out measurements via the EMS, and makes the necessary changes to the curricula and courses in line with these measurements. Currently, efforts began to move the measurement process to the EMS for other faculties as well. Attached are the EMS screenshots pertaining to the measurement of course learning

outcomes.

1.4. Student Workload-Based Course Design

Özyeğin University adopted the ECTS system during its foundation as part of the Bologna Process.

The ECTS course description packages are shared on the [website](#). Detailed information about the diploma supplement is available on the [website](#).

The University has been conducting "Course Evaluation Surveys" since the 2014-2015 Spring semester. In these surveys, the students are now asked how many hours per week they spend for their courses. The average student response is reported by the Planning and Analysis Office, and made accessible for department heads via the OzU Reports page. For courses offered in the 2020-21 Fall and Spring semesters, 6 programs compared the reported average course load response in the surveys and the course loads specified in the syllabi, and calculated the deviations, if any, through these reports. Attached is a screenshot of the course load evaluation report on a program basis. As of the end of the 2021-22 academic year, all programs are planned to evaluate these calculations within the scope of the Continuous Improvement Reporting process.

The 2020-21 data was evaluated by specific programs only as part of a pilot study conducted in preparation for this process. For instance, the deviation rate was found out to be between 0.00% and 19.99% for five out of 22 GARM courses offered by the Gastronomy and Culinary Arts Program. This difference was deemed acceptable. On the other hand, for 12 courses, the deviation rate was calculated to be between 20.00% and 49.99%, which was believed to be due to the pandemic. The course instructors were contacted for the deviation rate. Based on the deviation results in the 2021-22 data, the improvement actions will be discussed for the following year, if deemed necessary. Out of all the offered courses, the deviation rate of five courses is found out to be more than 50.00%. Three of these courses are the elective courses GARM 466 Creative Techniques on Plate Presentation and Food Pairing I, GARM 467 Creative Techniques on Plate Presentation and Food Pairing II, and GARM 468 Refined Techniques on Plated Desserts, Boulangerie, Chocolate and Sugar Artistry. These courses are no longer included in the program's new curriculum. All undergraduate programs at OzU require internships and the students' work load for mandatory internships is also calculated. The University conducted a study to align the internship credits with the work load in the 2020-2021 academic year. As a result, the internship credits were revised in various programs.

1.5. Monitoring and Revisions of Programs

At the University, program accreditations are supported. The monitoring and revisions of the programs that are already accredited or pending accreditation are conducted within the scope of accreditation. Currently, all programs of the Faculty of Engineering have been accredited by MÜDEK. In addition, two programs of the Faculty of Aviation and Aeronautical Sciences, and the Psychology Program have been accredited by the AABI and the TPD, respectively. Furthermore, all programs of the Faculty of Business and the Turkish and English-medium Architecture programs of the Faculty of Architecture are currently undergoing the AACSB and MIAK accreditation processes, respectively. Meanwhile, the Hotel Management Program had applied to the ACPHA for accreditation in 2020. However, as field visits could be completed due to the pandemic, the accreditation process was suspended. The suspended accreditation process resumed in the 2021-22 Spring semester.

The OzU Quality Commission is currently working on conducting internal program evaluations for unaccredited programs. To that end, the Academic Program Self-Evaluation Process has been initiated. More information about this process is attached. It is also decided that internal program self-evaluations will be completed within two years for the six undergraduate programs that are unaccredited or not pending accreditation. Accordingly, the program self-evaluations of the Law,

Communication Design, and International Relations programs will be performed from March through November in the 2021-22 academic year.

The Quality Commission has established a Program Evaluation Committee for academic program self-evaluations pursuant to Rector's assignment. Program evaluation teams are made up of two faculty members from programs other than the one under evaluation, a representative from the Accreditation and Quality Assurance Office, and a student representative. The Program Evaluation Committee has set up a pool of evaluators made up of volunteering academicians.

The Academic Program Self-Evaluation consists of the following steps:

Programs prepare and present their program self-evaluation reports which consists of the evaluation of 8 areas, namely students, program learning objectives, program outcomes, curriculum, faculty, infrastructure and institutional support, organizational and decision-making processes, and continuous improvement.

The program evaluation team designated by the Program Evaluation Committee reviews the program's self-evaluation report, and pays visits to the programs to make interviews. As a result, the program evaluation team prepares its evaluation report and submits it to the Program Evaluation Committee.

 The Program Evaluation Committee checks the consistency of the Program Evaluators' reports and shares with the Quality Commission and the program's academic director (Dean/Director) the final version of the report as the Program Evaluation Report.

If any shortcoming is mentioned in the report, the program is expected to remedy these shortcomings within a specific period of time. The process is monitored by the Program Evaluation Committee. A new evaluation is performed one year later for the shortcomings mentioned in the Program Evaluation Report. Otherwise, the next program evaluation is carried out two years later.

In alignment with the program self-evaluation process, the University decided that all programs must annually perform Continuous Improvement evaluation in order to be able to regularly monitor the programs. To that end programs prepare their Continuous Improvement Report and submit their self-evaluations pertaining to the measurements specified for 7 categories in the report (concrete data, survey result, stakeholder opinion), as well as program improvements agreed upon and/or put in place as a result of these evaluations. The achievement of program learning objectives, the achievement of program outcomes, the advisory board's opinion, and various survey results are some of the areas in which programs are evaluated. In the 2020-21 academic year, a pilot study was carried out, and six unaccredited programs prepared their Continuous Improvement Reports. In the 2021-22 academic year, all programs will prepare their Continuous Improvement Report. Attached is a presentation which summarizes the Continuous Improvement Report template.

One of the main topics of the quality assurance efforts underway at Özyeğin University is monitoring program objectives and learning outcomes (for each course and each program). The achievement of program outcomes is measured both by direct and indirect methods across the University. The Education Management System (EMS) is used for the undergraduate programs of the Faculty of Engineering and the Faculty of Aviation and Aeronautical Sciences to measure their program outcomes by means of direct methods, while at the same time enabling the alignment of all course outcomes with exam questions for measurement. Currently, the compatibility between the course learning outcomes and the program outcomes in all programs of the Faculty of Engineering and the Faculty of Aviation and Aeronautical Sciences is monitored and measured. It is aimed to use the EMS for all programs at the University. To that end, as a first step, the Office of the Vice Rector for Academic Affairs (AIRY) is conducting projects to measure and monitor university-wide common outcomes by using the EMS for all programs. It is planned to perform partial EMS measurements for

all undergraduate programs as of the end of the 2022-23 academic year.

The achievement of program outcomes is measured indirectly through graduating seniors survey in which students self-evaluate to what degree they achieved the program outcomes. Survey results can be accessed and followed by faculty members via the OzU Report system. Attached is a sample report.

Furthermore, annual evaluations and improvements are also performed on the management level across the University. An example of this is the annual quota-setting process. The process aims to reach the targeted students in line with the program objectives. In this process, the Planning and Analysis Office plays an active role.

Using the data collected from various sources and re-organized, state and foundation universities' quotas, fill-rate, base score rankings, and average scholarship trends are analyzed. In addition to taking a bird's eye view into the YKS (Higher Education Institutions Examination) undergraduate programs universe, a trend analysis is performed between OzU programs and their counterparts. These analyses are then shared with the Rector and academic unit administrators. Once these analyses are evaluated, a work group made up of the individuals assigned by the Rector sets the YKS quota for the following year. The study takes into account the University's economic sustainability and the required success rankings for prospective students in order to comply with the respective programs' learning objectives and outcomes. The average scholarship rate and the estimated base success rank (according to the university entrance exam) are calculated based on different quotas, and a draft quota plan is prepared in order to deliver the optimum result for OzU. Once the initial draft is ready, it is reviewed jointly with the Board of Trustees, following which the final OzU YKS quotas are set.

In addition, strategic plan evaluations which were mentioned earlier in the report are also among the tools employed to monitor the programs.

1.6. Management of Teaching and Learning Processes

Teaching and learning processes at Özyeğin University are managed collectively by the Rector, Vice Rector for Academic Affairs, and deans in line with the goals specified in the 2018-23 Strategic Plan. The Board of Deans/Directors convene periodically chaired by the Rector or the Vice Rector for Academic Affairs. In addition to department heads, various commissions and boards also take part in teaching-learning processes in faculties. Furthermore, various work groups can be established to address a specific issue (i.e. evaluating the credit loads of the required internship courses, or evaluating the academic advising activities). These work groups develop recommended improvements and action plans for teaching-learning processes.

The University has different units in charge of smooth delivery of educational activities, diversity of curricular and extracurricular activities, and supporting students' social, academic, and personal development. Among these units, the main ones are the Office of the Dean of Students, which includes the Student Services, Sectoral Education and Professional Development (SEPD) that runs the Sectoral Education Program, Student Life Office, and Community Engagement Projects units, and the Office of Learning and Teaching Enhancement. The roles these units play in teaching-learning processes are summarized in the attached document.

The job descriptions of the units and the academic calendar which summarizes their workflow processes are shared via the University intranet.

The evaluation, assessment, and monitoring activities regarding teaching-learning processes are performed through academic programs' self-evaluation and continuous improvement practices as described in the Strategic Plan and in the aforementioned sections. Periodic surveys and other feedback tools mentioned earlier also continuously feed into the evaluation and assessment processes.

For instance, the hybrid education method was implemented for the first time in the 2021-22 Fall semester. In order to receive feedback from students about this process, the Planning and Analysis Office conducted the "Hybrid Course Evaluation Survey" from October 21 through November 2, 2021. The survey results were shared with the Rector's Office and OLTE, and were fed into the planning process for the following semester.

Program Design and Approval

Maturity Level: The processes pertaining to program design and approval are systematically monitored, and necessary reviews and improvements are conducted jointly with the relevant stakeholders.

Evidence

B.1.1 Evidence docx.pdf

Program's Course Distribution Balance

Maturity Level: Programs' course distribution balance is monitored and improved.

Evidence

B.1.2 Evidence docx.pdf

Alignment of Learning Outcomes with Program Outcomes

Maturity Level: The alignment of learning outcomes with program outcomes is monitored and improved.

Evidence

B.1.3 Evidence docx.pdf

Student Workload-Based Course Design

Maturity Level: In programs, student workload is monitored, and course design is revised accordingly.

Evidence

B.1.4 Evidence docx.pdf
B.1.4 Evidence GARM Curriculum Revisions.pdf

Monitoring and Revisions of Programs

Maturity Level: Program outputs are monitored through these mechanisms and revised by obtaining the relevant stakeholders' opinions.

Evidence

B.1.5 • Evidence Academic Program Continuous Improvement Report.pdf B.1.5 Evidence docx.pdf

Management of Teaching and Learning Processes

Maturity Level: At the institution, practices pertaining to the teaching-learning system are monitored, and improvements are made based on the observation results.

Evidence

B.1.6 Evidence docx.pdf

2. Program Administration (Student-Centered Teaching, Learning, and Assessment)

2.1. Teaching Methods and Techniques

In line with the OzU's Education Policy, the academic curriculum is backed with an innovative sectoral education program and experiential learning. The university's commitment to design, implement, and monitor digital teaching/learning environments and methods in light of modern developments and trends is also denoted with the Techno-Pedagogical Education Framework in conjunction with the [Education Policy](#).

OzU makes use of innovative education methods, including in-class communication tools such as Socrative and GoSoapbox, online assignment systems (i.e. Webwork), simulations (i.e. Algodoo simulations used in Physics classes, business simulation used in the SEC401 course), video lectures, social responsibility projects, and introduction to real-world companies through field trips and seminars. Attached are the relevant sections of course syllabi as example.

The Office for Learning and Teaching Enhancement (OLTE) offers university-wide support pertaining to the development of education materials and learning methods for remote instruction. OLTE has prepared both university-wide and faculty-specific guides and offered a variety of services. Attached is a sample guide. Furthermore, in collaboration with the Planning and Analysis Office, OLTE blends both the results of surveys on the institution's teaching and learning processes and analytics on trainings offered and issues for which support is requested to offer guidance for relevant decision-making processes. Meanwhile, instructional design consultants assigned to specific faculties/schools also conducted surveys and made interviews with faculty of their designated faculties / schools. Based on the findings obtained, these consultants identified the needs and initiated the proceedings to take the necessary actions.

Furthermore, PAO also conducts surveys to help follow the instruction methods and techniques. For instance, in March 2021, a form was prepared to ask faculty members what type of social activities they organized in order to satisfy students' need for socialization during the remote instruction process, and what kind of digital tools they used for these activities. A report was prepared based on received data and was shared with the Rector and the COVID Forecasting and Solution Development team.

2.2. Evaluation & Assessment

The evaluation and assessment methods employed at OzU to measure student achievement in courses are shared with the University community via the Course Evaluation & Assessment Methods Table. Faculty members expressly specify in the Course Description Forms (CDF) which of these methods they will use in class, and announce it to students at the beginning of the semester. These forms contain information about the methods to be used for the evaluation and assessment of student performance in the course, the weight of each grade item, practices, and the make-up rules.

OLTE has been meticulously working on improving our evaluation-assessment processes since the mid-2020 Fall semester. Based on the existing infrastructure and available software amenities, various options were evaluated as to how the proctored and non-proctored process as well as the final and diagnostic evaluation and assessment should be. As a result, the relevant guides were prepared and shared with stakeholders. Also, trainings were offered, and briefings were given on these topics.

The Disabled Students Unit makes sure that students with disabilities are supported by assistant students. Assistant students help students with disabilities in matters such as organizing course notes or studying together depending on the nature of the student's disability. The Unit scans course materials and converts them into a screen reader format for students with visual impairments. In a case in which a request is made for a student with disability who is going to take an exam, each case is evaluated individually and submitted to the Faculty for approval. Students are offered amenities such as taking the exam in a separate classroom with an assistant, being offered extra time, or taking the exam online.

Learning outcomes and program qualifications are aligned across the university and defined in the

information pack. Furthermore, learning outcomes are measured and aligned with program qualifications via the Education Management System (EMS) in many undergraduate programs. The University also collects student feedback on student workload through course evaluation surveys, and the results are reported to department heads via the OzU Reports page.

Students are admitted to undergraduate programs at OzU through the central placement examination administered by the Student Selection and Placement Center (OSYM). Application and admission information including application and admission requirements, documents, and periods is posted on the University's website by the Student Services 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, prior learning is recognized, 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 may request exemptions from the courses they passed at other higher education institutions 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 the course 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.

2.4 Certification of Qualifications and Diploma

At OzU, the recognition of qualifications, graduation requirements, and decision-making processes for graduation are defined and shared with public in a clear, comprehensive, and consistent way. The certification and diploma procedures are conducted and monitored in conjunction with this defined process. Also, the necessary measures are taken in compliance with this process.

At the University, 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. For students who are not admitted through central placement, the admission criteria are announced. Graduation requirements, and the courses and credits students must complete in order to be eligible for graduation are posted for all programs both on the OzU website and the web pages of each program.

Students' eligibility for graduation (degree audit) is monitored via the Student Information System (SIS) and Education Management System (EMS). In exchange programs, student workload credit is recognized automatically without requiring any additional work. Attached is a sample transcript.

Learning Methods and Techniques

Maturity Level: Student centered practices are monitored, and they are improved with the contributions of the relevant stakeholders.

Evidence

B.2.1 Evidence.docx.pdf

Evaluation & Assessment

Maturity Level: Student-centered evaluation and assessment practices are monitored, and they are improved with the contributions of the relevant stakeholders.

Evidence

B.2.2 • Evidence- OzU Remote Instruction Faculty Experience Survey form.pdf B.2.2 Evidence.docx.pdf

Student Admission, Recognition of Prior Learning, and Credit Transfers

Maturity Level: The processes for student admission, recognition of prior learning, and credit transfers are monitored and improved. Also, all revisions to these processes are announced.

Evidence

B.2.3 • Evidence - Horizontal Transfer sample.pdf B.2.3 Evidence.docx.pdf
•
Certification of Qualifications and Diploma

Maturity Level: Practices are followed and defined processes are improved.

Evidence

B.2.4 Evidence.docx.pdf

3. Learning Resources and Academic Support Services

3.1. Learning Environment and Resources

The Özyeğin University campus offers all types of support to students' learning process with its classroom and laboratory equipment, and social spaces. With its spacious and comfortable atmosphere, rich collection of books and movies, and high-level technologies, the Özyeğin University Library is a center for living and learning that spans three floors with a total area of 2,825 sqm. The library concluded the year 2021 with 62,000 printed books, 571,000 e-books, 139,000 e-journals, and 105 databases. With its 24/7 open area, the Özyeğin University Library offers its patrons remote access to e-resources, and thus removes the physical barriers of research. The Library's organizational structure is made up of Technical Services, which is in charge of the necessary infrastructure for library resources and services, and User Services, which is responsible for satisfying the information needs of university members and ensuring the most efficient use of library resources and services. The library also offers information literacy training and other library training programs at different levels which are integrated with courses. In 2021, the library has reached 2,548 students with 73 training programs.

The library budget has increased by 39.25% in cumulative library expenses and 40.85% in publication purchases over the last two years. Likewise, the ratio of the library budget within the total university budget has increased to 2.16%. In 2019-2020, 90.52% of the library budget was spent on publication purchases, while in the 2020-21 academic year, this rate increased to 94.44%. The library collection, in particular the basic collection in the University's fields of education, is continuously developed by taking into account the requests of faculty and students.

In the 2019-20 and 2020-21 academic years, the collection was further expanded with the purchase of 2,725 books. The e-book collection has increased to 571,117 from 506,453. Likewise, the total

number of databases went up to 105 from 95. In each academic year, a budget is created for both printed and electronic resources in line with the needs and resource requests, and efficient use of the budget is ensured.

The Office for Learning and Teaching Enhancement at OzU also regularly carries out projects for the development of learning resources. For instance, in the INAR 2017 course offered by the Interior Architecture and Environmental Design Program, as a result of OLTE's efforts to improve the course in the online environment following its first online session, various in-class activities were planned via Zoom and the class was divided into groups to enable group work in order to increase student engagement. Furthermore, peer evaluation has been added for presentation assignments in an effort to make sure everyone listens to and evaluates each other during the online class.

The Planning and Analysis Office (PAO) had the LMS data moved to OzU.Data and converted it into an analyzable format to better monitor the learning environment and learning resources. Through activities such as quizzes, Zoom sessions, and Panopto videos, the metrics which can provide information about the course instruction method were created and calculated. In addition to preparing reports that can be used by OLTE on OzU Reports page, the correlation between the preferred course instruction method on LMS and student achievement is analyzed for all faculties.

Student feedback on the learning environment and resources is collected through periodic surveys such as course evaluation surveys, and remote instruction surveys. Additionally, faculties also take student opinion by organizing various meetings. The survey results are shared with the relevant departments via the unit report and evaluated with the University's senior management.

3.2. Academic Support Services

At the University, advising is offered on a wide scale unique to the institution. In addition to academic advisors, the University also has practices such as the 360 Advising and Peer Advisor.

Academic advisors have the primary responsibility to track the academic development of students. An academic Advisor is a full-time faculty member at the department who is assigned to preparatory and undergraduate students at the time of enrollment. These advisors become primary advisors after 60 credits. The roles and responsibilities of academic advisors are described in OzU's "Academic Advising Procedure". The University's rules and regulations for academic advising are as follows:

Article 16 of the Rules and Regulations For Undergraduate Programs at Özyeğin University

Academic Advising Procedure for Undergraduate Students (Published on January 3, 2010 and updated on January 13, 2015)

Academic Advising Policy created for the Faculty of Engineering and published on September 15, 2014.

Article 37-39 of the Rules and Regulations for Graduate Programs within Özyeğin University published in the Official Gazette No: 28716 on July 23, 2013

Department/Unit heads endeavor to assign academic advisors an equal number of advisees to help advisors serve with maximum effectiveness. In a case in which a student requests a change of advisor: They 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 academic advising services.

In addition to academic advisors, there can also be a secondary academic advisor, minor advisor, and thesis/project advisor. Academicians who serve as international exchange program coordinators,

internship coordinators, curriculum coordinators/advisors, or career coordinators may also advise students when they need.

In the 2020-21 academic year, in order to review the university's academic advising processes, an Academic Advising Work Group was created with the participation of academicians from various faculties and the Student Union president. The work group, which was active in July and August, first examined other universities' academic advising practices, organized 6 focus group sessions with 19 students in total, including 4 international students, about their academic advising experiences, and held meetings with the relevant unit at the Office of the Dean of Students and academic advisors from faculties. The issues and rooms for improvement identified as a result of these initiatives were then presented to the AIRY.

In addition to the academic advising practices at the faculties, 360 Advising at the Office of the Dean of Students aims to meet students' need for guidance about adjustment to university life, which cannot be readily met by every faculty member. 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 in order to refer them to the relevant support units.

There is also a Peer Advising practice which is aimed at encouraging students to learn from each other. Coordinated by the Student Life Office, Peer Advisors, who are undergraduate students, are matched with students based on their faculties. Peer Advisors advise students on course selections, study habits, accommodation, summer internships, research opportunities, the OzU campus and its surroundings, and social issues. Attached are other mechanisms / service units that offer support to increase students' development, skills, and competencies.

All advising services offered to students are followed and evaluated through the internal processes of units and faculties, Strategic Plan activities, and feedback mechanisms. Furthermore, there are also specific evaluation and assessment reviews conducted for specific needs that are identified within the University. For instance, in response to a received request, the correlation between the semesters in which students take the MGMT 202 with an article-intensive curriculum and their success in the ENG 101 and ENG 102 courses in the subsequent semesters was analyzed statistically. It was found out that there is indeed a correlation between the semesters with an article-intensive curriculum and student success in the ENG 101 course. Using the result of this analysis, it was estimated how many students out of those who registered for the course in the 2021-22 Fall semester would need support from the Writing Center, and the necessary support was provided to the Writing Center to plan for its future workload.

3.3. Facilities and Infrastructure

The Çekmeköy Campus at Özyeğin University opened its doors to students in 2011 with 60,000 sqm of indoor area and 5000 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, offering world-class studio amenities.

The Campus has a number of practices 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. The HSE department is responsible for keeping track of legislations, creating a safe work and living 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.

In line with developing technologies and changing needs, remote instruction amenities were increased, and new classrooms, studios, and applications were designed. New classrooms were designed to increase students' comfort. Two hyflex instruction classrooms and two new teaching studios were launched. Also, the two auditoriums were furnished with high-tech equipment. In the 2021-2022 academic year, the number of hyflex classrooms went up to 18.To further enrich teaching and learning experiences, OZU LMS, which is the mobile application of LMS, was developed and launched in the 2021 Fall semester.

The university-wide facilities and infrastructural services are monitored through satisfaction surveys. Attached is a screenshot of the OzU Reports page screen on which the results of satisfaction surveys are reported. Periodic improvements are made across the University after careful evaluation of the survey results and other feedback.

3.4. Disadvantaged Groups

Plans and practices regarding the services to be offered to students with special needs at Özyeğin University are managed by the Disabled Students Commission and Disabled Students Unit. Attached is the Disabled Students Procedure, which describes the practices in place regarding the services offered to disadvantaged groups.

The Disabled Students Unit aims to create an accessible campus environment with the ultimate goal of removing barriers before students and ensuring equal opportunities for education. The unit was previously part of the Student Life Office at the Office of the Dean of Students. In the 2021-2022 Fall semester, the Disabled Students Unit was moved from the Student Life Office to the Psychological Development Unit. The organizational structure and working principles of the Disabled Students Unit are defined in the directives. Students with disabilities are offered assistant student support to provide them with personal, social, and academic support they may need throughout their university lives. This support is offered with the help of part-time working students. At the beginning of the semester, Student Services sends the list of students with disabilities to the Disabled Students Unit. Disabled Students Unit contacts the students with disabilities on the list either via phone or email and identifies their needs. The necessary steps to fulfill these needs are planned on a weekly basis, and all necessary work is undertaken. Processes are monitored on a daily basis. Attached is a summary of the supports the Unit offered in the 2021 Fall semester.

The Disabled Students Unit prepares periodic activity reports under the management of the Office of the Dean of Students regarding the accessibility practices in place at the University. The unit continuously makes improvements in response to feedback received. Attached is a summary of the supports the Unit offered in the 2021 Fall semester. The unit began to offer psychological, social, and emotional support to students with disabilities with its therapy and art therapy services in 2021. It is aimed to maintain and develop the existing services and start using new techniques such as drama workshops. Furthermore, it is also planned to offer therapy support to part-time working students. This way, it is aimed to prevent any psychological burnout that part-time working students may suffer while offering support to students with disabilities.

Furthermore, OzU also has an ongoing "Equal Opportunities in Education Scholarship Program" to

support financially disadvantaged students. The Özyeğin University Equal Opportunities in Education Program (EOEP) is designed to enable distinguished prospective students who demonstrate a financial need to study at Özyeğin University with full scholarship and is offered with the contributions of our donors who share OzU's commitment to this goal. In 2021, the Professional Development Unit started organizing one-on-one career interviews with graduating seniors who are EOEP scholars.

3.5. Social, cultural, and athletic activities

Detailed information about social, cultural, and athletic activities at the University is available on the web pages of the OzU Athletic Center and other units as well as on the list of events.

The Social Activities Unit is in charge of all student clubs at the University. Student clubs are constantly in touch with the Social Activities Unit to obtain approval for the activities, projects, and events they plan, to jointly run the relevant operations, and receive services to ensure the necessary outcomes are achieved. In addition to the student clubs, the unit also refers students to other student events which are not affiliated with student clubs, and responds to students' requests regarding such events. The planning process for student club activities was moved to the online system to accelerate the work flow in the 2021-2022 academic year. Furthermore, as of the 2021-2022 academic year, student clubs fill out the Online Event Feedback Form within two business days following the date of event to provide information such as the number of students who took an active part in the event, the goals of the event, and the level of achievement for goals. Attached is a list of the club events organized in the 2021-2022 Fall semester.

Learning Environment and Resources

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

Evidence

Evidence docx.pdf

Academic Support Services

Maturity Level: At the institution, the practices pertaining to students' academic development and career planning are monitored and improved with the contributions of students.

Evidence

B.3.2
- Evidence Academic Advising Procedure.pdf B.3.2 Evidence.docx.pdf
-
Facilities and Infrastructure

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

Evidence

Evidence docx.pdf

Disadvantaged Groups
Maturity Level: Practices are in place to offer disadvantaged groups equal access to educational amenities.

Evidence

Evidence.docx.pdf

-

Social, cultural, and athletic activities

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

Evidence

Evidence.docx.pdf

4. Faculty

4.1. 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 OzU 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, OzU 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.

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 faculty 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. OzU faculty's individual research studies are followed through these performance evaluations. Faculty pay raises, promotions, and appointments are determined based on the result of these evaluations.

An automated scale is used for annual faculty performance evaluations and each discipline is rated individually. The principles for the promotion of faculty members were first set in the attached

"Principles and Procedures for the Promotion of Faculty Members" in 2011. Applicants applying in line with these principles are evaluated based on their publications, the number of citations to their publications, and their projects. In the 2021-22 Fall semester, a commission was established to review the principles.

Part-Time Faculty Members: Part-time faculty are hired either for their areas of specialization or to fulfill 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 assign courses to faculty in view of their areas of specialization in consultation with all faculty members on the Department Board. The alignment between faculty members' qualifications and course requirements is assured through Course Evaluation Surveys. 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.

The Annual Report system in which faculty members enter their annual performance reports was revised by the Information Technology unit in 2020 by taking into account the Strategic Plan Balanced Scorecard, and it was re-developed and launched on the Student Information System (SIS). Thus, it became possible to revisit and revise the issues and automatically transfer the existing data in a system to the Annual Report. In 2021, a number of improvements was planned such as including department heads in the chain of approval, managing control and input data on a single page, and enabling revision requests for the data to be transferred to the strategic scorecard.

4.2. Teaching Competency and Development

Teaching skills and performance of faculty are evaluated during the performance evaluation process for faculty. 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 can be 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 Office for Learning and Teaching Enhancement (OLTE) works one-on-one with faculty members regarding teaching-learning processes. OLTE's broad spectrum of services for faculty includes the co-design of the course process; reviewing and proposing technological processes and resources, learning strategies, methods and techniques, and evaluation and assessment methods in order to cater to existing needs; offering support for developing interactive educational materials, and providing support for designing and recording course videos. In response to faculty's needs and responses, OLTE offers consultancy for course design and development using different plug-ins and activities on LMS, while also continuously taking the necessary steps to structure courses accordingly. The Office has prepared both university-wide and faculty-specific guides and training programs.

Attached is the list of relevant training programs.

The Office also created learning communities on the LMS for specific faculties/schools as a first step to increase relevant supports for academic advisors, and initiated interactions and an exchange of ideas. On the other hand, in cooperation with the Planning and Analysis Office, the Office also carried out analytical studies on students' course evaluations, faculty's remote instruction experiences, and digital activities of faculty and students on the LMS.

In addition, the Course Evaluation Surveys were analyzed and a list of 69 courses was prepared in order to identify the courses which have a best practice example from each faculty for OLTE's "Best Practice" project in April. With the approval of these courses' instructors, the respective course evaluation reports were shared with OLTE to plan the "Best Practice" project. Attached is the annual unit report for a summary of OLTE's (Office for Learning and Teaching Enhancement) activities in the 2020-21 academic year.

4.3. Acknowledgement and Recognition of Educational Activities

OzU honors full-time faculty members' and instructors' outstanding contributions to research, teaching-learning, service, and knowledge 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 knowledge transfer. The Academic Council decided to transform the annual Rectorate Excellence Awards, which are designed to recognize individuals for their outstanding performance in teaching, research, knowledge transfer or service, into a collective recognition of all academic and administrative staff for the historic 2020-21 academic year. To this end, the budget for the excellence awards has been expanded 150 fold, and the corresponding monetary award per person has been recalibrated accordingly in view of the days worked during the academic year.

Printed or e-book titles that university members wish to publish are published by the OzU Press, subject to the approval of the University Editorial Board, and, if requested, are offered for sale. In 2021, three books were printed and published. Another example of 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.

Appointment, Promotion, and Assignment Criteria

Maturity Level: The results of the appointment, promotion, and assignment practices are monitored, and follow-up results are reviewed to take the necessary measures.

Evidence

B.4.1 Evidence•docx.pdf

Teaching Competency and Development

Maturity   Level: Findings obtained from the practices in place to develop teaching competencies are monitored, and follow-up results are reviewed with faculty to take the necessary measures.

Evidence
B.4.2   •   Evidence OLTE Annual Report.pdf B.4.2 Evidence.docx.pdf
         •
Acknowledgement and Recognition of Educational Activities

Maturity Level: Acknowledgement and recognition practices are monitored and improved.

Evidence

B.4.3 Evidence•docx.pdf

C. RESEARCH AND DEVELOPMENT

1. Research Process Management and Research Resources

1.1. Management of Research Processes

OzU's research strategy is managed in a holistic and multi-dimensional manner. The University's Research Policy is aimed at propelling international research integrated with academic programs, and increase research development, productivity, and efficiency in order to make economic contributions to society. This policy is brought to life and monitored with the goals of "Goal 5: To take our research university position to the highest level" and "Goal 6: To be in a leadership position in entrepreneurship and innovation", which are stipulated in the 2018-2023 strategic plan. The evaluation and execution processes are carried out within the scope of the Strategic Plan by the Rector, Vice Rector for Academic Affairs (AIRY), and Deans/Directors. The responsibility of monitoring and evaluating research performance was transferred from the Office of the Vice Rector for Research to deans/directors in 2020. Following this transition, deans/directors began to take direct responsibility in the management of research processes, which provides assurance that improvements will be made timely and appropriately.

Research processes are managed based on performance evaluations carried out in line with the metrics identified for each goal in view of the goals and objectives listed under the research section in the Strategic Plan. The faculties' research performance is tracked by the AIRY via the Balance Score Card application and the Quick Score software program. Each year, deans evaluate their faculty-level strategic plan measurements, and submit their evaluation reports, improvement suggestions, and if any, additional budget requests to AIRY. Following the evaluations of AIRY and the Rector, approved improvements are defined as actions to take. These actions are shared with the Board of Trustees, in particular if they require a budget. AIRY follows up whether or not the action plan has been accomplished as decided, and when necessary, may ask interim reports to be submitted to the Deans/Directors Board.

At the University, research activities are conducted through faculties, several research and application centers, laboratories, the Technology Transfer Office (TTO), and the Center for Entrepreneurship. Multi-dimensional support and guidance are offered to research activities carried out across the University. Meanwhile, the Directorate of Knowledge, Technology Transfer, and Entrepreneurship (BTTG) is the primary unit in charge of supporting research processes. This directorate offers support in the areas of promoting research and innovation activities through its Technology Transfer Office (TTO), enabling OzU researchers to benefit from national and international support mechanisms at the maximum level, increasing university-industry cooperation, managing intellectual property rights, and entrepreneurship. The Center for Entrepreneurship supports faculty, students, and prospective entrepreneurs in their entrepreneurial pursuits.

The Project Management and Control Unit at the Finance Department offers customized services with a professional team for all accounting, reporting, auditing, and control processes pertaining to projects and reporting of research performance based on financial data.

Research clusters (Decent Work And Economic Growth; Sustainable Cities and Communities; Energy and Climate; Social Equality) are intended to propel OzU's capacity and experience in line

with the United Nations' Sustainable Development Goals 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.

In the 2021 Fall semester, an advisor to the Rector has been appointed for special research to increase cooperation with the public and private sectors within the framework of research.

1.2. Internal and External Resources

Research resources at the University are primarily set as external resources (TUBITAK, EU, ISTKA, University-Industry Cooperation). The variety and sufficiency of the University's external research resources are monitored and improved based on the metrics defined within the scope of the Strategic Plan's Goal 5, Objective 15: "To increase sponsored research projects in number, variety, and revenue". Attached is a sample screen shot from the Balance Scorecard application, which is used to measure and report the measurements made in the field of research within the scope of the Strategic Plan.

TTO offers guidance and support in accessing external resources. TTO endeavors to ensure the effective and efficient use of external resources and secure additional funds, and promotes industrial collaborations and sustainability. Development goals pertaining to all research and innovation projects, and intellectual and industrial rights are followed up on by TTO, while all implementation goals are tracked by the Project Management and Control Unit. Furthermore, TTO also monitors the distribution of OzU's cumulative research volume on a faculty and center basis.

While the BTTG units, and therefore TTO, have their own inputs-outputs (budget-Planned&Actual), goals, and follow-up mechanisms, they are also closely monitored by the senior management and the public on a quarterly and annual basis. They also work closely with other units, including the Rector's Office, the Vice Rector's Office, Dean's Offices, and Finance to that end. Furthermore, upon the invitation of the Rector, annual/quarterly output-related issues can also be submitted to the Board of Trustees.

As of the end of 2021, Özyeğin University's cumulative sponsored research volume has exceeded 151 million TL. Ongoing projects' total budget is 55 million TL. The total volume of grants and university-industry collaboration projects was 12 million TL in 2021.   In terms of Intellectual and Industrial Property Rights management, OzU submitted 21 new patent applications with 11 of them being national patents. In the field of entrepreneurship, OzU TTO admitted over 80 new business ideas to its acceleration programs in collaboration with the Center for Entrepreneurship, and helped eight entrepreneurs start their own businesses. In 2021, the total number of international project applications submitted within the scope of Module 2 is 42. Within the scope of Module 3, a significant increase was observed in the university-industry collaboration budget compared to previous years, with the increase in self-funded and publicly-funded high-budget projects.

Nevertheless, the number and budget of national/international projects undertaken through university-industry collaboration remained below the target due to the fact that the high-budget TÜBİTAK 2244 Industry PhD Projects Program was not opened in 2020-2021. Currently, there are four international projects with ongoing contracting processes.

Unlike other universities, the University has not created a Scientific Research Projects (BAP) pool. However, there is a research support budget allocated to the faculties for individual research studies of their faculty members.

The internal resource budget allocated to the faculties is determined jointly by the Rector's Office, Vice Rector for Academic Affairs, and Deans in line with the strategic plan goals. This budget can be used subject to the approval of the respective Dean, and when using the budget, priority is given

to newly joined faculty. In addition to this budget, the University also offers support to encourage faculty to attend a conference every year.

Furthermore, the University offers "graduate assistant scholarships". For undergraduate courses with laboratory sessions, 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 to 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.

1.3. PhD Programs and Post-Doc Opportunities

As of the 2021 Fall semester, 3 graduate schools offer 10 doctoral programs with 172 students, and to date, the University has graduated 59 PhD students. The number of PhD students and graduates are monitored in line with the strategic plan goal of "To expand graduate programs, and increase internationalization".

In PhD programs, application processes are defined for each program. Application and admission processes of each program are published on the respective graduate schools' webpages. PhD graduates are followed both at the university level through the University's Alumni Office and at the faculty level by the respective department.

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. The University opens a limited number of post-doc positions.

Management of Research Processes

Maturity Level: Results pertaining to the management of research processes and organizational structure are monitored and the necessary actions are taken at the institution.

Evidence

C.1.1 Evidence docx.pdf

Internal and External Resources

Maturity   Level: The sufficiency and variety of research resources are monitored and improved at the institution.

Evidence

C.1.2 Evidence docx.pdf

PhD Programs and Post-Doc Opportunities

Maturity   Level: The outputs of PhD programs and Post-Doc opportunities are monitored and improved regularly at the institution.

Evidence

C.1.3 Evidence pdf

2. Research Competence, Cooperation, Support

2.1. Research Competence and Development

The research competence of OzU faculty members is monitored based on the metrics of "Average Number of Citations Per Publication for Journal Publications" and "Average Number of Citations Per Publication for All Publications " in line with "Goal 14: To be referenced in scientific studies". OzU faculty's research competence is also followed based on the metrics of "Accepted TÜBİTAK-ARDEB Projects", "Number of Projects Accepted by the EU-Framework Programs", and ''Industry Project Income/Faculty Member" in line with "Goal 16: To increase our sponsored research projects in number, diversity, and revenue" in the 2018-2023 Strategic Plan."

In order to improve the competence of OzU researchers in academic fields, TTO regularly provides faculty with project development trainings and information services on topics such as grant programs, an award or a call's general specifications, application requirements, application documents and how they need to be filled out, application system, evaluation criteria, and statistics from previous years. The total number of events held in the 2020-21 term is 250.

Furthermore, TTO has also held meetings with researchers for their projects which were previously rejected by TÜBİTAK's ARDEB Programs in order to offer them support to revise and improve their projects in views of the evaluation reports. TTO also met 40 researchers who have never submitted a project for a grant, and supported 21 of them in submitting an application for a project or an award. 22 researchers at the Faculty of Social Sciences submitted project & award applications to a number of international and national funding programs. 10 of these applications were accepted, with 3 still being under review. The University also supports the faculties in receiving external training when necessary during the project application phase.

In particular, meet & greets were organized with researchers who newly joined OzU faculty. The current research interests and needs of newly joined researchers were analyzed, and according to these analyses, researchers were informed about the grant programs, calls, and awards that best overlap with their research interests and needs. Researchers were also provided with a road map for the application process of each program, call, or award. Also, in order to contribute to the integration of newly joined researchers with OzU due to the effects of remote working conditions, newly joined researchers were introduced to relevant researchers and groups within the institution to support them in developing multi-disciplinary approaches. Furthermore, researchers who have never filled out an application form for any type of fund were provided with all the necessary information from how to fill out the project form to how to prepare the budget, and their specific questions were answered. TTO held 442 in-person and online meetings with OzU researchers.

2.2. Joint National and International Programs and Joint Research Units

As part of its research strategy, OzU also supports establishing new research centers that promote research and academic activities, and monitors their activities. In 2015, the "Applied Research Center of Technology Products" was established jointly by Özyeğin University and Vestel Electronics. The center is aimed at improving R&D studies and resulting graduate theses and joint publication performance in close collaboration with Vestel Electronics, one of the leading organizations in particular in consumer electronics. The centers' performance is followed and evaluated by both the Graduate School of Engineering and Science and AIRY. Also, in 2021, the "Industry 4.0. Competence Center" was established as a result of the project "Digital Transformation of SMEs in Turkey through Establishment of the Industry 4.0. Competence Center", which was co-run by OzU, the White Goods Suppliers Association (BEYSAD), and Turkish Industry and Business Association (TÜSİAD) with a budget of 10 million Euros within the scope of the IPA- Competitive Sectors Program.

Meanwhile, Özyeğin University and the Sustainable Mobility Initiative (SIM), which was launched to contribute to better integration of transport systems to the new order and develop innovative solutions, signed a cooperative protocol in 2022 in order to design Turkey's future urban transport systems.

The project "ID4Excellence: Immersive Design and New Digital Competences for the Rehabilitation and Valorization of the Built Heritage' led by Associate Prof. Alessandro Camiz from the Faculty of Architecture was awarded a research grant under the action "Cooperation for Innovation and the Exchange of Good Practices" within the scope of the Erasmus+ Program. The project's main objectives are to upgrade and innovate existing training programs with up-to-date methods and tools for the built heritage interventions with both virtual and dimensional environments and time-based narrative and story space; to improve the effectiveness of teaching and learning through the application of an inclusive, immersive design approach; to increase the synergic use of up-to-date technologies, in an integrated way, with a teamwork approach; and to increase cooperation among educational institutions and enterprises in the EU for better employability. In addition, new training programs are spread at the local level through Training of Trainers and piloted through local courses addressed to both students in third level education and post graduate architects, engineers, and professionals in the construction sector.

Furthermore, the project "Istanbul Game Entrepreneurship Academy: 9999 in 1 Space" co-run jointly by Özyeğin University and Çekmeköy Municipality was awarded research grant under the 2021 call of the ISTKA Entrepreneurship Financial Support Program upon its project application. The project is intended to build the "Game Entrepreneurship Academy" (9999 in 1 Space) platform, which will be equipped with both physical and digital infrastructure, and undertake a series of activities in order to contribute to the establishment of new and qualified businesses in the game industry. The project will also support teams of game entrepreneurs in overcoming their vulnerable phases and growing faster.

Research Competence and Development

Maturity Level: All relevant practices pertaining to the development of faculty's research competence are monitored, and follow-up results are reviewed with faculty members in order to take the necessary measures.

Evidence

C.2.1 Evidence•docx.pdf

Joint National and International Programs and Joint Research Units

Maturity Level: Joint national and international programs and joint research activities are being carried out across the institution.

Evidence

C.2.2 Evidence•docx.pdf

3. Research Performance

.3.1. Monitoring and Improvement of Research Performance

At the university, research performance is monitored and evaluated based on the goals and objectives identified in the 2018-2023 Strategic Plan as previously mentioned. To that end, Deans/Directors evaluate research performance on a faculty and department basis in view of relevant metrics during the main Strategic Plan assessment in December, and they submit their improvement suggestions and action plans to the Vice Rector for Academic Affairs (AIRY). These evaluations are then discussed by AIRY and the Rector, and the final decision about the action plans is made through mutual deliberations. Each year, AIRY and TTO Director submits the Strategic Plan performance results, and the performance indicators determined by external institutions such as TÜBİTAK to the Board of Trustees.

The Annual Report system in which faculty members enter their annual performance reports was revised by the Information Technology unit in 2020 by taking into account the Strategic Scorecard, and it was re-developed and launched on the Student Information System (SIS). Thus, it became possible to revisit and revise the issues and automatically transfer the existing data in a system to the Annual Report. The reports of a number of research activities included in the annual report are accessible to deans and senior management via OzU Reports page. Attached are sample screen shots from the OzU Reports page which reports the Annual Reports data.

3.2. Faculty/Researcher Performance Evaluation

OzU faculty's individual research studies are followed through "Annual Faculty Performance Evaluations", and faculty's pay raises, promotions, and appointments are determined based on the result of these evaluations. 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. Each year, faculty members' performance is evaluated based on the annual reports they submit and the results of the course evaluation surveys filled out by students, and faculty members are provided with feedback about their performance. There are not any automated scales for the annual faculty performance evaluation. Each discipline is rated individually. Furthermore, research performance is monitored and reported by TTO instantly on a faculty member, department, or faculty basis.

For the purpose of academic publication performance management which is conducted within the scope of the Strategic Plan, all indexed publications have been recorded on the XRM platform. The records are still being processed. This data is then integrated with Annual Report. At the beginning of the annual performance evaluation period in July 2021, the data flow and management were analyzed, and the opinions of relevant units were sought for the necessary improvements.

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 in line with these principles are evaluated based on their publications, the number of citations to their publications, and their projects. In the 2021 Fall semester, a new committee was established in order to evaluate the promotion and appointment process.

Monitoring and Improvement of Research Performance

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

Evidence

Faculty/Researcher Performance Evaluation

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

Evidence

D. SOCIAL CONTRIBUTION

1. Management and Organizational Structure of Social Contribution Processes

1.1. Management of Social Contribution Processes

Social contribution processes are managed and coordinated through the Sustainability Platform, which was founded as part of the Rector's Office in 2018. The Platform is intended to conduct multi-disciplinary research on sustainability; create a multi-disciplinary, sustainability-integrated education environment; maintain campus sustainability; and build coordinated networks made up of national and international faculty, university staff, students, public bodies, and the private sector in order to promote collaborations among these stakeholders.

The institution creates an inventory of all its educational and research activities with social contributions under its Sustainability Platform in accordance with the United Nations' Sustainable Development Goals. Furthermore, four Work Clusters were established under the Sustainability Platform, which are led by four professors who are highly active in their areas. (Decent Work And Economic Growth; Sustainable Cities and Communities; Energy and Climate; Social Equality). Sustainability Clusters also evaluate their own activities in this field, and work with academicians on new project proposals. The clusters' work will be reviewed in the 2022 Spring semester.

The Sustainability Platform also aims to monitor all kinds of social contribution projects conducted by different units at the university and ensure effective communication among these units. At the same time, the unit also submits the publicly accessible OzU Sustainability Report, a biennial report the first of which was published in 2021, and reports sustainability and social contribution projects undertaken across the University. Thus, the unit makes contributions to the University's accountability. Other units that the Sustainability Platform works closely on a continuous basis are the Office of the Dean of Students, the Directorate of Knowledge, Technology Transfer and Entrepreneurship, and the Health & Safety and Environment Office.

At OzU, a series of Community Engagement Projects is conducted by the Community Engagement Projects Unit under the Office of the Dean of Students in order to instill in students the philosophy of serving society and social responsibility. The Community Engagement Projects have two main components: The first is the field work carried out within the SEC 101 - Introduction to University Life course. The second component of the Community Engagement Projects is the social responsibility projects which are open to the contributions of all members of the University. Also, the ENG 101 and 102 courses which aim to raise students' awareness of sustainable development goals encourage students to develop a project for any of the sustainable development goals as a team.

The Directorate of Knowledge, Technology Transfer, and Entrepreneurship (BTTG), which play a key role in social contribution, reports to the Rector just like the Sustainability Platform. While the BTTG endeavors to commercialize knowledge created at the University, it also organizes trainings

on entrepreneurship for students and employees. Furthermore, the Lifelong Learning Application and Research Center at the BTTG offers high quality and modern trainings towards professional development for all students and alumni in line with the latest technological developments. The center is known for its brand "Lifelong Learning Academy" and adopts the "Public-University-Industry Cooperation" approach in all its efforts.

The University has adopted the ISO 14001:2005 Environmental Management System and OHSAS 18001:2008 Occupational Health and Safety Management System 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. The Health & Safety and Environment Office closely monitors legislations in order to achieve sustainability on campus. Furthermore, the Occupational Health, Safety, and Environment Board, which is made up of the representatives of all academic and administrative units, offers guidance/consultancy on all topics that fall within the scope of occupational health and safety across the university.

The management and functionality of social contribution processes are monitored and improved in views of the relevant metrics specified in the Strategic Plan. OzU is also currently working on a new university-wide sustainability strategy that is integrated with the strategic plan. In 2022, it is aimed to bring this strategy to completion and integrate the goals and objectives for social contribution into the strategic plan during the new strategic plan development period.

1.2. Resources

As mentioned before, the Sustainability Platform has a central role in running social contribution activities at the University. The Community Engagement Projects Unit at the Office of the Dean of Students undertakes a series of community engagement and social responsibility projects on different topics across the university. As one of the research centers at the University, the Center for Energy, Environment and Economy (CEEE) conducts research and projects, in particular on energy and resource efficiency, possible solutions to climate change problems, and economic effects. Another example is the OzU Couple and Family Therapy Center. The Center has been offering its services since February 2017 under the Master of Arts Program in Psychology with a concentration in Couple and Family Therapy, and offers individual, couple, and family therapy; play therapy; group therapy; psychoeducation; and psychological assessment and tests. While the Center is open to both university students, faculty, and staff, and people not affiliated with the University, the Center's main goal is to provide therapy services for low-income or middle-class individuals, couples, and families with no access to psychological counseling services. The Center also organizes a variety of activities within itself for social contribution, including seminars, workshops, and trainings. Further details about the units that conduct social contribution activities at the University are available attached.

The Directorate of Knowledge, Technology Transfer, and Entrepreneurship, and the Sustainability Platform, which play a key role in social contribution, report to the Rector, and they have their own budgets. Furthermore, 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 efficient use of resources can be monitored through the activities listed in the Sustainability Report. Additionally, social contribution is monitored and evaluated within the scope of the Strategic Plan.

Management of Social Contribution Processes

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

Evidence

D.1.1 Evidence.docx.pdf

Resources

Maturity Level: The sufficiency and variety of resources for social contribution are monitored and improved at the institution.

Evidence

D.1.2 Evidence•docx.pdf

2. Socıal Contribution Performance

2.1. Evaluation of Social Contribution Performance

The University's social contribution performance and its activities for social service are monitored within the scope of the objective "To share knowledge by exercising due care for its social benefit" which is under the Goal 6: "To be in a leadership position in entrepreneurship and innovation" in the 2018-2021 Strategic Plan. The metrics for this goal were set as "the number of trainings, seminars, and events in service of society, the number of assignments on public and NGO boards, and the number of assignments on scientific boards and organizations. These metrics are regularly monitored. The monitoring and improvement processes within the scope of the institutional strategic plan were shared in the first section of this report.

With its 2020 Sustainability Report in which social contribution mechanisms are monitored, Özyeğin University has become the second Turkish university to publish a report in compliance with the GRI and the Sustainable Development Goals. Through this report, OzU also aims to initiate the GRI's validation processes to bring an exemplary practice to life and make it sustainable. Furthermore, with this report format, OzU has pledged to regularly write a sustainability report once in every two years, and comply with the UN PRME and UN Global Compact principles.

The Özyeğin University Sustainability Report 2020 were organized around seven (7) subjects of priority in order to provide a multi-dimensional and comprehensive outlook to the University's basic educational, research, and knowledge transfer activities as well the University's efforts in the fields of leadership, and administrative and operational practices. These subject areas are as follows: 1) Institutional Governance, 2) Teaching and Learning, 3) Research Impact, 4) Diversity and Inclusiveness, 5) Student Health, Safety, and Wellbeing, 6) Employee Empowerment, and 7) Green Buildings and Infrastructure. In addition to focusing on these specific issues, the report, in general, places a special emphasis on the sustainability efforts that OzU has put forth since its founding in 2007, which reached its peak in 2016 when the Sustainability Platform was established. Later on, the report provides a more in-depth analysis of specific initiatives taken between 2018 and 2020.

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 institution takes inventory of all of its educational and research activities with social contributions under its Sustainability Platform in accordance with the UN's SDGs. Sustainability Clusters also evaluate their own activities in this field, and work with academicians on new project proposals. 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.

Social contributions made 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.

In order to monitor and assess its social contribution performance, the University also developed a different approach in addition to the aforementioned mechanisms, and opted to understand the contribution of its own support programs to students using statistical methods. To that end, the institution started measuring social impact in order to understand whether or not the transformative experience that it offers to the students actually delivers the expected contribution. In 2020, informative training on "Social Impact Assessment" was provided and d technical training on the required statistical methods for the necessary analysis was delivered. As of the 2020 Fall semester, the Planning and Analysis Office and the Accreditation and Quality Assurance unit started to measure the impact of a variety of University-led activities on students using the quantitative impact assessment methodology. In the 2020-21 academic year, a social impact analysis was carried out for international non-credit internships, peer advising, the OzU Cares volunteering program, and the SEC 101 course programs. The results and the rooms for improvement, if any, were then shared with the respective unit and the Rector's Office. As an example of these analyses, it was found out that being an OzU Cares volunteer has a statistically meaningful impact on students' time-to-employment after graduation and their competency development. Attached are sample sections from the report. The impact evaluation analyses are in progress for a variety of programs in the 2021-22 academic year as well.

Monitoring and Evaluation of Social Contribution Performance

Maturity   Level: At the institution, social contribution performance is monitored, and it is evaluated and improved in collaboration with the relevant stakeholders.

Evidence

D.2.1 Evidence.docx .pdf

E. CONCLUSION AND ASSESSMENT

In 2016, our University has become one of the first universities ever rated in the YÖKAK External Institutional Review Program. OzU also underwent the Institutional Monitoring process in 2020. Over the past six years, countless improvements were put in place across campus with the contributions of the feedback received from these reviews.

OzU built its quality structure on the basis of "fitness for purpose". To that end, while taking the necessary steps to establish the continuous improvement cycle (PDCA), the University also aims to ensure that quality is internalized and managed in a way that is "unique to OzU".

Important progress has been achieved in dissemination of the quality culture within OzU both through the leadership of the Vice Rector for Academic Affairs and the deans and academic directors who have taken ownership of the quality process. All of these efforts have vested Özyegin University with the necessary wherewithal to keep track of developments in all fields and implement its continuous improvement cycle (PDCA) in its new strategic plan period, which kicked off in

September 2018. Our University has already completed the continuous improvement cycle (PDCA) several times in many areas since 2021.

Below, the improvements made in 2021 are analyzed based on the metrics defined in the institutional review report. Additionally, the institution's strengths and rooms for improvement are also summarized below.

A. Management, Leadership, and Quality

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 management system in which all units can instantly enter data for which they are responsible for monitoring. Designing the continuous improvement and self-assessment processes for programs. Achieving important progress in reporting data and survey results in an easily accessible manner as a result of the initiatives taken by the Planning and Analysis Office. Managing the Strategic Plan with an integrated information management system. ISO 450001 and ISO 14001 certifications. PAO and IT human resources.

Rooms for Improvement: Including administrative units in the strategic plan, systematically evaluating and improving process management documents, and obtaining the ISO 27001 certification.

B. Teaching and Learning

Strengths: The scope and depth of the work and support of the Office for Learning and Teaching Enhancement, dissemination of direct measurement for program outcomes, the importance attached to infrastructure, the diversity and effectiveness of the activities offered by the Transformational Student Experience support units, and steps taken to increase the students' contribution to the decision making mechanisms.

Rooms for Improvement: Measuring the level of achievement for program outcomes at the employer level, including graduate programs in the programs' self-assessment process.

C. Research and Development

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

Rooms for Improvement: Increasing the publication and project performance to the targeted level in the Strategic Plan, and joining common research networks.

D. Social Contribution:

Strengths: The presence of a structure such as the Sustainability Platform, which is established to coordinate social contribution, strong collaborations established with the public industry and the NGOs, and social contribution.

Monitoring research studies through annual academic performance reports, and performing social impact evaluations for various programs and services at the University.

Rooms for Improvement: Creating a strategic plan for sustainability, and integrating it with the University's strategic plan.