INSTITUTIONAL SELF-EVALUATION REPORT

ISTANBUL BEYKENT UNIVERSITY

2024

SUMMARY

Istanbul Beykent University 2024 Internal Evaluation Report was issued and submitted to the Quality Committee by the Office of Strategy and Quality Enhancement with the contributions of the Quality Committee Working Groups and all relevant administrative and academic units within the scope of Article 17 of the "Regulation on Higher Education Quality Assurance and Higher Education Quality Board" and Article 9 (b) of the Istanbul Beykent University Quality Assurance Directive.

The report is prepared in order to take necessary precautionary measures by determining the level of implementation of the Quality Assurance System, which is based on regular monitoring and evaluation and continuous improvement, in the institution in all fields of activity, analysing the results and revealing the areas for further development. The details of the institution's self-evaluation studies are included in the relevant sections of the report.

Istanbul Beykent University completed the institutional accreditation process on 23-26 October 2022.

The Higher Education Quality Council (YÖKAK), at its meeting on 26.04.2023, concluded that the practices of Leadership, Management Quality, Education and Training, Research and Development, and Social Contribution at our university are in compliance with YÖKAK - External Institutional Evaluation and Accreditation Criteria (V3.0). The measures taken to address areas identified for improvement in these reports, the enhancements achieved through the implemented activities, and any aspects where progress remains limited are detailed in the Conclusion and Evaluation section of the report.

INFORMATION REGARDING THE INSTITUTION

1. Contact Details

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2. Historical Development

Established by Adem Çelik - Beykent Educational Foundation in 1997 under the Law no. 4282 of 09.07.1997 and the establishment of which was announced in the Official Gazette of 15.07.1997, Istanbul Beykent University* is a foundation university with a public legal entity.

Istanbul Beykent University, which began educational activities in the 1997-1998 Academic Year, continues to offer its students the world-class education quality by growing day by day with years of experience.

Our university has 337,010.81 square meters of purposeful indoor and outdoor areas at four different campuses, which are Büyükçekmece, Hadımköy, Ayazağa-Maslak and Taksim. These campuses are comprised of 10 faculties, 2 schools, 1 vocational school, 1 institute, 10 research centres, 64 bachelor's degree departments, 76 associate degree programmes (45 of which provide formal education while 32 of which provide evening education), and total of 52 thesis and non-thesis master's and doctoral degree programmes.

With 791 distinguished academic staff members, Istanbul Beykent University provides education and training services to a total of 19,003 students at associate, bachelor's, and graduate degree levels with world-class technical equipment and application areas. Scholarship students made up 64.2% of Istanbul Beykent University students in the 2023-2024 Academic Year.

Our University offers departments and programmes providing Turkish, English, Turkish-English (bilingual), and Russian as mediums of instruction.

The basic data table, providing a summary of the institution's performance over the past four years, is attached (see Basic Data).

*With the Law No. 7437 published in the Official Gazette No. 32099 of 9 February 2023, the name of Beykent University was changed to Istanbul Beykent University.

A. LEADERSHIP, GOVERNANCE, AND QUALITY

1. Leadership and Quality

1. Governance model and administrative structure

Istanbul Beykent University strives to be recognised as a leading educational institution by adhering to higher education quality assurance standards and management systems. The University remains committed to achieving its goals in alignment with its mission and vision, ensuring their continuous improvement. In this context, Istanbul Beykent University prioritises the implementation of a participatory management approach, guided by the fundamental principles and objectives of quality-focused academic programmes, research and development, social contribution and responsibility, internationalisation, and global cooperation.

Istanbul Beykent University's management system policy has been defined and made publicly available on the institution's website for user access.

[OD4] Management System Policy of the Institution:

1. To use all resources related to management processes effectively and efficiently,

2. To ensure corporate memory and to establish the corporate culture among stakeholders,

3. To provide training and career development opportunities to improve the knowledge, skills, and competences of staff members in line with the needs of human resources,

4. To increase the capacity and capability of administrative and operational processes by strengthening the IT infrastructure,

5. To increase harmony and coordination among the units,

6. To ensure the sustainability of the activities of the mechanisms within the organisation with the managerial cycle of "plan, implement, control, and take measures" in order to increase the effectiveness and efficiency of the Management System Policy.

The management structure of Istanbul Beykent University has been established in accordance with relevant laws and regulations, guided by the institution's mission and vision. It is designed to support compliance with quality assurance standards and management systems in higher education. Based on the Higher Education Law No. 2547 and Article 45 of the Annex to Law No. 2809 on the Organisation of Higher Education Institutions, the provisions governing the establishment, functioning, and responsibilities of academic and administrative units are outlined in the Istanbul Beykent University Main Regulation.

The organisation chart of the institution and the structures comprising the university administration can be accessed via the links below.

[OD3] Organisational chart of the institution:

https://kalite.beykent.edu.tr/docs/default-source/kalite-doc/organizasyon-%C5%9Femas%C4%B1/organizasyon-yapisi.pdf?sfvrsn=953791d0_4

[OD3] Rectorate, Executive Board, and Senate:

https://www.beykent.edu.tr/beykent-hakkinda/universite-yonetimi/rektorluk

[OD3] Office of the Secretary General:
https://www.beykent.edu.tr/beykent-hakkinda/universite-yonetimi/genel-sekreterlik

[OD3]Heads of Departments/Administrative Units:

https://www.beykent.edu.tr/beykent-hakkinda/universite-yonetimi/daire-baskanliklari-birimler

Improvements to the institution's organisational structure are planned to enhance the efficiency of administrative units and strengthen coordination among them. One of the most significant improvements was the transformation of the Office of Strategic Development and Planning into the Office of Strategy and Quality Enhancement, expanding its authority to better coordinate quality and strategic processes. Therefore, this change in the institution's organisational structure has strengthened its institutional framework and enhanced coordination among units. It was implemented in response to the Accreditation Report's recommendation "to establish a quality unit to support the Strategy Development Department in order to increase the effectiveness of the Quality Management System within the institution".

Operational processes at the university are carried out through the relevant regulations and directives published on the university website within the framework of the Law on Higher Education no. 2547 and the relevant legislation.

In terms of labour legislation, the work principles of academic and administrative staff are subject to the provisions stipulated for public universities in the Law on Higher Education no. 2547. Appointment and promotion procedures for academic staff members at our University are carried out within the framework of:

- The Law no. 2547
- The Council of Higher Education Regulation on Promotion and Appointment to Faculty Membership
- Istanbul Beykent University Directive on Promotion and Appointment to Faculty Membership
- Council of Higher Education Regulation on Procedures and Principles Regarding Central and Entrance Exams to be Held for Appointments of Academic Staff Excluding Faculty Members.

The recruitment/appointment processes in administrative units of the University are carried out predicated on the job descriptions of units and the permanent staff within the framework of the Law on Higher Education no. 2547, the Labour Law no. 4857 and the Social Insurance and General Health Insurance Law no. 5510. Detailed job descriptions and competences are included in the job descriptions of administrative staff members (Evidence: (OD3) Example of a job description).

Examples of Improvements in the Governance Model and Administrative Structure

- Updates have been made to the institution's administrative and organisational structure to enhance the efficiency of both administrative and academic units.
- Studies are supported by up-to-date and institution-specific information management systems.
- All areas of activity, including the governance model and administrative structure, are monitored through strategic plan performance indicator reports and improved when deemed necessary.

Maturity Level: The practices of the institution regarding governance and organisational structuring are monitored and improved.

Evidence

- [1](3)A.1.1-Job description example.pdf
- [3](4)A.1.1-Leadership, administration, quality process.xlsx
- [4](4)A.1.1-Risk opportunity management table OSQE.xlsx
- [5](4)A.1.1-Strategic plan preparation process.docx
- [6](4)A.1.1-Education and training handbook.docx
- [6](4)A.1.1-Activities for institutionalisation and promotion of quality culture.xlsx

2. Leadership

The distribution of authority among the Board of Trustees, the Executive Board, and the Senate at our University is determined within the framework of the Regulation on Foundation Higher Education Institutions and the Higher Education Law No. 2547.

The University's administrative procedures have been defined, and a filing system compliant with the Quality Document Integrated Management System (QDMS) has been established.

In addition, a participatory management model that supports organisational assignment is implemented at Istanbul Beykent University. The commissions and boards established within this scope play an active role in academic operations, contributing to the realisation of the institution's vision in line with its mission.

Boards and Commissions operating in the Institution:

- Quality Committee
- Advisory Boards
- Commission of Scientific Research Projects (BAP / SRP)
- Commission for Supporting Scientific and Artistic Activities (BEDEK)
- Bologna Coordination Commission (BEK)
- Scholarship Commission
- Education Development Commission
- Evaluation Commission of Criteria for Promotion and Appointment to Faculty Membership
- Internship and Workplace Practices Commission
- Ethics Committees

All units fulfil their responsibilities to ensure that the institution's processes and operations are revised as necessary to align with current conditions. Processes are defined in a way to cover the activities of all units in this context. Institutional Management and Planning, Education-Training, Research and Development, Community Service and Collaborations, as well as Administrative, Support, Audit and Control Processes are carried out, their sub-processes are designed, and the process design works enabling the assignment of responsibilities in process steps in accordance with the RACI are conducted.

Defined Process Examples (Evidence in A1.1.):

- Education and Training Handbook
- Leadership, Management, and Quality Process
- Strategic Plan Designing Process

In addition to these, numerous processes and procedures have been defined at Istanbul Beykent University to support its development, improvement, and progress.

Improvements have been made to establish a management model and administrative structure integrated with today's world. In this context, a new [OD3] management organisation chart has been prepared, and the revised framework has been implemented starting from the 2023-2024 Academic Year.

Starting from the Rectorate level, the distribution of authority, inter-unit relations, and time management are effectively planned and implemented to foster a strong bond among all units of Istanbul Beykent University. With the goal of setting an example in internationalisation and becoming a leading educational institution, the University ensures that its units actively support each other in the exchange of information. Communication among Academic and Administrative Units and Management is supported by digital systems such as Electronic Document Management System, Institutional E-mail, Teams, and Zoom.

Aiming for a leading position in higher education quality, Istanbul Beykent University places great importance on accreditation in fostering a culture of quality. In line with this commitment, a total of 22 programmes at the institution have been accredited, 8 of which received accreditation in the 2024 calendar year. (See [OD4] Accreditation and Quality Certificates). In its meeting of 26.04.2023, the Higher Education Quality Council concluded that the Leadership, Management Quality, Education and Training, Research and Development, and Social Contribution practices at our university are in compliance with YÖKAK - Institutional External Evaluation and Accreditation

Criteria (V3.0), and decided to conditionally accredit our university for 2 years.

The understanding of quality at Istanbul Beykent University evolves to ensure sustainability through internationalisation and self-development. In this context, the quality and management system documents available at the institution are listed below:

- *ISO 9001: 2015 Quality Management System Certificate*

The ISO 9001 certification for the activities currently carried out by our university is maintained. (See [OD_4] ISO 9001 DOCUMENTATION)

- *ISO/IEC 27001:2013 Information Security Management System Certificate*

The ISO 27001 certification for the activities currently carried out by our university is maintained.

- *ISO 14001:2015 Environmental Management System Certificate*

All environmental impacts are analysed and the mechanisms that control environment-oriented practices are carried out in accordance with ISO 14001:2015 Environmental Management System standards.

- *ISO 21001:2018 Educational Organisations Management System Certificate*

The ISO 21001:2018 Educational Organisations Management System Certification has been obtained, aligning with the management of business processes focused on identifying the learning needs of Istanbul Beykent University students, determining appropriate content to meet these needs, and evaluating the outcomes of these processes.

- *ISO 10002: 2018 Customer Satisfaction Management System Certificate*

Istanbul Beykent University has received the ISO 10002:2018 Customer Satisfaction Management System Certification for effectively managing feedback from all stakeholders, particularly its students, within the scope of work flow processes and undertaking improvement initiatives based on this feedback.

Istanbul Beykent University, which adopts a participatory management approach, applies the same philosophy to its quality management practices. Based on this approach, quality processes have been established to encompass all units and areas of activity within the institution. Efforts are ongoing to close the PDCA cycle in this context.

In this context, the [OD3] Validation and Accreditation Collaboration Working Group, recently established as a subgroup of the Quality Committee, makes a significant contribution to the development, monitoring, and improvement of education and training processes through exemplary practices. The activities of the working group are outlined in the [OD4] Working Group Annual Activity Report, with some examples of these activities provided below.

- To systematically conduct peer reviews
- To regularly check and update the objective of the programme
- To define the programme competencies in accordance with the specified standards
- To maintain the alignment between the NQF-HETR and programme qualifications up-to-date
- To determine the aim of the course clearly
- To prepare course resources in accordance with current and international standards
- To define the course evaluation criteria
- (OD3) To ensure that the ECTS catalogue content is up-to-date and complete
- To determine the weekly course subjects
- To define the learning outcomes of the course

To associate course learning outcomes with programme competencies

Examples of evidence from peer reviews are attached in folder A.1.2. (For peer reviews covering all academic units, see [OD5] Peer Reviews). At Istanbul Beykent University, which places great emphasis on quality, training on quality processes is provided regularly (see [OD4] Quality Training Presentations), and the institution's staff members are kept informed about this process. Various [OD4] activities were organised in the institution in 2024 regarding trainings on quality processes.

Acting on the principle that change, improvement, development, and quality begin at the foundation, [OD4] in-service training sessions are organised to enhance staff competencies and ensure the effective fulfilment of their responsibilities. The effectiveness of these training sessions is assessed through training evaluation forms. In addition, unit-specific training sessions on topics such as teamwork, process management, time management, and communication management are provided to administrative staff by experts in the field. Staff members with high performance have the opportunity to be promoted. Different methods, including surveys, are used to seek opinions from stakeholders. All these activities enable the staff members to carry out self-assessment and as a result to discover the points where they can improve themselves.

With our students selected by random sampling from every level and department in the institution; focus group interviews in the fields of education, learning environments, communication and management are carried out face to face, quality trainings are provided and SWOT analysis reports are regularly prepared in all fields of activity. Students, as one of the main stakeholders, play a crucial role in guiding the institution through its quality processes. Eliminating deficiencies identified by students and gathering their feedback for the institution's development and improvement are among its top priorities.

Steps such as updating the academic curriculum, evaluating student feedback, and analysing stakeholder expectations are implemented. In order to increase the effectiveness of quality processes and to ensure continuous improvement, focus group meetings are held and students' opinions on the following topics are taken in these meetings:

- Course objectives and learning outcomes

- Curriculum and teaching programme
- Compliance of learning outcomes and outputs with the curriculum and teaching programme
- ECTS
- Double Major and Minor
- Assessment and Evaluation
- Communication with the university administration, and academic and administrative units
- University's brand value
- Social, sportive, and cultural activities carried out at the university
- Learning resources, particularly the library. (See [OD4] Sample Focus Group Meetings)

One of the key mechanisms for gathering stakeholder feedback is through surveys (some examples of evidence are provided in folder A1.2, while evidence for all surveys is included in folder A1.4).

Electronic Document Management System is used for the management and follow-up of workflow.

Examples of leadership-related improvements made in 2024:

o New initiatives to ensure the adoption of the quality assurance system by everyone at the grassroots level
o A large number of new accredited programmes
o The establishment of the Validation and Accreditation Collaboration Working Group and its significant contributions to the institution
o Peer Reviews
o Focus Group Meetings

Maturity Level: Leadership practices and their contribution to the development of the quality assurance system and culture are regularly monitored, with improvements made as needed.

Evidence

- [1](3)A.1.2-peer review list.pdf
- [2](3)A.1.2-Task allocations of vice-rectors.pdf
- [3](4)A.1.2-Quality training presentation.pdf
- [4](4)A.1.2-School of foreign languages quality training presentation.pdf
- [5](4)A.1.2-Peer training presentation.pdf
- [6](4)A.1.2-Peer review (faculty of communication).xls
- [7](4)A.1.2-Peer review (faculty of arts and sciences).xlsx

- [8](4)A.1.2-Peer review (institute of graduate studies).xlsx
- [9](4)A.1.2-Peer review (vocational school).xlsx
- [10](4)A.1.2-accreditation and quality documents.pdf
- [11](4)A.1.2-Anaesthesia programme focus group meeting.pdf
- [12](4)A.1.2-Quality committee meeting minute of 16.10.2024.pdf
- [13](4)A.1.2-Quality committee meeting minute of 19.03.2024.pdf
- [14](4)A.1.2-Quality committee meeting minute of 29.05.2024.pdf
- [15](4)A.1.2-Analysis of the 2023-2024 administrative staff satisfaction survey.pdf
- [16](4)A.1.2-Analysis of the 2023-2024 academic staff satisfaction survey.pdf
- [18](4)A.1.2-Analysis of the 2023-2024 student satisfaction survey.pdf
- [19](4)A.1.2-Quality events held.xlsx
- [19](4)A.1.2-Peer review (faculty of economics and administrative sciences).xlsx

3. Institutional transformation capacity

The institution has mechanisms in place to ensure its readiness by considering changes, global trends, national objectives, and stakeholder expectations within the higher education ecosystem. In the 2024-2028 Strategic Plan developed within this context, analyses were conducted under the following headings. (Analysis reports are attached to folder A.1.3.)

- Stakeholder Analysis
- Human Resources Competency Analysis
- Institutional Culture Analysis
- Physical Resource Analysis
- Technology and Information Infrastructure Analysis
- Financial Resource Analysis
- Academic Activities Analysis
- Higher Education Sector Analysis
- SWOT Analysis
- Identification of Findings and Determination of Needs

Examples of Improvements Made Under the heading of Institutional Transformation Capacity

Preparation of the above analysis reports

Maturity Level: Change management practices carried out in line with the aims, missions and objectives are monitored and measures are taken.

Evidence

- [1](4)A.1.3-Stakeholder analysis.pdf
- [2](4)A.1.3-Human resources competence analysis.xlsx
- [3](4)A.1.3-Institutional culture analysis.pdf
- [4](4)A.1.3-Physical resource analysis.pdf
- [4](4)A.1.3-Academic activities analysis.pdf
- [5](4)A.1.3-Financial resource analysis.pdf
- [6](4)A.1.3-Technology and information infrastructure analysis.pdf
- [7](4)A.1.3-Identification of findings and determination of needs.pdf
- [8](4)A.1.3-Higher education sector analysis.pdf
- [9](4)A.1.3-R&D SWOT analysis.pdf
- [10](4)A.1.3-SWOT analysis.pdf

4. Internal quality assurance mechanisms

An Internal Quality Assurance System has been established in line with the procedures and principles set out in the Regulation on Higher Education Quality Assurance and Higher Education Quality Board, as well as the Istanbul Beykent University Quality Assurance Directive. This system aims to embed a culture of quality across all units, considering the internationalisation process and the objective of becoming a high-level university. In this context, the Quality Committee and the organisational structures affiliated to the committee have been established. (https://kalite.beykent.edu.tr/hakkimizda). (See [OD4] Quality Committee Meeting Minutes). Additionally, to expand the organisational structures to administrative and academic units, Quality

Committees for these units were established in 2024 ([Ex: Quality Committee, Faculty of Economics and Administrative Sciences](#)).

The job descriptions of the Quality Committee, established in accordance with the Regulation on Higher Education Quality Assurance and the Higher Education Quality Board, as well as the Istanbul Beykent University Quality Assurance Directive, have been defined under Article 17 of the Regulation on Higher Education Quality Assurance and the Higher Education Quality Board and Article 9 of the Istanbul Beykent University Quality Assurance Directive. These descriptions have been published on the institution's quality web page. (https://kalite.beykent.edu.tr/hakkimizda/komisyon-gorevleri).

In order to assist the Quality Committee at the University in its work and to proceed with a participatory structure by providing an exchange of ideas, [OD3] Quality Committee Working Subgroups have been established. Quality Committee Working Subgroups are listed below.

- Educational Development Working Group
- Quality Assurance System Working Group
- Research and Development Working Group
- Social Contribution Working Group
- Assessment and Evaluation Working Group
- Validation and Accreditation Collaborations Working Group

Within the scope of the Quality Assurance Directive updated in accordance with the Senate Decision No. 2025/03 of 14.02.2025, academic and [OD3] administrative units quality committees have been established. The duties and responsibilities of the relevant commissions are regulated in Article 12 of the same directive.

To examine and evaluate the work of our university's academic units, support their preparation for evaluations, facilitate developmental actions, and enhance the dissemination of the quality approach at all levels, the structuring of internal evaluations at the university continued in 2024 with further improvements.

The relevant study has been carried out by the *Working Group on Ensuring Quality Assurance System* in order to reveal the internal evaluation of our university within the framework of the basic features of the Turkish Higher Education Quality Council (THEQC) Institutional Accreditation Programme (IAP). The evaluation criteria were analysed under 4 main headings, as in the IAP. Within this framework, the aim was to clearly define and present the vision, mission, and strategic goals of all academic units, along with their approaches to leadership, education and training, research and development, and social contribution processes.

The internal evaluation process was coordinated by Prof. Dr. Kazım Sarı, Vice-Chairman of the Quality Committee, together with the Working Group on Ensuring Quality Assurance. It was conducted in collaboration with the Quality Committee, academic units (faculties, institutes, and schools), the Office of Strategy and Quality Enhancement, and student members of the Quality Studies Club. Each academic unit was visited on-site by the evaluation team and the quality level of the academic unit was analysed. Only academic units were included in the on-site visit process. In that process 9 Faculties, Graduate School, Vocational School, and School of Foreign Languages were visited. The activity was included in the agenda of the working group in September 2024. The configured draft plan and the actual work schedule are shown in the table (See [OD3] Internal Evaluation Plan Schedule).

As part of the designated schedule, a total of 11 teams were formed, consisting of members of the Working Group on Ensuring Quality Assurance, staff from the Office of Strategy and Quality Enhancement, and students from the Quality Studies Club. These teams planned visits to academic units. (See [OD4] Reviewer Team).

In the internal evaluation process of Istanbul Beykent University, all academic unit supervisors (Deans, Vice-Deans, Directors, Vice-Directors, and designated academic staff) meticulously prepared for the process. They responded positively to all requests to ensure a swift and consensus-driven evaluation, guided by insights from preliminary meetings. Additionally, they compiled the necessary information and evidence for the relevant evaluation criteria and shared them openly and transparently.

The report is based on the grades of the evaluation questionnaire criteria, assessor reports, analyses of the evidence provided, and suggestions for improvement developed by the assessors during in-person visits to academic units. (For reports, see [OD5] Internal Evaluation Improvement Reports)

All these efforts aimed at ensuring the institution's progress as a high-quality educational institution were shared with the relevant units through unit-based reports. These reports highlighted exemplary practices for academic units and improvements deemed beneficial. Additionally, the units were requested to develop their own solution-oriented initiatives. In this study, assessors were also asked to provide their evaluations, ensuring that improvement activities followed a two-way approach. The need for an academic unit quality committee, which became evident during the self-evaluation process, was discussed by the Quality Committee. It was added to the agenda through a directive amendment, and the relevant information was shared with the academic units.

Advisory Boards have been established in all academic units to ensure the contribution of external stakeholders in designing of the Quality Assurance System. Advisory Boards operating in the institution are as follows:

- University Advisory Board
- Advisory Board of the Faculty of Dentistry
- Departmental Advisory Boards of the Faculty of Arts and Sciences
- Departmental Advisory Boards of the Faculty of Fine Arts
- Advisory Board of the Faculty of Law
- Departmental Advisory Boards of the Faculty of Economics and Administrative Sciences
- Departmental Advisory Boards of the Faculty of Communication
- Departmental Advisory Boards of the Faculty of Engineering and Architecture
- Advisory Board of the Faculty of Medicine
- Departmental Advisory Boards of the Faculty of Health Sciences
- Advisory Board of the School of Applied Sciences
- Advisory Boards of the Vocational School Programmes
- Advisory Board of the School of Foreign Languages

The Quality Committee Working Groups and Advisory Boards, established to align with quality assurance and management system standards and to achieve recognition as a high-level educational institution, play an active role in developing the Quality Assurance System.

The [OD3] Quality Committee Working Subgroups and all academic units working to ensure quality standards periodically prepare SWOT/Activity Analysis Reports (SWOT analysis example is attached to the evidence folder A.1.4). All SWOT analyses can be found here:

[OD4] SWOT Activity Reports of Academic Units

[OD4] Quality Committee Working Subgroups SWOT Analysis Reports

Internal quality assurance mechanisms covering all institutional activity processes have been established in accordance with the Plan-Do-Check-Act (PDCA) cycle. Within this framework,

- Education and training activities are carried out in accordance with the [OD3] Academic Calendar.
- The Quality Processes Schedule, defined in the annex of the Istanbul Beykent University Quality Assurance Directive, serves as the framework for planned activities, which are carried out in accordance with this schedule (see Quality Processes Schedule).
- A study titled *Istanbul Beykent University Education and Training Quality Processes* has been prepared to ensure, enhance, improve, and maintain the quality of education and training. This study is presented in the form of [OD3] Education and Training Quality Processes Handbook, which includes processes and procedures.
- A strategic plan is created in order to achieve the objectives determined in the institution. In the [OD4] 2024-2028 Strategic Plan, which covers the years 2024 to 2028, targets and performance indicators are defined across all areas of activity. Within the framework of this plan, targets and performance indicators are regularly monitored. In this context, the [OD4] Strategic Plan Performance Indicator Reports, covering all areas of activity, are prepared annually, and the performance indicator targets are analysed. (See [OD4] Strategic Plan Indicator Reports Analysis)
- Recognising that the performance of academic and administrative staff is crucial to the university's goal of becoming a top-tier educational institution, the Istanbul Beykent University Academic Staff

[Performance Assessment and Evaluation Directive](#) and the [Istanbul Beykent University Administrative Staff Performance Assessment and Evaluation Procedures and Principles Directive](#) have been established within the institution.

- To ensure compliance with quality assurance and management system standards, the requirements of the ISO 9001 Quality Management System Certificate are met, and the control mechanism is strengthened by preparing an Internal Audit Report each year.

(See [OD4] [ISO 9001 DOCUMENTATION).](#)

- *ISO/IEC 27001:2013 Information Security Management System Certificate*

Istanbul University's academic education and training activities, administrative activities, and the information assets related to these activities are considered relevant business processes within the scope of information security, which is implemented to protect these assets.

- *ISO 14001:2015 Environmental Management System Certificate*

Istanbul Beykent University has been awarded the ISO 14001:2015 Environmental Management System Certificate for the business processes it has implemented, taking into account the importance of environmental factors in its services and activities.

- *ISO 21001:2018 Educational Organisations Management System Certificate*

Istanbul Beykent University has been awarded the ISO 21001:2018 Educational Organisations Management System Certificate for identifying the learning needs of students, determining appropriate content to address these needs, and managing business processes based on the evaluation of the results from all these processes.

- *ISO 10002: 2018 Customer Satisfaction Management System Certificate*

Istanbul Beykent University has received the ISO 10002:2018 Customer Satisfaction Management System Certification for effectively managing feedback from all stakeholders, particularly its students, within the scope of work flow processes and undertaking improvement initiatives based on this feedback.

- All quality processes are supported by [OD4] [Information Management Systems](#).
- [Digi-bu](#) web portal has been created to enable the integration of Information Management Systems.
- *Surveys*

To update the education and course curriculum in line with current trends, understand stakeholder expectations, and guide the University's development, surveys are regularly conducted to gather the opinions and suggestions of both internal and external stakeholders. Accordingly, the surveys are analysed, areas for further development are identified, and necessary improvements are made. (See [OD4] [Surveys and Survey Analyses](#))

- Mechanisms such as the [[OD3] Feedback Centre](#) and the [[OD3] Solutions Centre](#) are utilised within the institution.

Opinions, suggestions, and complaints of all stakeholders are obtained through the form on the Feedback Centre web page (See [[OD3] Opinion, Suggestion, and Complaint Form](#)).

At the Solutions Centre, support requests are submitted under three categories: Prospective Students, International Students, and Istanbul University Students. These requests are then tracked through the system. Therefore, with these practices, the PDCA cycle is completed in terms of opinions, suggestions, and complaints. Improvement work has begun on the three different categories established for the Solutions Centre. Studies have been initiated within the system to ensure that students logging in through the platform are directed to the appropriate unit for their support requests. Each unit will have an assigned staff member to handle incoming requests, allowing students to upload files if necessary, track the resolution process online, and conclude the request when the relevant unit staff member marks it as resolved (See [[OD3]Solution Centre Operation Improvement Study).](#)

In accordance with Article 17 a) and b) of the [Regulation on Higher Education Quality Assurance and the Higher Education Quality Council](#), an internal evaluation report is prepared and submitted

to the Senate. Decisions are taken and implemented for regulatory and preventive actions when necessary.

Article 17:

a) In line with the strategic plan and objectives of the institution and within the framework of the procedures and principles determined by the Higher Education Quality Council, to establish the internal and external quality assurance system of the relevant institution in order to evaluate, monitor, and improve the quality of its education, training, research and social contribution activities, and administrative services, to determine institution-specific key performance indicators, to conduct programme evaluation, and to submit the activities within this scope to the senate, and in institutions where there is no senate, to the executive board,

b) To plan and carry out internal evaluation activities, to prepare the annual internal evaluation report containing the results of institutional evaluation and enhancement activities, to submit it to the senate, and to the executive board in institutions where there is no senate, and to share the approved annual internal evaluation report with the public in an easily accessible manner on the official website of the institution,

In this context, a large number of regulatory/preventive activities were carried out in 2024. Some examples of these activities are given below.

Examples of Regulatory/Preventive and New Activities

- The 2024-2028 Strategic Plan, completed in the 2023-2024 Academic Year and covering the institution's next five years, has been prepared and is now being implemented. During the preparation of the Strategic Plan, the strategic objectives were linked to the budget, in line with the recommendations from the Institutional Accreditation Report, which stated, "To enhance the applicability of the Strategic Plan within the institution, a system should be developed to show the relationship between the Strategic Plan objectives and the budget." ([OD4] Target card cost example)
- In 2024, the comprehensive accreditation activities initiated the previous year continued, resulting in the accreditation of many new programmes and the submission of new applications. (See [OD4] Accreditation and Quality Documents Report).

In this context,

- The number of programmes that have been accredited or are currently undergoing accreditation at the institution: 22
- The number of [OD4] programmes accredited or whose accreditation was renewed in 2024: 10
- Number of [OD4] programmes applied for accreditation: 24
- Number of [OD4] programmes preparing for accreditation applications in 2025: 62

At the beginning of each academic year, [OD4] accreditation status reports are received from all academic units. In line with this report, the units that will apply for accreditation are identified, and their progress is monitored.

- ISO 9001 Quality Management System Certificate requirements are fulfilled in the institution. In this context, a **Risk Analysis** of all administrative activities was conducted in 2024, and a precautionary plan was proposed to address potential risks (See [OD4] Risk Analysis Reports).
- In line with the institution's internationalisation policy and targets, a new [OD3] Validation and Accreditation Cooperation Working Group was established, and the group has begun its activities. (See [OD4] Working Group Annual Report)
- In 2024, peer-review studies continued to encompass all academic units within the institution. In this context, deficiencies in programme and course information within the ECTS Catalogue have been identified and addressed. (See Sample peer review reports are attached to the A1.2 evidence folder. Full peer review reports can be found [OD4] here).
- Quality representatives have been appointed, and a work plan has been established to embed quality processes at all levels and ensure the active participation of all academic and administrative units. (See [OD3] Administrative Units Quality Representatives)
- All academic units periodically prepare SWOT/Activity Analysis Reports (SWOT analysis

sample is attached to evidence folder A.1.4). All SWOT analyses can be found here:

[OD4] SWOT Activity Reports of Academic Units

[OD4] Quality Committee Working Subgroups SWOT Analysis Reports

- To ensure the integration of information management systems within the institution, the digital web platform digi.bu, created in the previous period, has been further developed. YÖKSİS (Higher Education Information System) has been integrated into the system, enabling the monitoring of academic data and performance measurement through the platform.
- To identify the changes within the higher education ecosystem and to plan the medium-term goals of the institution correctly, Higher Education Sector Analysis is carried out.

  - Stakeholder Analysis
  - Human Resources Competency Analysis
  - Institutional Culture Analysis
  - Physical Resource Analysis
  - Technology and Information Infrastructure Analysis
  - Financial Resource Analysis
  - Academic Activities Analysis
  - Higher Education Sector Analysis
  - SWOT Analysis
  - Identification of Findings and Determination of Needs

Institutional plans are safeguarded by preparing analysis reports and ensuring compliance with minimum standards across all areas of activity.

- To enhance the efficiency of administrative units within the institution and strengthen integration between them, significant improvements have been made to the institution's [OD3] organisational structure concerning the organisation of administrative units.

Meetings, in which all activities are periodically discussed and evaluated, are held at the university. Regular meetings are held with the Senate, University Executive Board, and the boards of faculties, vocational schools, institutes, and schools. Additionally, Institutional and Programme Advisory Board meetings take place to gather feedback from external stakeholders.

Examples of Improvements in Internal Quality Assurance Mechanisms in 2024:

- New initiatives to ensure the adoption of the quality assurance system by everyone at the grassroots level
- The Quality Committee of administrative and academic units was established in 2024 (Example: Quality Committee of Economics and Administrative Sciences and Quality Committee of the Office of the Secretary General).
- A large number of new accredited programmes
- The establishment of the Validation and Accreditation Collaboration Working Group and its significant contributions to the institution
- Peer Reviews Focus
Group Meetings

Considering the evidence presented in the report, the improvement activities undertaken, and the field studies conducted within the institution under the heading "A.1.4. Internal Quality Assurance Mechanisms", we believe that the institution has established systematic, sustainable, and exemplary practices.

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

Evidence

- [1](3)A.1.4-Administrative quality representative director of library services job description.pdf
- [2](3)A.1.4-Administrative quality representative office of personnel affairs job description.pdf
- [3](3)A.1.4-Administrative quality representative sports training specialist job description.pdf
- [4](3)A.1.4-Administrative quality representative directorate of documents and archives job description.pdf
- [5](4)A.1.4-English translation and interpreting external stakeholder meeting.pdf

- [6](4)A.1.4-Analysis of the 2023-2024 administrative staff satisfaction survey.pdf
- [7](4)A.1.4-Analysis of the 2023-2024 academic staff satisfaction survey.pdf
- [8](4)A.1.4-Analysis of the 2023-2024 spring term student course evaluation survey.pdf
- [9](4)A.1.4-Analysis of the 2023-2024 spring term student satisfaction survey.pdf
- [10](4)A.1.4-Analysis of the 2023-2024 fall term student course evaluation survey.pdf
- [11](4)A.1.4-Summary report of advisory boards meeting minutes.pdf
- [12](4)A.1.4-Accreditation and quality documents.pdf
- [13](4)A.1.4-r&d swot analysis report.pdf
- [14](4)A.1.4-Faculty of fine arts swot analysis report.pdf

5. Public information and accountability

The issue of informing the public has been adopted as a principle in the institution.

In terms of informing the public and accountability, our Strategic Objectives include:

- SO6.2. Ensuring a participatory, transparent, accountable approach to management and service

- SO6.4. Strengthening institutional recognition and image.

The institution evaluates its strategic data and academic and administrative activities at regular intervals and publishes them on its quality website in annual [OD3] activity reports. As part of its social responsibility, the institution also shares information and announcements relating to education-training, research-development, and other fields with the public through the institution's web page, quality web page, e-bulletin, social media, magazine, and other means of publication. The Office of Publicity and Public Relations is responsible for sharing information, and ensures that the provided information is up-to-date, accurate, and reliable in accordance with the relevant legislation. All information shared are presented to the senior management through forms. Impartiality and objectivity of the information are the responsibility of the relevant managers and these issues are checked during approval processes.

Information and announcements about the important institutional activities are included on our website, and in the visual and print media.

We use the following media:

- Beykent University Web Page
- Quality Web Page
- Technology Transfer Office Web Page
- https://www.facebook.com/beykentunv
- https://x.com/beykentunv
- https://www.youtube.com/channel/UCULzYqMKA-EL6hXuCsmUzKQ
- https://www.instagram.com/beykentunv/
- https://www.linkedin.com/school/beykent-university/

Maturity Level: The institution's public information and accountability mechanisms are monitored and improved in line with stakeholder opinions.

2. Mission and Strategic Objectives

1. Mission, vision, and policies

Istanbul Beykent University has determined the [OD3] Mission and Vision and has created quality policies in this direction and they are communicated to the public. All academic and administrative units within our university define their own mission, vision, goals, and priorities in alignment with the university's overarching objectives, principles, and strategies.

- **[OD4] Quality Policy:** Istanbul Beykent University's principal quality policy is aimed at achieving sustainability of the Quality Assurance System which is based on regular monitoring, evaluation, and continuous improvement, in all the administrative units. In accordance with this key principle, our quality policy is developed in the following six main areas:

- [Research and Development Policy](#)
- [Education and Training Policy](#)
- [Quality Assurance System Policy](#)
- [Social Contribution Policy](#)
- [Internationalisation Policy](#)
- [Management System Policy](#)

Our quality policies, quality-oriented activities and developments are shared with information users and the public on https://kalite.beykent.edu.tr/kurumsal/kalite-politikasi.

Core Values: Our core values have been created in accordance with the mission and vision of Istanbul Beykent University for the needs and conditions of the changing and developing world and are shared on https://kalite.beykent.edu.tr/kurumsal/temel-degerler.The principle of sustainability has been added to the [OD4] Core values of the institution.

The institution's vision and mission are updated in response to technological advancements and evolving conditions in the higher education ecosystem.

1. [OD4] Vision of the institution (See [OD4] Quality Committee Meeting Minutes)

- **The previous vision of the institution:** "To become a globally recognised higher education institution."
- **The new vision of the institution:** To be a higher education institution with sustainable success on an international scale.
- [OD4] Mission of the institution
- **The previous mission of the institution:** "As a university producing and improving knowledge and technology, and educating qualified individuals who will turn these into professional skills to be used for the benefit of the society, our mission is to enable our students to access the physical and technological infrastructures, a social environment, education and training programmes, and learning resources so that they will be professionals who:
- Have strong leadership and social skills, know what they want, have high self-confidence, can make quick decisions, have emotional intelligence, pursue their dreams,
- Have systematic thinking and intellectual discipline, effective learning strategies, and a multidimensional thinking approach; can think inquisitively, analytically, and innovatively; and can handle and solve complex problems,
- Can follow, use, develop, and programme technology, perceive the world they live in, recognise their society, and are sensitive to ethical values and the environment,
- Can use their professional knowledge and skills anywhere in the world."
- **The new mission of the institution:** "To take part in the training of qualified labour that our country needs; to contribute to the cultural, social and economic development of society by being an environmentally conscious higher education institution that produces, develops and transforms information and technology on a national and international scale, turning it into professional skills for the benefit of society."

The institution's new mission clearly emphasises the three main activities outlined under the duties of Higher Education Institutions in Article 12 of Law No. 2547: education and training, research and development, and social contribution.

New activities undertaken in 2024 under the subheading of mission, vision, and policies:

The Vision, Mission, and Quality Policies of the Institution have been updated.

Maturity Level: Implementations carried out in alignment with the mission, vision, and policies are monitored and evaluated in collaboration with stakeholders, and all necessary measures are taken.

2. Strategic goals and objectives

Strategic Plan: The institution's 2019-2023 Strategic Plan was completed in 2023, and a new 2024-2028 Strategic Plan was developed based on the *Strategic Planning Guide for Universities*, prepared by the Presidency of the Republic of Türkiye Strategy and Budget Department. All relevant stakeholders have been involved in the strategic plan development process. In this context, the need for a new strategic plan at Istanbul Beykent University was communicated to the Rectorate by the Office of Strategy and Quality Enhancement. Istanbul Beykent University Rectorate has published [OD3] Strategic Plan Circular. In this context, Strategy Development Board and Strategy Planning

Team have been established. To ensure the participation of all stakeholders in the Strategic Plan activities, representatives of the following units have been included in the Strategic Planning Team:

- Main service units and the Office of Strategy and Quality Enhancement
- Working Groups of the Quality Committee
- All academic and administrative units.

The following analysis reports are included in the new strategic plan (Evidence files are attached in folder A.2.2)

- Evaluation of the 2019-2023 Strategic Plan
- Regulatory Analysis
- Analysis of Top Policy Documents
- Programme-Subprogramme Analysis
- Determination of Fields of Activity and Products and Services
- Stakeholder Analysis
- Internal Institutional Analysis
- Academic Activities Analysis
- Higher Education Sector Analysis
- SWOT Analysis
- Identification of Findings and Determination of Needs

In the 2024-2028 Strategic Plan, a general evaluation of the previous period's strategic plan was conducted, and the areas for further development identified through this evaluation are summarised under the following headings:

1. Closing the PDCA cycle in process management and feedback mechanisms
2. Ensuring stakeholder participation at all levels and fields of activity
3. Development of Strategy and Quality Management Systems
4. Decrease in the number of electronic resources within the library resources
5. International cooperation with exchange programmes other than Erasmus (MoU) not reaching the expected level
6. Failure to achieve consistent growth in TTO and UYGAR (Applied Research) centre activities
7. Insufficient participation in international projects
8. Failure to achieve social contribution and social responsibility project activities at the expected level.

As a result, it is observed that the areas for further development identified in the 2019-2023 Strategic Plan Evaluation Report and the Institutional Accreditation Programme (KAP) report largely overlap. These are listed below:

- Feedback Mechanisms and Process Management
- Stakeholder Engagement
- Public and Social Responsibility Project Activities

With the implementation of the newly prepared strategic plan, it was planned to improve the identified areas for further development, and in the first year of implementation, significant improvements were made in almost all of the above-mentioned areas for further development. These improvement activities are included in the relevant sections of the report.

Strategic objectives, targets, activities, performance indicators, and performance indicator targets have been established in all areas of the Quality Assurance System, including Education and Training, Research and Development, Social Contribution, and the Management System. All objectives are monitored and analysed through [OD4] Strategic Plan Performance Indicator Reports and improvement measures are taken when necessary (See [OD4]Strategic Plan Performance Indicators Analysis) (Evidence files are attached in folder A2.2).

The Strategic Plan targets and the practices in the institution are directly related to the United Nations Sustainable Development Goals. In the 2024-2028 Strategic Plan, our defined goals and objectives, developed with consideration of the United Nations Sustainable Development Goals, are as follows:

- SO5 The Quantity and Quality of Social Service Activities
  - SO5.1. Increasing the number and effectiveness of application and research centres

- SO5.2. Supporting research, implementation and academic activities relating to major social problems
- SO5.3. Encouraging social responsibility projects
- SO5.4. Supporting activities to contribute to cultural and social development

Istanbul Beykent University attaches importance to the efforts related to the United Nations Sustainable Development Goals. In particular, in the last 2 years, the institution has undertaken significant activities in this field. These activities are given under the following headings.

1. The sustainability policy of the institution has been prepared by taking into account the United Nations Sustainable Development Goals. [OD4] Policies developed in this context are as follows:

- Maternity Policy
- Waste Management and Recycling Policy
- Policy on Preventing Sexual Harassment and Mobbing
- Diversity and Inclusion Policy
- Flexible Working Policy
- Ethical Labour Policy
- Policy on Governance with Internal and External Stakeholders
- Decent Work and Fair Remuneration Policy
- Water Management Policy
- Sustainable Development Awareness Policy
- Sustainable Procurement and Supplier Policy
- Gender Equality Policy
- Smoke-Free Campus Commitment
- Modern Abolitionist Commitment

2. The following Research Units have been established under the Strategic Research Centre

- Urban, Environmental, and Climate Studies
- Technology and Innovation
- Sustainability
- Political and Economic Indicators
- Migration Studies Unit

Considering the studies conducted by the institution in this field, Istanbul Beykent University was ranked in all seventeen goals in the *Times Higher Education* ranking based on the United Nations Sustainable Development Goals. (See [OD4] THE Impact Report).

New improvement activities undertaken in 2024 under the subheading of strategic goals and objectives:

- The new 2024-2028 Strategic Plan of the institution has been prepared.
- Strategic Goals and Objectives have been linked to the United Nations Sustainable Development Goals
- In this context, new policies have been prepared.
- The following Research Units have been established under the Strategic Research Centre.

Considering the evidence presented in the report, the improvement activities undertaken, and the field studies conducted within the institution under the heading "A.2.2. Strategic Goals and Objectives", we believe that the institution has established systematic, sustainable, and exemplary practices.

Maturity Level: The institution follows the strategic plan it implements and evaluates it together with the relevant stakeholders and reflects it in its future plans.

Evidence
- [1](3)A.2.2-Strategic plan circular.pdf
- [2](4)A.2.2-Legislation analysis.pdf
- [3](4)A.2.2-Top policy documents analysis.pdf
- [4](4)A.2.2-Programme sub-programme analysis.pdf
- [5](4)A.2.2-Determination of activity fields and products and services.pdf
- [6](4)A.2.2-Stakeholder analysis.pdf

- [7](4)A.2.2-Internal organisational analysis.pdf
- [8](4)A.2.2-Academic activities analysis.pdf
- [9](4)A.2.2-Higher education sector analysis.pdf
- [10](4)A.2.2-SWOT analysis.pdf
- [11](4)A.2.2-Identification of findings and determination of needs.pdf
- [12](4)A.2.2-2024-2028_Strategic plan.pdf
- [13](4)A.2.2-2023-2024_Strategic plan performance indicator report.xlsx
- [14](4)A.2.2-2023-2024_Strategic plan performance indicator analysis report.xlsx

3. Performance management

To adhere to the quality processes within the institution, numerous systems and modules are available under the WEB Portal digi.bu. Performance Management Systems and Modules Applied in the Institution:

1. *Institutional Research Performance Assessment and Evaluation Module*

The Academic Performance Assessment and Evaluation Directive has been established to enhance the efficiency of education, scientific research, and academic and administrative services. By evaluating the performance of academic staff at Istanbul Beykent University in accordance with objective principles, the directive aims to elevate the university's institutional, national, and international success. An institution-specific system for monitoring performance has been established and is being implemented (Evidence is attached to the A.2.3. folder).

It is a module in which the information of the university's academic staff such as articles, papers, projects, books, thesis advised, awards, patents, artistic activities, etc. are automatically obtained from the Higher Education Information System (YÖKSİS) and data analyses are made instantly. Submodules of this module:

- Faculty, Collage, Vocational School, and Institute Research Performance Assessment and Evaluation Module

It is a module in which the information such as articles, papers, projects, books, thesis advised, awards, patents, artistic activities, etc. belonging to the academic staff within the Faculty, Collage, Vocational School and Institute are automatically obtained from the Higher Education Information System (YÖKSİS) and the research performances of all academic units is analysed by means of data analysis.

- Academic Staff Research Performance Assessment and Evaluation Module

With this module, the research performance of each academic staff member is monitored, and comparative analyses are carried out with the performance of the Department, Programme, Faculty and Institution.

2. *Administrative Staff Performance Management*

Administrative Staff Performance Management is carried out on the basis of "Istanbul Beykent University Administrative Staff Performance Assessment and Evaluation Procedures and Principles Directive".

3. *Development of Strategy and Quality Management System*

It is a system consisting of multiple modules. However, the integration of the system with the institutional web portal digi.bu is in progress.

4. *Monitoring Strategic Plan Performance Indicators*

The system encompasses the university's strategic objectives, targets, performance indicators, and performance indicator targets. It monitors annual achievement levels, generates dynamic analyses, and reports these findings to senior management.

In addition, the Key Performance Indicators are defined in the institution and the results are consistently monitored and announced under the title of "[OD3] Beykent in Numbers" on the quality website.

New improvement activities undertaken in 2024 under the subheading of performance management:

o The Academic Performance Measurement and Evaluation Directive has been updated and some sub-modules of the Strategy and Quality Management System have been developed

Maturity Level: The operability of performance indicators and performance management mechanisms are monitored in the institution and improvements are made according to the monitoring results.

Evidence

- [1](4)A.2.3-SGPD strategic and unit process objectives.xlsx
- [2](4)A.2.3-2023-2024 Strategic plan performance indicator report.xlsx
- [3](4)A.2.3-2023-2024 Strategic plan performance indicator analysis report.xlsx
- [4](4)A.2.3-Academic performance system module.pdf

3. Management Systems

1. Information Management System

To enable them to use their information management systems, an email account is created for each student enrolled in Beykent University and each administrative and academic staff member employed by the university.

- **Oracle ERP – E-Business Suite**

Financial registrations and transactions of students are carried out through the Oracle ERP – E-Business Suite system. ERP system modules (such as finance, purchasing, stock, human resources, logistics, etc.) work in integration with peripheral units and systems (information system of the Registrar's Office, turnstile system, virtual POS, and bank payment system). In addition, the system is in integration with modules such as e-Ledger, e-Invoice, and e-Archive of the systems of the Ministry of Finance.

Personnel files of the academic and administrative staff are kept in the Oracle ERP System Human Resources Module and salary or payroll are accrued through this system. The university's purchasing processes are carried out, accounting and inventory records are kept in the same system as integrated.

- **Student Information Management System (Proliz)**

Academic Staff Module: It consists of modules such as Course and Exam Schedule, Office Hours, Attendance Lists, Exam Weights, Exam Grade Submission, Exam Evaluation, Counselling Procedures, Course Homework Procedures, Class Success Statistics, Score Statistics, and Exam Statistics.

Student Module: It consists of modules such as Information Display, Course Add-Drop, Course and Advisor Information, Weekly Course Topics, Course Assignment Procedures, Faculty Member Course Schedule, Exam Calendar, Grade Display, Transcript, Graduation Approval Information, Document Request, and Surveys.

The **ECTS Catalogue** contains information and curricula related to all programmes.

Programme Information Package created in EBS Education Information Management System: The educational objectives of a programme, the type of education, the graduation requirements, the degree earned, the degree level, the special admission requirements, the recognition of prior learning, the qualification requirements, the programme profile, the employment opportunities of the graduates, the academic advancement opportunities, the assessment and evaluation information regarding the exams are all shared with the public on the university website.

Registrar's Office Module: Students' course information, grades, and success status are followed in this module. The system includes modules such as Student, Definitions, Student Course Information, Course Planning, Graduation Procedures, Statistics, and Reporting.

- **Distance Learning Management and Examination System**

Asynchronous part of our distance education system consists of Pusula, Pusula Document Sharing, and Pusula Exam platforms. All these platforms are integrated with student automation, and students, academic staff, and courses are transferred to the system automatically. To minimise the problems our students may face in online exams, the system has been divided into three different platforms.

Pusula: Used as a supplementary tool for formal education in previous academic years and designed for faculty members to share course material, additional resources and homework with students, the Pusula has become the foundation of distance education at our university since 2020. Pusula serves as a platform on which live courses are organised and archive links of courses covered are listed. Students may sign in to the system through their student automation accounts and download the courses covered beforehand and watch them whenever they wish.

ZOOM: Online course activity created on Pusula is carried out on Zoom. Several activities done in a class environment can be done by academic staff and students here as well. A course can be effectively covered through screen sharing, teaching on slides, and using camera and microphone. Additionally, students and academic staff can easily discuss the course on the chat section. 500 students can attend a course at the same time and unlimited synchronous courses can be covered. Live courses were successfully covered on the Pusula platform that is combined with Zoom.

Reporting: The necessary improvements have been implemented to enable administrative users to quickly access all required data, such as the start and end times of Zoom-based courses.

Pusula Exam: Pusula Exam platform has been established for activities of any kind that need to be graded such as quizzes, midterms, projects, assignments and finals. So that our faculty members and students can easily use the online exam system and quickly adapt to it, structural improvements have been made by interface improvements with advanced features. On the Pusula Exam platform, which works integrated with student automation, activities such as quizzes, midterms, projects, assignments and finals have all been successfully completed thanks to the informative and guiding instructions provided to the faculty members from the exam creation phase to the completion of the students' exams. Students were tested with projects/assignments, and exam types such as multiple-choice, open-ended, and take-home.

Reporting: With the system improvements, it is now possible to monitor and report on exams and assignments in real-time, whether they have not yet started, are currently in progress, or have ended. The detailed reporting interface also functions as the primary tool for quickly identifying and resolving errors that may arise during exams.

Grade Submission: Developments have been completed to automatically submit the grades of the completed exams to the student automation, thus preventing possible errors in grade submissions. The grade submission has also allowed exam results to be announced in a shorter period of time.

Archiving: Integration activities were carried out to transfer all exams including three-course, 44/C and summer school exams completed in the Spring Term of the 2019-2020 Academic Year to the Library Archive System (Arşivist - archive automation system) with a single touch, and the exams were archived in a controlled manner between units.

KEYPS: The KEYPS platform, which is already in use at our Faculties of Medicine and Dentistry, has been made available for live courses with the pandemic. Used in the Faculties of Medicine and Dentistry as the equivalent of the Pusula platform, the KEYPS has been combined with the ZOOM platform to ensure that live courses are held smoothly. Course recordings have also been transferred to the KEYPS and it has been arranged in such a way that students can watch their course recordings again. In addition, integration activities between the KEYPS and the Proliz are in progress. The integration of the students has been completed and necessary activities are carried out to ensure full integration in the future.

Support Request System (https://destek.beykent.edu.tr)

It is the support system established by the Department of Information Technologies for support requests. This system provides a digital platform for our administrative and academic staff to submit IT and Support Service requests and resolve their issues efficiently. Users can track the status of their submitted requests via the relevant portal and contact the solution centre staff as needed. The relevant requests are assigned to responsible personnel by a Unit Supervisor, initiating the corresponding process.

- **Electronic Document Management System**

EnVision EBYS Information Management System: It is used to manage the processes such as dispatching, initialling, and e-signature in accordance with defined public writing standards, in the written communication of the university with internal units and stakeholders.

With the introduction of this system, it is ensured that the correspondence is standardised, the dispatch, initials and approval times are shortened, the labour, time and stationary costs are saved, and the correspondence is archived in a healthy way.

- **Education Support Information Management System**

E-Learning Management System (ALMS): In addition to the virtual courses of distance education programmes, the courses prepared as e-courses in informatics environment, educational resources and other course learning materials are offered to the students 24/7 through the e-learning management system to complete the student workload.

Assessment and Evaluation Management System (KEYPS): With the opening of the Faculty of Medicine and the Faculty of Dentistry in 2016, course syllabi suitable for the course learning outcomes created to serve the educational objectives and programme outcomes of the subject committee courses of these faculties were prepared and the exam question bank was created through this system. Apart from the 14-week semester-based education and training period, assessment and evaluation of these faculties' full-year and asymmetrical subject committee courses are carried out through this system.

- **[Institutional Web Portal](#) (digibu)**

Institutional Web Portal is an integrated management system. Under the Institutional Web Portal, there are numerous quality, process and performance management systems and modules.

Surveys conducted to measure the adequacy and quality of these information systems include questions related to the information systems.

The desktop and laptop computers used by the university staff operate with the Active Directory management within the institutional network topology and the data backup is performed. Institutional data are kept accessible to the authorised people by using the cloud storage service and internal sharing facilities of the Microsoft Office 365 with education licence. In addition, in the information management systems used at the university, logs are kept about the activities done by the users (such as saving files, printing, etc.).

Surveys are conducted and analysed to measure the adequacy and quality of Information Management Systems ([See [OD4] Survey Sample](#)).

In 2024, significant improvements were made in Information Management Systems. Examples of improved Information Management Systems are given below:

1. Institutional Web Portal (Digi-Bu)
2. Strategy and Quality Management System (SKYSIS)
3. Prospective Student Relations Management
4. Leave Tracking System
5. Alumni Information Management System
6. Discipline Tracking System (DISTAKSIS)
7. Academic Qualification and Staff Tracking System
8. Academic Performance System (APS)
9. Student Registration Documents Archive System (Arşivist)

In addition, the projects planned to be carried out in order to ensure the sustainability and continuous updating of Information Management Systems are listed below:

1. Istanbul Beykent University Hospital Information Management Automation System
2. Istanbul Beykent University Hospital Website update
3. Academic Performance System new version project
4. Establishment of Simultaneous Translation Laboratory

5. Establishment of Game Design Development Laboratory
6. Updating I-Mac Lab computers
7. Updating the Study and Reading Laboratories

New improvement activities undertaken in 2024 under the subheading of information management system:
- Information Management Systems have been updated according to needs.

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

Evidence

- [1](4)A.3.1-2023-2024 student satisfaction survey analysis.pdf
- [2](4)A.3.1-Information management systems analysis and enhancement report.xlsx

2. Human Resources Management

Management systems also include Human Resources Management, Financial Management, and Process Management.

Istanbul Beykent University Human Resources Management policies are defined under the [OD4] Management System Policy and have been published on the quality web page.

Policy:

- To use all resources related to management processes effectively and efficiently,
- To ensure corporate memory and to establish the corporate culture among stakeholders,
- To provide training and career development opportunities to improve the knowledge, skills, and competences of staff members in line with the needs of human resources,
- To increase the capacity and capability of administrative and operational processes by strengthening the IT infrastructure,
- To increase harmony and coordination among the units,
- To ensure the sustainability of the activities of the mechanisms within the organisation with the managerial cycle of "plan, implement, control, and take measures" in order to increase the effectiveness and efficiency of the Management System Policy.

Our Objectives with regard to the Human Resources Management

- **SO6.1.** To strengthen the sense of belonging in the institution
- **SO6.2.** Ensuring a participatory, transparent, accountable approach to management and service
- **SO6.3.** To strengthen management processes with the help of information technologies
- **SO6.4.** Strengthening institutional recognition and image
- **SO6.5.** To improve the service quality of the administrative and support staff

In order to increase the effectiveness of the Human Resources Management, basic processes and procedures have been defined and are updated periodically.

Recruitment of academic staff at the institution is transparently announced in the Official Gazette and on the web page of the institution. Within the scope of recruiting and promoting new academic staff, Istanbul Beykent University diligently adheres to its Directive on Promotion and Appointment to Faculty Membership. In the Directive, the minimum criteria are determined in an objective and measurable manner.

In addition to the application and legislation framework, Istanbul Beykent University stands out with the unique approaches and practices developed for the needs of the institution. This process, grounded in a merit-based evaluation system, provides employment opportunities to both graduates and current students, aligning with their areas of expertise and skill sets.

The University contributes to the development of well-equipped professionals by adapting to the rapidly evolving needs of the industry, while also supporting its graduates in advancing their career goals. Thanks to its innovative applications, the University also fosters the development of a skilled workforce capable of meeting corporate demands.

Maturity Level: Human resources management practices are monitored and improved by evaluating them with relevant internal stakeholders.

Evidence
- [1](4)A.3.2-2023-2024 administrative staff satisfaction survey analysis.pdf
- [2](4)A.3.2-2023-2024 academic staff satisfaction survey analysis.pdf
- [3](4)A.3.2-Recruitment flow process.pdf
- [4](4)A.3.2-Office of personnel affairs training evaluation report.xls
- [5](4)A.3.2-SP_Human Resources Activities.xlsx

3. Financial management

According to Article 24 of the Regulation on Foundation Higher Education Institutions, the university is subject to the supervision and auditing of the Council of Higher Education in financial matters. The Council of Higher Education may audit the accounts, transactions, activities and properties of foundation higher education institutions during the year or on the basis of years, as well as on the basis of academic units, programmes, projects and subjects. A copy of the detailed budget of a foundation higher education institution approved by the Board of Trustees and the decisions of the Board of Trustees showing the principles regarding budget implementation and the expenditure authority are sent to the Council of Higher Education.

Effective management of financial resources is ensured through the Istanbul Beykent University Directive on Budget Implementation Procedures and Principles, along with the corresponding procedures and processes established under this directive.

Oracle ERP System and Oracle E-Business Suite Purchasing Module are used as Enterprise Resource Management System for purchasing processes. Inventory and stock management is monitored by the Office of Ancillary Services. The material needs of the academic and administrative units are monitored through the ERP system. Request for needs are submitted through ERP by faculty secretaries and staff in charge in administrative units. Every submitted request is delivered with the approval of the unit supervisors. The Purchasing Department and the Office of Ancillary Services are notified after the requests are approved by the Office of the Secretary General, and these requests are met based on the Istanbul Beykent University Procurement and Tender Regulation. All asset accountability transactions for the academic and administrative staff of the university are conducted and monitored using forms and signatures.

Budget requests of academic and administrative units are carried out according to the Istanbul Beykent University Directive on Procedures and Principles of Budget Implementation and the Budget Preparation and Implementation Procedure. Requests within this scope are gathered from all academic and administrative units using Budget Request Forms (evidence is attached to the A.3.3 folder) and are submitted to the Office of the Secretary General for consolidation, evaluation, and initiation of the approval process.

In the strategic plan of the organisation, income and expenditure items are defined according to the following topics.

- Direct Education and Training Expenses
- General Administrative Expenses
- Execution Expenses
- Financing Expenses
- Fixed Asset Expenses
- Investment Expenses
- Education and Training Service Revenues

Budget planning and monitoring for these items are conducted and overseen by the Financial Affairs and Budget Office, following the format of Table 20 (expenditures) and Table 21A (revenues) as defined by the Higher Education Supervisory Board.

Maintenance/Repair requests are notified to the Office of Facilities Management and Technical Support. For larger-scale projects planned to be carried out in the summer, a project schedule is drawn up 1-2 months in advance.

Although human resources, financial resources and movable and immovable resources are all at

different campuses, they are used effectively and efficiently, and the balance is ensured among the units. The recruitment/appointment processes of the university's administrative units are carried out on the basis of the unit job descriptions and permanent staff within the scope of the relevant legislation. Recruitment processes are implemented with the forms registered in the Quality Management System, and with these forms, task competences of units are determined, trainings are planned, and units are evaluated in detail.

Training programmes are carried out to maintain the professional development of the administrative staff and to improve their teaching skills. In order to determine the in-service training needs of administrative staff, an online Training Needs Survey (on the Quality Management System - QDMS) is conducted by the Human Resources Unit.

Taking into account the results of the survey, the administrative staff training plan of the university is created. In addition, each new staff member is given an Educational Needs Survey after the orientation training. The administrative and support units are provided with necessary trainings in the use of information management systems.

Surveys are carried out to seek opinions from stakeholders, the results are evaluated and necessary precautionary measures are taken. In this context, [OD4] Academic and Administrative Staff Satisfaction Surveys were conducted in 2024.

In the 2019-2023 Strategic Plan, targets and performance indicators have been established to enhance institutionalisation and foster a culture of quality. (See [OD3] SP Institutionalisation and Quality Culture Strategies) These indicators are monitored and analysed through the annual Strategic Plan Performance Indicator Report. (See [OD3] SP Institutionalisation and Promotion of Quality Culture Activities and [OD4] SP Institutionalisation and Promotion of Quality Culture Activities Analysis)

Financial resources management is carried out on the basis of:

- Istanbul Beykent University Directive on Budget Implementation Procedures and Principles
- Istanbul Beykent University Procurement and Tender Regulation
- Foundation Higher Education Institutions Tender Regulation

and other relevant legislations, processes, and procedures.

Taking into consideration the university's revenues and cash flow in the past years, it has a strong and sustainable financial structure enabling it to control its own needs and expenses without interruption in terms of the balance of income and expenses, cash properties, and fixed assets (real estate). The consistency between the distribution of financial resources and the institutional strategy is monitored regularly and audited every year by the Audit Board of the Council of Higher Education.

Tenders at the university are carried out under the principles set forth in the Foundation Higher Education Institutions Tender Regulation. As of 16.11.2018, for more effective and efficient use of resources, amendments were made in the Foundation Higher Education Institutions Tender Regulation. Tenders are comprised of procurement of goods, services and construction tenders. Foundation higher education institutions obtain the goods and services they need at the most affordable prices by such tenders. After the determination of the needs of units, the regulation dated 16.11.2018 covers the period from the preparation of the tender documents until the tender contract is signed.

In accordance with the principle of transparency, all tenders are announced on the website of the Press Announcement Institution (Basın İlan Kurumu), and tender announcement texts, technical specifications, administrative specifications, contract draft, and standard forms are accessible under the "Tenders" section on the Beykent University website. Thus, providing an environment of competition and equality, all needs of the foundation higher education institution are met in the most appropriate way. The sealed envelopes received at the tender date and time defined in tender announcement texts are opened and read one by one in front of all tenderers at the tender time. Due to the principles of confidentiality, information and documents are not shared with persons who are not involved in the relevant tender.

Considering the efficient use of resources, it is aimed not only to obtain a reasonable price before and during the evaluation but also to meet the need in a timely manner and to obtain the price that

will provide the most benefit. Thus, procurements are carried out in accordance with the balance of price and quality.

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

Evidence

- [1](4)A.3.3-Academic budget requests and justifications form.docx
- [2](4)A.3.3-Administrative budget requests and justifications form.docx
- [3](4)A.3.3-Training evaluation form.docx
- [4](3)A.3.3-Budget reporting workflow process.docx
- [5](3)A.3.3-Financial accounting workflow process.docx
- [6](3)A.3.3-Student financial registration workflow process.docx
- [7](3)A.3.3-Process budget.png

4. Process management

The University's administrative processes and the procedures of these processes have been defined, and a filing system compliant with the Quality Document Integrated Management System (QDMS) has been established.

At our University, [OD4] workflow processes of academic units and [OD4] workflow processes of administrative units have been comprehensively revised to ensure institutional functioning is carried out in a more effective, efficient, and harmonious manner. Processes are intended to become more systematic and streamlined. Relevant efforts were carried out with unit quality representatives. The revisions contribute to the more sustainable and effective execution of the University's academic and administrative activities, aligning with its corporate objectives.

In addition, all management processes at Istanbul Beykent University, including the participatory education-training, research and development, and management of social contribution processes that support organisational duties, are based on a pluralistic and participatory structure on a legal basis. In order to contribute to the work of the units and to improve their quality, an internal control action plan has been prepared to ensure that financial and management information is produced in a timely and reliable manner and that the processes are carried out effectively and efficiently in accordance with the objectives of the administration and the legislation, and internal audit is carried out regularly.

Although there is a [OD3] Quality Processes Handbook related to education and training provided at our university, processes related to other works carried out at our university have been determined. Various examples are available in the Annex. In addition, stakeholder opinions are sought with the advisory boards established regarding the works defined in these processes and adapted to the processes (evidence in the A.3.4 folder).

Examples of Improvements in Management Systems

- Improvements are made in Information Management Systems every year. (See examples of improvements in subheading A.3.1).
- Handbook of Educational Quality Processes has been updated.
- Improvements were made in the organisational structure of the institution in order to increase the efficiency of Human Resources and Finance Management (See [OD3] organisational structure).

New improvement activities undertaken in 2024 under the subheading of process management:

- At our University, workflow processes of academic and administrative units have been comprehensively revised to ensure institutional functioning is carried out in a more effective, efficient, and harmonious manner.

Maturity Level: Process management mechanisms in the institution are monitored and improved by evaluating with relevant stakeholders.

Evidence

- [2](3)A.3.4-Strategy development process.pdf
- [3](3)A.3.4-Strategic plan development process.pdf
- [4](3)A.3.4-Strategic plan monitoring and evaluation process.pdf
- [4](4)A.3.4-Education and training quality processes handbook.pdf

4. Stakeholder Engagement

1. Internal and external stakeholder engagement

Importance is attached to the participation of stakeholders in subjects such as quality assurance, education and training, research and development, management, and internationalisation.

The establishment and working principles of advisory boards, which Istanbul Beykent University may form to strengthen relations with the business world and other stakeholders, are governed by the Istanbul Beykent University Directive on the Establishment and Functioning of Advisory Boards. A new Internal and External Stakeholder Governance Policy has been developed within the institution.

In 2024, advisory board and stakeholder meetings were held in all academic units in accordance with the quality processes schedule (Stakeholder meeting minutes are attached to folder A.4.1. The full minutes can be found [OD4] here). A [OD4] summary report was prepared by analysing the minutes of all advisory board meetings held in the institution. According to the Analysis Report, some of the topics on the agenda of the meetings with the participation of the advisory board and external stakeholders are given below:

- Accreditation Studies
- Curriculum Studies
- Course Syllabi Updates
- R&D Activities
- Social Contribution Activities
- Internal Stakeholder Feedback
- External Stakeholder Feedback
- Survey Studies
- Social Responsibility Activities
- Collaborations
- Business Life Expectations
- ECTS Catalogue Updates
- Informing Internal Stakeholder

Istanbul Beykent University has signed [OD4] cooperation protocols with numerous companies in the sector through the Technology Transfer Office Application and Research Centre to facilitate technology transfer between the university and industry. In addition, the Faculty of Communication signed a [OD4] protocol for the joint organisation of seminars, workshops, and similar scientific activities in order to strengthen sectoral cooperation in education and training and to provide internship opportunities.

In the Strategic Plan, Aims and Objectives have been set to increase cooperation with stakeholders (See [OD3] SP Stakeholder Cooperation Strategies). The targets set are regularly checked (See SP Stakeholder Cooperation Activities). A report on the results is being prepared. (See SP Stakeholder Cooperative Activities Analysis). (Evidence is attached to folder A.4.1.). Examples of stakeholder engagement and collaboration activities are listed below.

Advisory Boards and Stakeholder Meetings

- Advisory board and stakeholder meetings were held in all academic units in accordance with the [OD3] quality processes schedule (Examples of stakeholder meeting minutes are attached to folder A.4.1. All minutes can be accessed [OD4] here).

Alumni Collaboration

- Number of graduates registered in the Alumni Information System: 80,150 • Number of web

platforms for communication with alumni: 3
- Number of social networks through which alumni are communicated with: 3
- Number of surveys conducted with alumni: 1

Stakeholder Surveys (See [OD4] Surveys and Survey Analyses*)*

- Number of surveys conducted with internal stakeholders: 8
- Number of surveys conducted with external stakeholders: 3

Among the surveys conducted, there is [OD4] Student with Disabilities Information Form. Accordingly, the expectations of students with disabilities are gathered, and information forms are shared with academic and administrative units to facilitate solutions.

Examples of Improvements in Stakeholder Engagement

- The surveys conducted with stakeholders are analysed, improvement measures are implemented, and the process is closely monitored. For example, based on course evaluation surveys, the courses with the lowest GPAs are identified, and the underlying reasons are analysed. Depending on the result of the analysis, precautionary measures are taken as shown in the table below as an example.

#	2023-2024 Spring Term 10 Courses with the Lowest Grades	2023-2024 Spring Term Improvement Suggestions in the Survey Analysis Report	Improvements Made within the Scope of the Report (for the 2024-2025 Spring Term)
1	Organic Chemistry	Solving more questions and revising course resources	In the 2024-2025 Spring Term, this course will be delivered by another instructor.
2	Thermodynamics II	The instructor of the course was interviewed face-to-face, and asked to evaluate the surveys.	Pre-work will be required, more questions will be posed to the students, and the number of in-class examples will be increased.
3	Numerical Analysis	In the instructor's system, the survey results are 3.48 and 3.79.	It is aimed to improve student performance through homework assignments during the Spring Term.
4	Numerical Analysis	In the instructor's system, the survey results are 3.48 and 3.79.	It is aimed to improve student performance through homework assignments during the Spring Term.
5	Numerical Analysis	The instructor of the course was interviewed face to face, and asked to evaluate the surveys.	Pre-work will be required, more questions will be posed to the students, and the number of in-class examples will be increased.
6	Numerical Analysis	The instructor of the course was interviewed face to face.	Pre-work will be required, more questions will be posed to the students, and the number of in-class examples will be increased.

Above is an example for only 6 courses. For similar activities carried out in all academic units (See [OD4] academic units' survey analysis reports).

- The Validation and Accreditation Collaboration Working Group was established and has commenced its activities.
- Apart from the Advisory Board meetings, many board meetings were held with the participation of internal and external stakeholders.
- Quality processes were implemented in education and training, and [OD_4] surveys and their analyses were conducted to measure the effectiveness of the initiatives and gather feedback. Some examples are provided below.

  - [OD4]Inclusive Curriculum survey evaluation report
  - [OD4]Education and Training Evaluation Survey and its analysis
  - [OD4]Physical Space and Digital Infrastructure survey and its analysis
  - [OD5]Policy, Process, and Regulations survey and its analysis

As a result of the surveys, the Validation and Accreditation Collaborations Working Group issued the [OD4] General Report on Improvement Suggestions within the Scope of 21st Century Values Compliance Studies.

- [OD4]New MoU and Erasmus+ agreements have been signed.

  - Total Number of Erasmus+ Agreements: 117 (22 EU Countries)
  - Total Number of MoUs: 36

- Accreditation studies have been accelerated in the Institution. Within this framework,

  - The number of programmes that have been accredited or are currently undergoing accreditation at the institution: 22
  - The number of [OD4] programmes accredited or whose accreditation was renewed in 2024: 10
  - Number of [OD4] programmes applied for accreditation: 24
  - Number of [OD4] programmes preparing for accreditation applications in 2025: 62

All the above-mentioned practices under this heading are also regarded as examples of improvement.

New improvement activities undertaken in 2024 under the subheading of Stakeholder Engagement:
- A new Internal and External Stakeholder Governance Policy has been developed within the institution.
- As part of the activities of the Technology Transfer Office Application and Research Centre, cooperation protocols have been signed with numerous companies in the sector.
- The Faculty of Communication signed a protocol for the joint organisation of seminars, workshops, and similar scientific activities to strengthen sectoral cooperation in education and training, and to provide internship opportunities.
- Extensive surveys were conducted to assess the efficiency of quality processes in education and training and to gather feedback.
- The Validation and Accreditation Collaborations Working Group prepared the General Report on Improvement Suggestions within the Scope of 21st Century Values Compliance Studies.
- New Erasmus+ agreements have been made.

Maturity Level: The functioning of stakeholder engagement mechanisms is monitored, and necessary improvements are implemented.

Evidence

- [1](4)A.4.1-2024_advisory boards meeting minutes summary report.xlsx
- [2](4)A.4.1-Faculty of arts and sciences english translation and interpreting external stakeholder meeting.pdf
- [3](4)A.4.1-Faculty of arts and sciences russian translation and interpreting internal stakeholder meeting.pdf
- [4](4)A.4.1-Faculty of fine arts department of acting external stakeholder meeting.pdf
- [5](4)A.4.1-Faculty of fine arts textile and fashion department meeting.pdf
- [6](4)A.4.1-Faculty of law external stakeholder meeting.pdf
- [7](4)A.4.1-Faculty of communication visual communication design external stakeholder

meeting.pdf
- [8](4)A.4.1-Faculty od communication new media internal stakeholder meeting.pdf
- [9](4)A.4.1-Faculty of economics and administrative sciences political science and public administration external stakeholder meeting.pdf
- [10](4)A.4.1-Faculty of economics and administrative sciences international relations department meeting.pdf
- [11](4)A.4.1-Faculty of engineering and architecture mechanical engineering department meeting.pdf
- [12](4)A.4.1-Faculty of engineering and architecture mechanical engineering department meeting.pdf
- [13](4)A.4.1-Vocational school energy and electrical trades programme external stakeholder meeting.pdf
- [14](4)A.4.1-Vocational school graphic design internal stakeholder meeting.pdf
- [15](4)A.4.1-Faculty of health sciences physiotherapy and rehabilitation external stakeholder meeting.pdf
- [16](4)A.4.1-Faculty of health sciences health management department meeting report.pdf
- [17](4)A.4.1-SP_Stakeholder collaboration strategies.pdf
- [18](4)A.4.1-SP_Stakeholder collaboration activities analysis.xlsx
- [19](4)A.4.1-SP_Stakeholder collaboration activities.xlsx
- [20](4)A.4.1-School of foreign languages external stakeholder meeting report.pdf

2. Student feedback

In addition to conducting surveys for student feedback, a Solution Centre has been established on the Institution's website. The Solution Centre aims to resolve students' issues at our university as quickly as possible by providing accurate information and guidance.

Apart from surveys, there are many feedback mechanisms in the institution. For example, in accordance with Article 13-g of the Istanbul Beykent University Main Regulation, the Student Council President attends the senate meetings on relevant issues. There is a student representative in the Quality Committee. Likewise, student representatives attend the relevant meetings of the academic units.

To enhance the quality of education and training at our university, student course evaluation surveys were conducted, and the results were shared with the relevant academic units. Areas for further improvement, identified based on feedback from academic units, were analysed, and development activities were planned accordingly. To ensure the continuity of the process, feedback was gathered from academic units, and an evaluation mechanism was established to monitor the implementation of the improvements. This structure ensures that educational processes are continuously reviewed and developed with a student-oriented approach (See [OD4] academic units' survey analysis reports).

New improvement activities undertaken in 2024 under the subheading of student feedback:

- In the survey studies, efforts were made to include all academic units to complete the PDCA cycle.

Maturity Level: In all programmes, practices for seeking student feedback are monitored and improved based on student engagement. The results of feedback are reflected in decision-making processes.

Evidence

- [1](4)A.4.2-2023-2024_Spring term student course evaluation survey analysis.pdf
- [2](4)A.4.2-2023-2024_fall term student course evaluation survey analysis.pdf
- [3](4)A.4.2-2023-2024 alumni satisfaction survey results.pdf
- [4](4)A.4.2-2023-2024 student satisfaction survey analysis.pdf
- [5](4)A.4.2-Focus group meeting report.pdf

3. Alumni Relations Management

Collaboration with alumni is carried out by all academic units, as well as the [OD3] Alumni Association and the Alumni Relations Office under the [OD3] Office of the Dean of Students. In

2024, some statistical information for the activities carried out for graduates is given below.

- [OD4]Number of activities for graduates: 181
- Number of graduates registered in the Alumni Information System: 80,150
- Number of web platforms for communication with alumni: 3
- Number of social networks through which alumni are communicated with: 3
- Number of surveys conducted with alumni: 1

Maturity Level: Alumni monitoring system applications are monitored and updates are made in the programmes in line with the needs.

Evidence

- [1](4)A.4.3-2023-2024 alumni satisfaction survey results.pdf
- [2](4)A.4.3-Activities with alumni.xlsx

5. Internationalisation

1. Management of internationalisation processes

The institution's vision and mission clearly state the goals to be achieved in the field of internationalisation.

Vision

To be a higher education institution with sustainable success on an *international scale*.

Mission

It is to contribute to the training of qualified labour needed by our country and to support the cultural, social, and economic development of society as an environmentally conscious higher education institution that produces and develops knowledge and technology on both national and *international* scales, transforming them into professional skills for the benefit of society.

The internationalisation policy of our University is defined. Additionally,

- The objective under the Research and Development Policy is to develop and support the internationalisation dimension of research activities.
- The objective under the Education and Training Policy is to ensure national and international accreditation requirements are met in all programmes.

Istanbul Beykent University's internationalisation goals and performance indicators are defined in the institution's Strategic Plan (See Internationalisation Goals and Objectives). Performance Indicator Objectives in the field of internationalisation are monitored regularly (See [OD4]SP Internationalisation Activities).

Internationalisation processes are carried out by Directorate of International Relations and all relevant academic units within Istanbul Beykent University.
Encouraging participation in student, academic and administrative exchange programmes, and developing international academic collaborations are among our priorities in terms of internationalisation.

New improvement activities undertaken in 2024 under the subheading of management of internationalisation processes:

- A new internationalisation policy of our university has been developed.
- Internationalisation activities continued increasingly.

Considering the evidence presented in the report, the improvement activities undertaken, and the comprehensive field studies conducted within the institution under the heading "A.5.1. Management of internationalisation processes", we believe that the institution has established systematic, sustainable, and exemplary practices.

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

Evidence

- [1](3)A.5.1-Internationalisation strategies.pdf
- [2](4)A.5.1-Erasmus incoming student workflow process.pdf
- [3](4)A.5.1-Erasmus incoming staff member workflow process.pdf
- [4](4)A.5.1-Erasmus outgoing student workflow process.pdf

2. Sources of internationalisation

All resources are managed in a way to support the internationalisation activities in all areas, and the results of the activities are systematically monitored. Additionally, the variety of resources is being improved in line with relevant needs. The units working in accordance with our internationalisation objectives develop annual activity reports. According to the annual reports, the performance of the relevant units is monitored, evaluated, and used in decision-making processes.

Resources allocated for internationalisation activities in 2024 are:

- All activities of the Directorate of International Relations are supported by the institution.
- The amount of grants allocated for Erasmus activities, as well as the rate of expenditure, are regularly monitored. Accordingly, the Erasmus budget allocated for student exchange programmes is €98,550.
- Amount spent on the academic staff exchange programme is €4,525.
- Publication incentive expenses is ₺1,699,902.33.
- Scientific activities organisation expenses is ₺3,620,316.20.
- Budget for international scientific research projects is ₺1,534,858.49.

Also, the institution's physical and technical infrastructures are used in all areas of activity.

Within the scope of the Erasmus Exchange Programme, which is among the "European Union Lifelong Learning Programmes", the issues related to our outgoing staff and students for educational purposes are regulated by the Istanbul Beykent University Erasmus Directive for Student and Staff Mobilities.

Maturity Level: The allocation of internationalisation resources within the institution is monitored and enhanced.

Evidence

- [1](3)A.5.2-Directorate of International Relations exchange programmes budget.xlsx

3. Internationalisation performance

Istanbul Beykent University's internationalisation goals and performance indicators are outlined in the institution's Strategic Plan (see [OD3] Internationalisation Goals and Objectives), and the practices implemented in this regard are periodically monitored and evaluated through the Strategic Plan Performance Indicator Report (see [OD4] SP Internationalisation Activities) and other performance evaluation reports.

(See [OD4] SP Internationalisation Activities Analysis) (Evidence is attached in folder A.5.3).

Examples of activities carried out in 2024 are given below:

International Cooperation and Erasmus+ Mobility

- We have agreements with 117 universities within the scope of Erasmus+ (see List of Contracted Universities).
- During the 2023-2024 Academic Year, 14 academics from partner institutions visited our university under the Erasmus+ programme.
- In the 2023-2024 academic year, 7 academics from our university visited partner institutions under the Erasmus+ programme.
- Under the non-Erasmus+ bilateral cooperation (MoU) programme, we have agreements with 36 universities across 16 countries.
- DIVERSE: Istanbul Beykent University has joined the DIVERSE Universities Consortium to

attract international projects to the institution. Soon after, this alliance was awarded the Seal of Excellence. Thanks to this quality label, the DIVERSE Universities Consortium has been recognised as a European University Alliance. The DIVERSE Universities Consortium, recognised with the Seal of Excellence for its quality projects in education, research, innovation, and interaction, consists of a board of directors and five working groups. Istanbul University, which has representatives on the board of directors and in each working group, also serves as the leader of the Communication Working Group.

- Number of International Students (2024)

Programme Type	Total Number of Students	Number of International Students	Ratio (%)
Associate Degree	6,043	196	3.24%
Bachelor's Degree	11,618	892	7.68%
Graduate Degree	1,342	170	12.67%
Total	19,003	1258	6.62%

Activities Carried Out with International Stakeholder Collaborations within the Scope of R&D

- Publications in the Expanded SCI, SSCI, and AHCI: 160
- Publications Indexed in Other Databases (SCOPUS): 224
- Publications in Other International Peer-Reviewed Journals: 81
- Full-Text International Papers: 98
- International Abstracts: 1216
- Number of projects supported by EU and other international organisations: 6
- Invited Speakers at International Meetings: 23
- Written International Books: 11
- Written Chapters in International Books: 130
- Written International Encyclopaedia Articles: 0
- Translated International Books: 1
- Edited International Books: 7
- Peer-Reviewed International Journals: 200
- Peer-Reviewed International Conferences or National Journals: 90
- Editorial Board Membership of International Refereed Journals: 21
- Edited International Peer-Reviewed Journals: 19
- Periodic Juried International Science and Art Awards: 1
- Awards such as scholarship and fellowship (post-doc scholarship, visiting scholarship, Fulbright, grants, etc.): 3
- Juried International Competitions: 6
- Organising International Scientific Meetings - Executive: 17
- Organising International Scientific Meetings - Member: 23
- International Group Exhibitions and Shows: 30
- The number of universities where our faculty members publish in international collaboration within the scope of Web of Science: 198
- International working groups in which our faculty members participate: DUNE Collaboration and CMS Collaboration.
- Number of academics assigned to other universities to conduct scientific research: 7

Activities of the Validation and Accreditation Collaboration Working Group

- In 2023, a Memorandum of Understanding was signed with the University of North Carolina Wilmington (UNCW). In 2024, collaboration has started on student and faculty exchange programmes, research and training projects, and the organisation of joint conferences.
- The Council of Higher Education (YÖK/CoHE) signature process was initiated for the double diploma agreement with SUNY Cortland University for the Department of New Media and the Department of Radio, Television, and Cinema. It entered into force after being signed by CoHE on 20.05.2024.
- In 2024, collaboration discussions were initiated with SUNY Empire State University on student and faculty exchange programmes, research and education projects, and the organisation of joint conferences.
- The Faculty of Fine Arts and the Faculty of Communication have completed the accreditation

process with ACQUIN. ACQUIN accreditation discussions were held for the specified departments and programmes of the Faculty of Law, the Faculty of Economics and Administrative Sciences, and the Institute of Graduate Studies. (See [OD4] Programmes Planned for Accreditation Application in 2025)

- As Istanbul Beykent University, our [OD4] Sustainable Development Solutions Network (SDSN) Türkiye membership application has been accepted. Istanbul Beykent University participated in the [OD4] SDSN Türkiye 10th Anniversary Event and Members Meeting, held at Boğaziçi University on 27 December 2024.
- Quality processes were implemented in education and training, and the following surveys were conducted to assess the effectiveness of the studies and gather feedback:
  - [OD4] Inclusive Curriculum survey
  - [OD4] Education and Training Evaluation survey
  - [OD4] Physical Space and Digital Infrastructure survey
  - [OD4] Policy, Process, and Regulations survey

As a result of the surveys, the Validation and Accreditation Collaborations Working Group issued the General Report on Improvement Suggestions within the Scope of 21st Century Values Compliance Studies.

- Online training was provided for all academic and administrative staff on the new values adopted by our university.
- As a result of the application made to ACQUIN within the scope of international accreditation studies,
- All departments of the Faculty of Communication (2-5 November 2024) and Faculty of Fine Arts (27-28 November 2024) were evaluated.
- In line with the decisions taken at the Türkiye Qualification Framework Board meeting, 14 Bachelor's and 1 Associate Degree Programme of Istanbul Beykent University, which met the quality assurance criteria, have been entitled to display the TQF Logo.

New improvement activities undertaken in 2024 under the subheading of internationalisation performance:

- Activities of the Validation and Accreditation Collaboration Working Group
- New agreements made
- Number and scope of activities expanded
- 14 Bachelor's and 1 Associate Degree Programme were entitled to receive the TQF Logo.

A. The current situation assessment regarding the measures taken to address areas requiring further development, the improvements achieved through the activities carried out, and the points where no progress was made is detailed in the CONCLUSION AND EVALUATION section of the report under the heading LEADERSHIP, GOVERNANCE, AND QUALITY.

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

Evidence
- [1](3)A.5.3-SP Internationalisation strategies.pdf
- [2](4)A.5.3-2023-2024 Academic performance table.pdf
- [3](4)A.5.3-SCOPUS Publications.xlsx
- [4](4)A.5.3-International Projects.xlsx
  [5](4)A.5.3-WoS Impact.xlsx
  [6](4)A.5.3-WoS_Conference.xlsx
  [7](4)A.5.3-WoS_ESCI.xlsx
  [8](4)A.5.3-WoS_SCI_SSCI_AHCI.xlsx
  [9](4)A.5.3-SP Internationalisation activities.xlsx
  [10](4)A.5.3-SP Internationalisation activities analysis.xlsx

B. EDUCATION AND TRAINING

1. Programme Design, Evaluation, and Updating

1. Design and approval of programmes

At Istanbul Beykent University, the Education and Training Quality Policy, [OD3] Education and

Training Strategic Objectives and Targets, and the processes and procedures ensuring the achievement of these objectives have been defined. Our Education and Training Quality Policy is publicly available on the institution's website.

There are established processes for programme design and approval, and the [OD4] Education and Training Quality Processes Handbook was developed within the institution, with necessary updates made by Senate decision in 2021. The Education and Training Quality Processes Handbook outlines and implements the following processes and sub-processes related to the design, evaluation, and updating of the programme.

Process and its Sub-processes:

ET1. Process of Preparing Education and Training Programmes

ET1.1. Sub-process of Developing Standards of Education and Training Programmes

ET1.2. Sub-process of Design and Approval of Education and Training Programmes

The processes of designing, evaluating, and updating academic programmes at the university are conducted using a participatory and inclusive approach. A system is in place where decisions made in departments and major disciplines are reviewed by faculty, institute, or school boards, finalised by the university senate, and shaped by the input of all internal stakeholders from the bottom up in the curriculum design and approval process. In this process, in addition to the input from internal stakeholders, external stakeholder meetings are held to ensure their active participation in decision-making mechanisms. Within this framework, decisions regarding programme changes are primarily made by the relevant department board. The changes are then approved by the faculty or school executive board, and at the end of the process, they are implemented with the decision made by the university Senate. Within the framework of internal and external stakeholder feedback, the necessary improvements in the programmes are evaluated annually. If a need is identified, the structures of the programmes, such as the curriculum and outcomes, are revised and continuously improved through the PDCA cycle. All processes related to the design, evaluation, and updating of the programme are also included in the Quality Processes Handbook.

Programme outcomes and objectives are structured in a system fully compatible with the National Qualifications Framework for Higher Education in Türkiye (NQF-HET) and Basic Field Qualifications, considering the UN Sustainable Development Goals (SDGs). This system aligns with the university's vision, mission, and policy, in accordance with the relevant directives and regulations, and is strengthened by internal and external stakeholder participation. In the course information packages of the programmes under the faculties and schools of our university, the NQF-HETR and the programme outcomes have been matched. Examples from different programmes of various faculties can be found in the ECTS Catalogue.

In addition to the relevant process, our university's education and training sub-criteria encompass various determinations and evaluations. These include the design and development of programmes, institutionalisation, accreditation, department standards, education plans and content, intended programme outcomes, learning processes and resources, qualifications and demands of academic staff and students, and physical infrastructure facilities such as workshops, classrooms, and laboratories. Furthermore, graduate qualifications and sector expectations are addressed in the SWOT analysis reports, which are periodically conducted by academic units before each academic term (see Fall and Spring Terms SWOT Analysis Reports). It plays an important role in determining the preventive and improvement approaches of faculties and programmes for the next academic year through SWOT analyses of the relevant year.

Another institutional pillar of the processes related to updating and addressing deficiencies is completed at the beginning of each term under the oversight of the rectorate (See [OD5] Peer Reviews). Internal and external stakeholder feedback is systematically incorporated into the curriculum design of all programmes at our university (see [OD4] Focus Group Studies and [OD4] Advisory Board Meetings).

In our university, accreditation studies at the programme level are a priority element; curriculum updates are carried out by taking into account the criteria of the relevant accreditation bodies and their opinions in the feedback reports after the site visit. In this context, accreditation bodies and advisory boards contribute to the process and the functioning of the system as external stakeholders

(Evidence is in Annex B1.1). Programme curricula are designed in compliance with the criteria of the relevant accreditation bodies (see [OD4] Relationship of Programme Qualifications with Accreditation Criteria).

Within this framework, in 2024, the comprehensive accreditation activities initiated the previous year expanded further, resulting in the accreditation of many new programmes and the submission of new applications. (See [OD4] Accreditation and Quality Documents Report).

- The number of programmes that have been accredited or are currently undergoing accreditation at the institution: 22
- The number of [OD4] programmes accredited or whose accreditation was renewed in 2024: 10
- Number of [OD4] programmes applied for accreditation: 24
- Number of [OD4] programmes preparing for accreditation applications in 2025: 62

The institution's distance education assessment and evaluation system is reviewed within the framework of the existing qualification-based assessment and evaluation system.

New improvement activities undertaken in 2024 under the subheading of programme design and approval:

- Peer Reviews
- Focus group studies

Maturity Level: The design and approval processes of the programmes are systematically monitored and improved by evaluating them together with the relevant stakeholders.

Evidence

- [2](3)B.1.1-Example of the relationship between programme outcome and NQF-HETR.pdf
- [3](4)B.1.1-Syllabus example.pdf
- [4](4)B.1.1-faculty of fine arts gastronomy acreditation.pdf
- [5](4)B.1.1-faculty of communication medica communication accreditation.pdf
- [6](4)B.1.1-faculty of communication new media accreditation.pdf
- [7](4)B.1.1-vocational school graphic design accredication formal education accreditation.pdf
- [8](4)B.1.1-vocational school radio and television programming.pdf
- [9](4)B.1.1-vocational school radio and television programming evening education accreditation.pdf
- [10](4)B.1.1-vocational school graphic design accreditation evening education accreditation.pdf
- [11](4)B.1.1-Pearson_assured_approval_letter.pdf
- [12](4)B.1.1-The relationship between programme qualifications and accreditation criteria.pdf
- [12](4)B.1.1-Education and training quality processes handbook.pdf

2. Course distribution balance of the programme

The principles, rules and methods regarding course distribution are defined in Istanbul Beykent University Associate and Undergraduate Education and Training Regulation (Article 12).

In the programmes at our university, the curriculum structure is classified into five different groups as the basic courses of the department, the scientific preparation courses, the elective specialty courses of the department, the faculty courses and the university compulsory proficiency courses organised for students to get to know different disciplines and develop different perspectives (see ECTS Catalogue). This gives students a flexible learning opportunity based on their abilities and preferences. In addition, the course distribution of the programme is determined in accordance with the criteria of the accreditation agency to which the programme is accredited or for which the application process is ongoing.

The courses within the programmes are reviewed at the end of each academic term in line with the [OD3] Quality Process Schedule, incorporating feedback from both internal and external stakeholders. Curriculum updates are implemented with the participation of all relevant parties (see Appendix B.1.2 for examples of evidence, and [OD4] Advisory Board Meetings for further details). The minutes of the Advisory Board meetings are regularly monitored, analysed, and considered in the improvement efforts for education and training activities (see the [OD4] Advisory Board Stakeholder Meetings Summary Report).

Additionally, one of the sub-objectives outlined under Strategic Plan SO1.2 is "to provide

compulsory and elective courses that are sufficient and necessary for equipping students with the knowledge, skills, and competencies required within the scope of NQF-HETR". This objective serves as the foundation for the internalisation of monitoring, follow-up, and improvement efforts. In the 2023-2024 Academic Year, alongside monitoring and improvement efforts in the field, numerous new courses were added to the competency-complementary elective course group, which fulfils the university elective course requirements (See [OD4] New Courses Added to the Curriculum).

The course distribution for the academic year is determined by departmental boards, considering the teaching load and research areas of the academic staff (See [OD4] Course and Specialisation Information of Academic Staff).

Considering the evidence presented in the report, the improvement efforts undertaken, and the extensive field studies conducted at the institution—aligned with the criteria of national and international accreditation bodies under the heading "B.1.2. Balance of Course Distribution of the Programme"—we are of the opinion that systematic, sustainable, and exemplary practices are in place.

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

Evidence

- [1](4)B.1.2-areas of specialisation of academics.xlsx
- [2](4)B.1.2-Course syllabus example.pdf
- [3](4)B.1.2-Cookery department board meeting with stakeholder participation.pdf
- [4](4)B.1.2-Child development department board meeting with stakeholder participation.pdf
- [5](4)B.1.2-Faculty of fine arts acting department board meeting with stakeholder participation.pdf
- [6](4)B.1.2-Law department board meeting with stakeholder participation.pdf
- [7](4)B.1.2-Faculty of communication public relations and advertising department board meeting.pdf
- [8](4)B.1.2-Faculty of communication meeting resolution regarding competency-complementary courses.pdf
- [9](4)B.1.2-English Translation and Interpreting department board meeting with stakeholder participation.pdf
- [10](4)B.1.2-Faculty of engineering and architecture mechanical trades department board meeting with stakeholder participation.pdf
- [11](4)B.1.2-Student course distribution balance.pdf
- [12](4)B.1.2-television journalism and programming department board meeting with stakeholder participation.pdf
- [13](4)B.1.2-management information systems department board meeting with stakeholder participation.pdf

3. The compatibility of course outcomes with programme outcomes

The compatibility of course outcomes with programme outcomes is regularly monitored and improved. The learning outcomes (LOs) of the courses across the entire programme were defined and aligned with the programme outcomes (POs). The course-programme outcomes matrix of the departments is shared in the ECTS catalogue.

Different methods are used for this purpose in terms of programme accreditation criteria and educational structure. For example, in accordance with MÜDEK accreditation, the Faculty of Engineering and Architecture uses the GEMSİS system. The level of achievement of the programme outcomes is obtained periodically by using the software named GEMSİS. Information about this software is set forth below.

• Each course's faculty member determines the assessment criteria (midterm exam, final exam, homework, project, etc.) that align with the programme outcomes of the course they teach, and this information is entered into the software. The Course-PO evidence matrix has been uploaded to the relevant folder in the SBO.

• At the end of each academic term, all faculty members upload the grade lists of their courses to the SBO as an Excel file.

• The uploaded Excel grade lists are compiled into a folder and batch-transferred to the software at

the end of the academic term.

• The software lists all students, and if a student scores 40 points or more on the assessment criteria, the programme outcome is deemed to be met.

• Each programme outcome is structured in a way that allows it to be achieved through multiple courses.

In addition, at the beginning of each academic term, the list of graduates is extracted from the Student Information System (OBS) in Excel format, defined in the programme, and the graduates are removed from the system. (Evidence examples are attached to B1.3 folder.)

Likewise, course files for FEDEK-related programmes are prepared in the FEDEK archive format as outlined below. *(See FEDEK Archiving).*

In the Faculty of Communication, examples of programme-course outcomes alignment and course closure examples, which are part of the evaluation criteria set by the ILEDAK accreditation body, are attached in folder B.1.3.

In order to determine the level of achievement of course outcomes, "[OD4] Student, Course, and Academic Staff Review Survey" is conducted in the Fall and Spring Terms. The relevant survey results are shared with the faculty, school, or directorate and are also accessible to academics at the course level for the subjects they teach.

Sample Survey Questions

Question #	Questions
1	The course was conducted in accordance with its purpose and content.
2	The course content was designed to meet the learning outcomes defined for the course.
3	The course materials (e.g. textbooks, course notes, and electronic resources) were sufficient.
4	The learning outcomes I obtained from the course were compatible with the department/programme learning outcomes.
5	The weekly hours and ECTS credits were aligned with the course content.
6	The homework, projects, case studies, etc., assigned in the course contributed to my success.
7	The information provided in the course was necessary for my professional development.

In addition, course evaluation forms and cycle closure forms are prepared according to the structure of the programme and/or the relevant accreditation standards (See [OD4] Examples of Course Evaluation Form and Cycle Closure Form prepared according to MÜDEK standards).

New improvement activities undertaken in 2024 under the subheading of the alignment of course outcomes with programme outcomes:

o Course Evaluation and Cycle Closure System prepared according to MÜDEK standards

o Planned course syllabus controls

Maturity Level: The compatibility of course outcomes with programme outcomes is monitored and improved.

Evidence

- [1](4)B.1.3-Course programme outcome matrix TR.xlsx
- [2](4)B.1.3-Course programme outcome matrix EN.xlsx
- [3](5)B.1.3-Course closure cycle.pdf
- [4](5)B.1.3-Programme outcomes obtained by students.xlsx

4. Course design based on student workload

The ECTS value of all courses is shared on the web page and verified through student workload tracking (A sample syllabus is attached to the B1.4 evidence folder).

In ECTS course information packages, student workload credits are defined for professional practice, exchange programmes, internships and projects. (Curriculum examples are attached to B1.4 B1.4 Evidence Folder). Internship process is defined by the procedures and principles in the institution.

All content, particularly the workflow process related to internships, is available on the web page. ECTS calculation is designed in a way that each ECTS is equivalent to 25 hours, taking into account the course duration, out-of-class study time, laboratory studies, practice, project, assignment, quizzes, midterms and finals. The "Beykent University Directive on the Recognition of Prior Skills, Credit Transfer and Articulation Procedures" regarding the transfer and recognition of credits has been announced on our website and the relevant processes are secured within the scope of the directive. Student participation in determining the student workload in the programmes is ensured by "Course Evaluation" surveys and other feedback mechanisms undertaken at the end of each academic term. At our university, the Diploma Supplement is provided at all levels, including associate, bachelor's, and graduate degrees (Examples of the Diploma Supplement are attached to the B1.4 evidence folder). Curriculum change proposals are discussed in the boards of the relevant programmes, then in the faculty/school boards, and are submitted to the senate for a final decision.

Maturity Level: In the programmes, the student workload is monitored and the course design is updated accordingly.

Evidence

- [1](3)B.1.4-Course syllabus example.pdf
- [2](3)B.1.4-Directive_recognition of previously acquired qualifications.pdf
- [3](3)B.1.4-Course curriculum axample faculty of communication.pdf
- [4](3)B.1.4-Course syllabus example faculty of economics and administrative sciences.pdf
- [5](3)B.1.4-Course syllabus example faculty of engineering and architecture.pdf
- [6](4)B.1.4-Course supplement example.pdf
- [7](4)B.1.4-Doctoral degree diploma supplement example.pdf
- [8](4)B.1.4-Bachelor's degree diploma supplement example.pdf
- [9](4)B.1.4-Associate degree diploma supplement example.pdf
- [10](4)B.1.4-Master's degree (thesis) diploma supplement example.pdf
- [11](4)B.1.4-Master's degree (non-thesis) diploma supplement example.pdf

5. Monitoring and updating of programmes

Monitoring and updating of the programmes are among the main goals of our university. In the Strategic Plan, the activities and performance indicators necessary for the achievement of the goals and objectives in these areas are defined. The activities are regularly monitored through Strategic Plan Performance Indicator Reports (See [OD4] SP Education and Training Activities). Analysis reports are compiled for the related performance reports (See SP Education and Training Activities Analysis).

The monitoring, functioning, and results of the programme objectives and learning outcomes for each programme and course are evaluated in collaboration with stakeholders. The contribution of each course to the programme outcome is presented in matrix on the web page in such a way that the contribution levels are indicated in the ECTS catalogue. The systematic studies presented with evidence in sections B.1.1, B.1.2, and B.1.3 of the report demonstrate cyclical improvement efforts, including the monitoring and updating of programmes.
 For example, within the framework of these efforts, 221 individual courses were added in the 2023-2024 Academic Year as an outcome of improvement efforts, following processes such as internal and external stakeholder participation, accreditation criteria, and self-assessment studies in faculties other than the Faculty of Medicine, the Faculty of Dentistry, the School of Foreign Languages, and the Institute of Graduate Studies. Statistical indicators related to education and training (courses offered each term, number of students, success status, number of/reasons for withdrawal from studies, etc.) are monitored and compared periodically and systematically. (See [OD4] Newly Added Courses to the Curriculum).
Since the Spring Term of the 2022-2023 Academic Year, the monitoring and updating of

programmes have been carried out through peer reviews conducted by the Rectorate, alongside the studies led by the relevant programme. The peer review process is carried out regularly in the fall and spring terms of each academic year. The evaluation is carried out within the framework of the criteria determined by the faculty members before the start of the relevant academic term.

Peer reviews conducted in recent years cover the following academic terms:

- 2022-2023 Spring Term
- 2023-2024 Fall Term
- 2023-2024 Spring Term
- 2024-2025 Fall Term
- 2024-2025 Spring Term (present)

The peer review process is continuously improved to ensure that course content remains up-to-date and meets academic standards. This cycle is implemented based on the **principle of continuous improvement**, contributing to the enhancement of education quality and the alignment of course content with academic standards. In the peer review process, periodic cycle closures are conducted, and the following process is followed.

1. **Planning:** The courses to be reviewed and peer reviewer faculty members are determined.
2. **Implementation:** Course content, learning outcomes, teaching materials, and evaluation methods are analysed.
3. **Feedback:** The identified strengths and aspects needing further improvement are reported.
4. **Improvement:** It is communicated to the academic units for the elimination of any shortcomings and the realisation of the recommendations.
5. **Final Review:** Peer reviewers check the improvements made by the faculties and carry out the final review for the completion of the process.

2022-2023 Spring Term [OD5] (2022-2023 Peer Review Form)

To ensure the effective implementation of the peer review process, the scope and criteria of the review were determined, a review schedule was created, and peer reviewers were assigned.

Steps Taken:

- Determination of Review Scope and Criteria: A framework for the evaluation of course content, learning outcomes, teaching materials, and assessment methods were established.
- Peer reviewers analysed the assigned courses based on the determined criteria and completed the review forms.
- The initial review results were communicated to the faculties, and feedback was provided.
- Faculties made revisions and submitted updated course contents to address the shortcomings identified in the peer review process.
- The peer reviewers reviewed the improvements made by the faculties and made their final reviews.

2023-2024 Spring Term: [OD5] (2023-2024 Peer Review Reports)

To ensure the effective implementation of the peer review process, the review scope and criteria were determined [OD4] (Metric Peer Review), a review schedule was created, and peer reviewers were assigned [OD4] (Peer Reviewers).

The improvement efforts based on the results of the Spring Term of 2022-2023 were carried out within the scope of Determining the Scope and Criteria of Review. A framework for the evaluation of course content, learning outcomes, teaching materials, and assessment methods were reconsidered. It was decided to add up-to-date resources to the course teaching materials, incorporating both Eastern and Western sources, and the review process was initiated with this update.

2024-2025 Fall Term: [OD5] (Peer Review Process)

The peer review processes carried out at our university are continuously improved in line with the experiences gained in previous academic terms. The review process conducted in the 2024-2025 Fall Term yielded significant outcomes for enhancing the quality of education and contributed to establishing a more effective feedback mechanism between faculties. In response to faculty

feedback and analysis, improvements were planned for the peer review process for the 2024-2025 Spring Term, making the process more systematic.

Peer reviewers were assigned in this process [OD4] (Peer Reviewers List).

The **peer reviews conducted in the Fall Term** were carried out in two phases, with detailed analyses conducted throughout the process.

[OD5] First Review Report (03.10.2024)

The peer reviewers prepared the **initial review report** by analysing the course content, teaching materials, alignment with learning outcomes, and assessment methods, in accordance with the established criteria.

[OD5]Final Review Report (15.11.2024)

The areas needing further development and suggested corrections identified in the first review report were communicated to the relevant faculties. After the faculties made the necessary revisions, the peer reviewers conducted the final review and issued the final review report.

[OD5] Faculty-Based Review Results

The peer review process was detailed on a faculty-by-faculty basis, and the **initial and final evaluation results were reported separately for each faculty**. Course syllabi were updated within the scope of UN 2030 Strategic Development Goals.

This process was implemented to ensure continuous improvement of course contents and contributed to the development of education and training processes by reviewing the effectiveness of the improvements made by the faculties.

The effectiveness of the peer review process was analysed and evaluated in line with the collected data. By identifying the strengths of the process and the areas requiring further improvement, significant insights were gained to inform future practices.

- **Data Analysis:** The feedback received from the faculties participating in the review process was analysed, and the impact of the reviews conducted during the process on the quality of the courses was evaluated.
- **Process Evaluation:** The effectiveness of the revisions made was assessed by comparing the initial and final review reports.
- **Identification of Shortcomings:** The challenges encountered during the peer review process, as well as the areas requiring further improvement, were identified.

The work schedule for the peer review processes to be conducted during the Spring Term was finalised and implemented (24 January 2025). The reviews conducted at this stage serve as a significant guide for enhancing the efficiency of future peer review processes and sustainably improving the quality of education.

The peer review processes provided significant contributions to the improvement of education and training processes. The strengths and areas requiring further improvement, as identified in the review reports, provided valuable data for enhancing the effectiveness of the training processes. In addition, through this process, best practices were identified by comparing faculties, and concrete steps were taken to enhance the quality of education. This process has paved the way for a more systematic approach to future peer reviews and has served as a significant guide for enhancing academic quality.

2024-2025 Spring Term:

To ensure the effective implementation of the peer review process, the following planning steps have been taken:

[OD4] Determination of Review Scope and Criteria: The foundational framework of the peer review process has been established, and the relevant criteria to be considered have been defined.

[OD4] Selection of Peer Reviewers: A survey was applied to identify volunteer peer reviewers and applications were evaluated. (**27 January 2025**).

To ensure the effective and systematic execution of the peer review process, a comprehensive planning process was conducted for **the Spring Term of the 2024-2025 Academic Year**. This process has been designed in alignment with the objectives of enhancing the quality of education, continuously improving course content, and supporting teaching methods through peer feedback.

Determination of Review Scope and Criteria: The framework of the peer review process has been determined and **evaluation criteria** for the courses to be analysed have been established. The criteria encompass fundamental components such as the alignment of curricula with academic standards, the assessment of learning outcomes, the modernity of course content, and the effectiveness of teaching methods.

Selection and Assignment of Peer Reviewers

- To identify potential peer reviewers, a voluntary survey was conducted, and applications were received to determine suitable candidates for the role [OD4] (Prospective Peer Reviewer Questionnaire).
- The training sessions are anticipated to be concluded in order to finalise the list of reviewers.

Training and Information Activities for Peer Review Process

To ensure the effective implementation of the process, **information meetings and training sessions** have been organised for peer reviewers, as well as university-wide training During these training sessions, information was shared on the functioning of the peer review process, the evaluation forms used, feedback mechanisms, and the experiences gained in previous terms.

- **Information Meeting:** An online meeting was held on the review criteria and reporting process.
- **Peer Trainings:** Training materials have been prepared and made available to ensure that reviewers adopt a consistent approach to the assessment criteria.

This planning process establishes a solid foundation for the **Peer Review Process during the Spring Term of the 2024-2025 Academic Year** and supports the systematic implementation of assessment activities in alignment with academic standards. [OD4] (2024-2025 Spring Term Peer Reviewer Trainings)

In addition to the peer review process, another activity conducted by the Rectorate is based on the results of the "[OD4] Student Course and Academic Staff Review Survey" conducted in the Fall and Spring Terms. The survey results are shared with the academic units, and the status of courses with low review scores at the faculty, institute, or school level is identified. A preventive action report is then requested for the following academic year. ([OD4] Academic Units Pre-Term Improvements)

Our university has adopted accreditation processes and a quality improvement approach, driven by independent external evaluation institutions, at all levels. The university administration actively and supportively oversees regulatory efforts for accreditations. The Rectorate ensures that new accreditation and accreditation renewal applications remain on the agenda for all academic units. In the 2022-2023 Academic Year, the total number of programmes undergoing accreditation studies (including accredited, renewal, and application processes) was 40. This number increased to 54 in the 2023-2024 Academic Year. A total of 62 programmes are preparing to submit accreditation applications in 2025. Furthermore, our Rectorate launched a new initiative in 2024 for the accredited programmes. Accreditation evaluation reports are requested from faculties for accredited programmes. Improvements and changes are then monitored and analysed at the administrative level (Evidence is provided in Folder B.1.5).

Considering the evidence presented in the report, the improvement activities undertaken, and the comprehensive field studies conducted within the institution under the heading "B.1.5. Monitoring and updating the programmes", we believe that the institution has established systematic, sustainable, and exemplary practices.

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

Evidence
- [1](3)B.1.5-2023-2024 peer list.xlsx
- [2](4)B.1.5-SP Education and Training Strategies.pdf
- [3](5)B.1.5-2024 newly added courses list.xlsx
- [4](5)B.1.5-Peer Review_faculty of law.xlsx
- [5](5)B.1.5-Peer Review Process.docx
- [6](5)B.1.5-Peer Review Process.pdf

- [7](5)B.1.5-Peer review_faculty of dentistry.xlsx
- [8](5)B.1.5-Peer review_faculty of arts and sciences.xlsx
- [9](5)B.1.5-Peer review_faculty of fine arts.xlsx
- [10](5)B.1.5-Peer review_faculty of economics and administrative sciences.xlsx
- [11](5)B.1.5-Peer review_faculty of communication.xls
- [12](5)B.1.5-Peer review_faculty of graduate studies.xlsx
- [13](5)B.1.5-Peer review_engineering and architecture.xlsx
- [14](5)B.1.5-Peer review_vocational school.xlsx
- [15](5)B.1.5-Peer review_faculty of health sciences.xlsx
- [16](5)B.1.5-Peer review_faculty of medicine.xlsx
- [17](5)B.1.5-Faculty of fine arts_accreditation analysis report.pdf
- [18](5)B.1.5-faculty of communication_accreditation analysis report.pdf
- [19](5)B.1.5-Vocational school_accreditation analysis report.pdf
- [20](5)B.1.5-School of foreign languages_accreditation analysis report.pdf

6. **Management of education and training processes**

Education and training processes are carried out according to the Academic Calendar, and quality processes are carried out according to the Quality Processes Schedule in the Annex of İstanbul Beykent University Quality Assurance Directive.

All quality processes are supported by Information Management Systems.

At our university, education and training processes start from the base level, are discussed in department boards and faculty/school boards and finalised in the Senate after the evaluation of the Education Development Commission. Within this framework, the institution has a system with a holistic and standardised flow. All educational and training processes at our university are carried out under the coordination of the Rectorate and the Education Development Committee. The institution-wide principles, guidelines and schedule related to the design, execution, evaluation and updating of education and training programmes are defined in the Beykent University Quality Assurance Directive. The alignment of learning outcomes, curricula, teaching methods, and assessment and evaluation within the programmes is carried out and monitored under the coordination of the Rectorate in accordance with the strategic plan and education and teaching policies.

Efforts are made to close the PDCA cycle in education and teaching processes. In this

context: Planning

Planning of educational and training processes, proposals for opening new courses/programmes, and course/programme updates are carried out at the department, programme, faculty, institute, and school levels. All procedures are carried out within the framework of the relevant regulations. During the planning phase, the educational objectives and goals outlined in the strategic plan are decisive.

Implementation

Educational and training activities are carried out by academic units and the relevant boards/committees authorised in this field within the framework of the relevant regulations and processes. Information on courses and programmes are available in the ECTS catalogue.

Control/Evaluation

The control/evaluation of educational and training activities is carried out by the relevant academic units and authorised persons/groups/committees/boards in this field. In this context:

- Strategic Plan Performance Indicator Reports,
- Peer Evaluations,
- Focus Group Studies,
- Feedback Mechanisms, and

- Surveys

constitute the key control mechanisms of this process.

Preventive Action/Improvement

Following the control/evaluation procedures conducted by the authorised boards of academic units, the necessary improvement actions identified are decided upon and implemented by higher boards.New initiatives are also being carried out to improve the management process of the education and training system at our university. With the increasing participation in accreditation across the university, reports have been prepared by analysing the benefits of the accreditations obtained in 2024 on programmes and students. These efforts represent an important work that was newly restructured and provides feedback and process improvement in 2024 (Evidence is attached in older B1.5). According to the analysis reports, the effects of accreditation activities on programmes are evaluated as follows:

- In terms of Quality Assurance, the programmes have been aligned with national and international standards.
- The accreditation activities have led steps to continuously improve the programmes and take preventive measures.
- The exam and course evaluation system practices are regularly updated, and deficiencies, if any, are eliminated.
- It has ensured that important steps are taken in promoting the programmes at the national and international level, thereby providing assurance to students and potential employers that the university offers high-quality education.
- It has significant benefits in terms of graduate employment opportunities.
  - It is important for increasing the attractiveness of our university to students.
- Activities for curriculum improvement are carried out regularly.
- In terms of International Cooperation Opportunities; it allows opportunities for cooperation with other accredited programs and institutions at the international level.
- Feedback is collected and implemented more effectively.

Additionally, the implementation of the standards identified as a result of the studies carried out for a programme within the accreditation process sets an example for programmes that have not passed the accreditation process.

Examples that demonstrate evidence of monitoring and improvement relating to the management of education and training processes include the following activities.

- Comparative analysis reports of the Strategic Plan Education and Training Activities and Performance Indicator Reports for the last two years
- Peer Evaluations
- Focus Group Studies
- The analysis of the benefits of accreditations on programmes and students

The resolution of the identified deficiencies according to all the above headings is time-bound, and reports containing preventive measures are requested from the relevant individuals or units. In this way, the PDCA cycle is completed.

Maturity Level: The practices related to the education and training management system are monitored in the institution and improvements are made according to the results of the monitoring.

Evidence

- [1] (4) B.1.6 - Education_and_training_process.xlsx
- [2] (4) B.1.6 - Education_and_training_process.xlsx
- [3] (4) B.1.6 - Research_and_development_activity_analysis.xlsx

2. Implementation of Programmes (Student-Centred Learning, Teaching, and Assessment)

1. Teaching methods and techniques

The Process of Executing Education and Training Programmes and subprocesses are defined in the IstanbulBeykent University Handbook of Education and Training Quality Processes. In the Strategic Plan of Istanbul University, Objectives, Targets, Activities, Performance Indicators and Performance Indicator Targets related to the student-centred learning, teaching, and assessment process have been defined. Performance Indicator Targets are regularly monitored, and necessary preventive measures are taken based on the results. (See [OD4] SP_Education_and_Training activities). Analysis reports are being prepared for the relevant performance reports (See SP_Analysis of Education and Training Activities).

Throughout our university, a student-centred, interdisciplinary, integrative learning approach has been adopted in accordance with the structure of the programmes.

In all of the programmes at our university, the curriculum structure is classified into five different groups as the basic courses of the department, the scientific preparation courses, the elective specialty courses of the department, the faculty courses and the university compulsory proficiency courses organised for students to get to know different disciplines and develop different perspectives (see: ECTS Catalogue). This gives students a flexible learning opportunity based on their abilities and preferences. In order to increase the interest, motivation and commitment of the students, the practice/case studies are carried out in line with the educational objectives and principles of the programme (Evidence is attached to folder B.2.1).

In addition to all these efforts, distance education methods are implemented in teaching and learning processes, using the opportunities provided by technology. The distance learning model, which began and was developed during the pandemic period and was quickly adapted during the Kahramanmaraş-centred earthquakes, is an important indicator of our sustainable learning model. The system, which allows for rapid action in both processes, has continued its development through improvement efforts implemented multiple times in accordance with the educational needs. In exceptional circumstances, the aforementioned model is preserved in a way that it can be reactivated remotely, online and in real-time.The principles, rules, and practices related to remote teaching methods are defined in the Istanbul Beykent University Distance Education Application and Research Centre Regulation and are announced to all stakeholders on the website. The objectives of the Distance Education Application and Research Centre are defined in Article 5 of the regulation:

ARTICLE 5 – (1) The objectives of the Centre are as follows:

a) To carry out research, development and organisational activities related to distance education for all academic and administrative units within the university.

b) To support the delivery of courses offered within the university through remote teaching methods and the development of distance education practices, and to conduct strategic planning in this framework.

c) To ensure the development of all kinds of scientific studies, to evaluate, analyse the distance learning needs of institutions and organisations in the public and private sectors, to propose programmes, to develop and to ensure their implementation.

ç) To transfer the centre's knowledge and expertise on its objectives and field of activity to relevant institutions and organisations, establish administrative, financial, and technical principles for achieving these objectives, develop projects, organise scientific meetings, and publish periodical and/or non-periodical publications in the relevant fields.

Students' participation in application and research processes is generally ensured through design project and graduation project courses, which are typically offered in the 7th and 8th semesters of undergraduate programmes. The learning outcomes of the relevant courses are ensured through the systematic and categorical structure of the curricula, taking into account students' interests and abilities across all programmes.

- Course Plan Examples

All applications are integrated with the PUSULA Learning Management System and the Student

Information System developed by the institution.

- [PUSULA Learning Management System](#)
- [Student Information System](#)

Other information management systems used in the institution can be accessed by authorised persons from [here](#).

Within the framework of student-centred approach, student feedback is effectively evaluated for the continuous improvement of the educational processes at our university. In this context, course evaluation surveys are conducted to gather students' opinions and suggestions, the collected data is shared with academic units, and recommendations for the improvement of educational processes are developed. To measure the effectiveness of the changes made and ensure sustainable development, regular feedback is collected from academic units, and the process is monitored. Thus, the aim is to make students' educational experience more efficient and of higher quality. (See [OD4] Academic Units Survey Improvement Follow-Up Report).

The studies carried out to close the PUKO cycle under the subheading of teaching methods and techniques have been outlined above, and activities related to monitoring the processes and relevant efforts for improvement have continued in 2024.

Examples of such activities include the following:

- The development of the Pusula Learning Management System
- New methods developed for closing the PUKO cycle in Student Course and Instructor Evaluation surveys (See [OD4]Evidence)

Maturity Level: Student-centred practices are monitored and improved with the participation of relevant internal stakeholders.

Evidence

- [1] (3) B.2.1 - Strategic_plan_student_centred_learning_objectives.xlsx
- [2] (3) B.2.1 - process_student_centered_learning.docx
- [3] (3) B.2.1-guidelines for public_relations_graduation_project.docx
- [4] (4) B.2.1 - Criminal procedure_law_practical_course_syllabus-.pdf
- [5] (4) B.2.1 - public_relations_and_advertising_graduation_project_evaluation_sample. Xlsx
- [6] (4) B.2.1 - feas_.course_practice_samples_1.docx
- [7](4)B.2.1-feas_course_practice_samples.docx
- [8] (4) B.2.1 - feas_course_practice_samples_2.docx
- [9] (4) B.2.1 - feas_.course_practice_samples_3.docx
- [10] (4) B.2.1 - feas_.course_practice_samples_4.docx
- [11] (4) B.2.1 evidence-based dentistry seminars.pdf

2. Assessment and Evaluation

For the assessment and evaluation of students' success, necessary arrangements have been made, and relevant regulations and directives have been prepared accordingly. In this context, the continuity, consistency and security of assessment and evaluation are ensured by the following regulations and directives:

[Istanbul Beykent University Associate and Bachelor's Degree Education and Training Regulation](#)

[Istanbul Beykent University Graduate Education and Training Regulation](#)

[Istanbul Beykent University Assessment and Examination Directive](#)

[Istanbul Beykent University Faculty of Dentistry Assessment, Evaluation and Examination](#)

Each course instructor informs students at the beginning of the academic term about the number of midterm exams, types of exams, and the final exam based on the updated course syllabus. The assessment and evaluation methods, including traditional written exams, assignments, projects, portfolios, performance tasks, monitoring, jury/subject committee exams, attendance, and thesis defence, are planned and applied in accordance with the course outcomes and types of education. The type of assessment and the exam mark participation rates are shared at the beginning of the academic term via the ECTS catalogue.

Exam administration and security (formal/online exams, exams for disadvantaged groups) mechanisms are in place (Evidence is attached to folder B2.2).

A pilot implementation of collaboration with external stakeholders in assessment and evaluation has been initiated, which is making a significant contribution to the improvement of evaluation processes. External stakeholders of the Department of Public Relations and Advertising serve as moderators for the department's graduation project course in the 8th semester, alongside a faculty member. This approach, which makes a significant contribution to students' experience in professional life related to their field of study, also strengthens the communication between faculty members, external stakeholders, and students. External stakeholders who follow the course periodically are also involved in the jury evaluation process of the project course

[Department of Public Relations and Advertising Campaign Project and Graduation Project Guide](#)

As feedback tools for the services provided to students, surveys, the Feedback Centre, the Solution Centre and the Call Centre mechanisms are used. In addition, the President of the Student Council participates in Senate meetings on relevant issues. Likewise, student representatives attend the relevant unit meetings.

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

Evidence

- [[1] (4) B.2.2-Labour_Economics_ECTS_Information_Package.pdf](#)
- [[2] (4) B.2.2 - Labour_Economics_Final_Exam Questions_1.pdf](#)
- [[3] (4) B.2.2 - Labour_Economics_Final_Exam Questions_2.pdf](#)
- [[4] (4) B.2.2 - Department_of_Economics_Course_Plan.pdf](#)
- [[5] (4) B.2.2 - Optical_exam_application_rules.pdf](#)
- [[6] (4) B.2.2 - Formal_education_exam_rules.pdf](#)

3. Student admission, recognition and crediting of prior learning

Specific criteria for student admissions have been established at our university.

Criteria for student admissions, other than central placement, are regulated within the scope of the relevant regulations/directives:

- [Regulation on the Procedures for Vertical Transfer, Double Major, Minor and Credit Transfer Between Institutions](#)
- [Istanbul Beykent University Associate and Bachelor's Degree Education and Training Regulation Istanbul Beykent University Graduate Education and Training Regulation](#)
- [Istanbul Beykent University Directive on the Recognition of Prior Learning, Credit Transfer and Articulation Procedures](#)

- [Istanbul Beykent University Directive on Admission of International or Foreign National Students](#)
- [Istanbul Beykent University Directive on Double Major, and Minor Programmes](#)
- [Istanbul Beykent University Directive on Special Student Principles at Associate and Bachelor's Degree Levels](#)
- [Istanbul Beykent University International Student Admission Criteria (ANNEX-1)](#)

The principles and rules regarding the admission of students have been defined and announced. The principles and rules regarding international students, programme transfers, double major, minor, and special student status are implemented transparently and in accordance with the provisions of the legislation. Document requests such as diplomas and certificates are meticulously followed. Prior learning (knowledge and skills acquired through formal, non-formal, remote/blended and independent learning) is recognised and credited (See [the relevant directive](#)). In line with our internationalisation policy, measures for mobility support are in place to encourage students and facilitate their participation, and ensure that no credit loss occurs during mobility. The principle of "Full Recognition," one of the main goals of Erasmus+ Exchange Mobility, is carefully carried out by our university. In order to ensure that our students who benefit from mobility do not lose credits and terms, before the start of the mobility periods, the courses they will take from the institution abroad where they will study and the equivalents of the relevant courses at our university are determined in consultation with the department heads and a decision on recognition is made by the faculty administrative board. At the end of the mobility period, once the transcript is received by our university, the Erasmus Office handles the necessary official correspondences through the EBYS (Electronic Document Management System) system to transfer the grades into our university's grading system. An example of the decision taken regarding Full Recognition is included in Annex B2.3.

Programmes admitting students through Special Talent Examination performance exams according to the "Special Talent Performance Exams Application Principles," and they are announced in advance on the university website.

The "[Istanbul Beykent University Directive on Recognition of Prior Skills, Credit Transfer and Articulation Procedures,](#)" as well as the "[Istanbul Beykent University Directive on Issuance of Diplomas and Other Documents,](#)" are used to evaluate previous learning outcomes of students admitted through central placement and other student admission processes.

In the process of student admission to the Institute of Graduate Studies, both a supportive and encouraging approach to internationalisation, as well as the creation of equal opportunities through fair and transparent education, are ensured by the implementation of the "Foreign National Student Scholarship" programme. (See [Decision on IGS Scholarship for International Students)](#)

The processes for student admission, recognition and accreditation of prior learning, as well as the monitoring, improvement, and updating of these processes, are ensured by the relevant regulations, directives, and procedures.

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

Evidence

- [[1] (4) B.2.3-The_workflow_process_for_student_registration_through_vertical_transfer_exam.docx](#)

- [[2] (4) B.2.3-The_workflow_process_for_incoming_Erasmus_students.docx](#)
- [[3](4)B.2.3-The_workflow_process_for_graduation_and_diploma_procedures.docx](#)
- [[4] (4) B.2.3-The_workflow_process_for_international_student_application_evaluation.docx](#)

4. Certification of qualifications and diploma

Regulations and Directives implemented in processes, such as awarding a diploma, and certification of a qualification are stated below:

- [Istanbul Beykent University Associate and Bachelor's Degree Education and Training Regulation](#) • [Istanbul Beykent University Graduate Education and Training Regulation"](#)
- [Regulation on the Procedures forVertical Transfer, Double Major, Minor and Credit Transfer Between Institutions](#)
- [Istanbul Beykent University Directive on Double Major, and Minor Programmes](#)
- [Istanbul Beykent University Directive on the Recognition of Prior Learning, Credit Transfer and Articulation Procedures](#)
- [Istanbul Beykent University Beykent University Directive on Issuance of Diplomas and Other Documents](#)
- [Istanbul Beykent University Directive on Foreign Language Preparatory Programme Education, Training and Examination](#)

The approval of qualifications, graduation requirements, and graduation decision processes have been defined in a clear, understandable, comprehensive and consistent manner in the relevant regulations and directives, and shared with the public https://www.beykent.edu.tr/yonetmelikler-yonergeler. Certification and diploma procedures are carried out in accordance with this defined process, monitored and necessary measures are taken. The criteria applied in the admission of students through horizontal transfer, international student exam (YÖS), double major programme (ÇAP), and minor programme, excluding student groups admitted through central placement, are defined in regulations and directives. Documents showing that the student workload credit is recognised without the need for any additional work in exchange programmes are attached to the B2.4 evidence folder. In addition to standard practices and legislation, the institution also has unique approaches and practices developed in line with its needs (Evidence is included in Folder B.2.4).

In line with the decisions made at the meetings of the Turkish Qualifications Framework (TQF) Board, 14 undergraduate and 1 associate degree programmes at Istanbul University, meeting the quality assurance criteria, have earned the[OD4]TQF Logo.

Considering the evidence presented in the report, the improvements made, and the extensive field studies conducted at the institution under the heading "B.2.4. Certification of Qualifications and Diploma," we are of the opinion that there are systematic, sustainable, and exemplary practices in place.

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

Evidence

- [1](4)B.2.4-Diploma_supplement_sample.docx
- [2] (4) B.2.4 - PhD_sample_diploma_supplement
- [3](4) B.2.4-Erasmus_course_articulation.pdf
- [4] (4) B.2.4 - Bachelor's degree_sample_diploma_supplement.pdf
- [5] (4) B.2.4 - Registrar's_Office_developed_initiatives.pdf
- [6](4) B.2.4 - Associate_degree_sample_diploma_supplement.pdf
- [7] (4) B.2.4 - ;Thesis_master's_degree_sample_diploma_supplement.pdf
- [8] (4) B.2.4 - Non-thesis_master's_degree_sample_diploma_supplement.pdf

3. Learning Resources and Academic Support Services

1. Learning environment and resources

The [OD4] Strategic Plan defines the goal "SA8. Develop and Sustain Human, Technical, Physical, and Financial Infrastructure," along with the associated objectives, activities, and performance indicators. The adequacy of resources is regularly monitored with Human, Technical, Physical, and Financial Infrastructure Strategies. (See [OD4] SP_Human, Technical, Physical, and Financial Infrastructure). The results of the relevant reports are analysed (See [OD4] SP_Analysis of Human, Technical, Physical, and Financial Infrastructure)

Our university has sufficient resources to conduct educational activities.

Requested Information	2023-2024
Library indoor area (m^2) (1)	8,810.52
• Ayazağa Campus	799.62
• Büyükçekmece Campus	3841.02
• Hadımköy Campus	3891.34
• Taksim Campus	278.54
Quiet areas (m^2)	224.17
• Hadımköy Campus	63.40
• Büyükçekmece Campus	160.77
Silent areas (m^2)	6,869.16
• Ayazağa Campus	643.40
• Büyükçekmece Campus	2551.05
• Hadımköy Campus	3593.86
• Taksim Campus	80.85
Individual study/reading areas (m^2 and number)	1,530.69
-Ayazağa Campus 3 areas – 156.22 m^2 -Büyükçekmece Campus 15 areas – 1064.78 m^2 -Hadımköy Campus 2 areas – 112 m^2 -Taksim Campus 2 areas – 197.69 m^2	22
Group study rooms (m^2 and number)	186.5
- -Büyükçekmece Campus 2 rooms – 121.8 m^2 - Hadımköy Campus: 3 rooms – 64.7 m^2	5
Library seating capacity (seat) (2) - Ayazağa Campus: 245 - Büyükçekmece Campus: 1025 - Hadımköy Campus: 1130 - Taksim Campus: 100	2,500
The number of printed books (3)	131,433

The number of printed journal subscriptions (4)		19
The number of electronic books (5)*		966
The number of electronic journals (6)*		227
The number of subscribed databases		37
The number of e-books in subscribed databases (7)		413,083
The number of e-journals in subscribed databases (8)		49,257
The number of multimedia resources		4070
Weekly total hours of service (hours)		168
Total number of library staff members (9)**		18
The number of staff with the title of librarian (10)		7
The number of students (11)		19,003
The number of students in the full-time student unit (12)		15,962
The number of library members (13)		54,369
The number of printed library resources (14= 3 +4)		131,452
The number of electronic library resources (15= 5+6+7+8)		463,533
Per Student	Library area (m2) (16 = 1/12)	0.55
	Seating capacity (person) (17= 2/11)	0.13
	The number of printed library resources (18= 14/11)	6.91
	The number of electronic library resources (19= 15/11)	24.39
	Total number of library resources (18+19)	31.3
Per Library Member	Library area (m2) (20 = 1/13)	0.16
	Seating capacity (person) (21= 2/13)	0.045
	The number of printed library resources (22= 14/13)	2.41
	The number of electronic library resources (23= 15/13)	8.52
	Total number of library resources (22+23)	10.93

Physical Resources

Campuses	Physical Resources	2023-2024	
BÜYÜKÇEKMECE CAMPUS	Indoor area (m2)(1)	109,189.79	**Standard of Council of Higher Education**
	Purpose-built outdoor area (m2)()	13,660.19	
	Total indoor and purpose-built outdoor area (m2) (3=1+2)	122,849.98	
	The number of full-time students (person) (4)**	5541	
	Indoor area per full-time student (5=1/4)	19.71	
	Purpose-built indoor area per full-time student (6=2/4)	2.47	
	Campus area per full-time student (m2) (7=3/4)	22.17	12 / full-time student unit
	Indoor area (m2) (1)	41,360.12	
	Purpose-built outdoor area (m2) (2)	60,118.50	

AYAZAĞA - MASLAK	Total indoor and purpose-built outdoor area (m2) (3=1+2)	101,478.62	**Standard of Council of Higher Education**
	The number of full-time students (person) (4)**	6,488	
	Indoor area per full-time student (5=1/4)	6.37	
	Purpose-built indoor area per full-time student (6=2/4)	9.27	
	Campus area per full-time student (m2) (7=3/4)	15.64	12 / full-time student unit
HADIMKÖY CAMPUS	Indoor area (m2) (1)	88,924.82	**Council of Higher Education Standard**
	Purpose-built outdoor area (m2) (2)	14,946.00	
	Total indoor and purpose-built outdoor area (m2) (3=1+2)	103,870.82	
	The number of full-time students (person) (4)**	4,701	
	Indoor area per full-time student (5=1/4)	18.92	
	Purpose-built indoor area per full-time student (6=2/4)	3.18	
	Campus area per full-time student (m2) (7=3/4)	22.095	12 / full-time student unit
TAKSİM-ORTAKÖY	Indoor area (m2) (1)	8,495.72	**Council of Higher Education Standard**
	Purpose-built outdoor area (m2) (2)	399.16	
	Total indoor and purpose-built outdoor area (m2) (3=1+2)	8,894.88	
	The number of full-time students (person) (4)**	723	
	Indoor area per full-time student (5=1/4)	11.75	
	Purpose-built indoor area per full-time student (6=2/4)	0.55	
	Campus area per full-time student (m2) (7=3/4)	12.3	12 / full-time student unit
VYÖ Total	Total indoor area (m2) (1)	247,970.45	**Council of Higher Education Standard**
	Purpose-built outdoor area (m2) (2)	89,123.85	
	Total indoor and purpose-built outdoor area (m2) (3=1+2)	337,094.30	
	The number of full-time students (person) (4)**	17,453	

Indoor area per full-time student (5=1/4)	14.21	
Indoor area per full-time student (6=2/4)	5.11	
Total campus area per full-time student (m2) (7=3/4)	19.31	12 / full-time student unit

Information on the number of computers and tablets available for free use of students and internet infrastructure

If the computers used by the academic and administrative staff are added to the number of computers allocated for the free use of the students, the total number of computers is as follows:

	2023-2024
The number of desktops, laptops and tablets (1)*	1895
The number of computers and tablets with internet access (2)*	1895
The number of students (3)**	15962
The number of computers and tablets per student (4=1/3)	0.11
The number of computers and tablets with internet access (5=2/3)	0.11
Internet total bandwidth (Mbps) (6)	2000
Maximum number of concurrent users (7)	4000

Average Mbps Per Person (8=6/7) 0.5

Classrooms and Lecture Halls

Our university complies with the minimum standards set by the Council of Higher Education with its 255 lecture halls and classrooms used in the 2023-2024 Academic Year.

Laboratories and Workshops

The 166 laboratories and workshops used by our university in the 2023-2024 Academic Year comply with the minimum standards specified by the Council of Higher Education.

(Evidence files relating to learning resources are included in folder B.3.1.)

The necessary technological infrastructure has been prepared for distance education practices. In this context, the educational activities were carried out as follows:

- For the Faculty of Medicine, Zoom and KEYPS educational platforms were used, for associate degree, other undergraduate programmes and the Institute of Graduate Studies, synchronous courses were delivered via Zoom, while asynchronous components are conducted via the Pusula platform.
- All learning resources are available 7/24.

The development of learning resources in relation to institutional growth is followed on a regular basis and published on the university's quality website under the [OD4] Beykent in Numbers section. The information systems provided to students can be available at

https://www.beykent.edu.tr/beykent-hakkinda/bilgi-sistemleri.

Regular surveys are conducted to receive feedback on the services offered. Accordingly, surveys are analysed, areas for further development are identified and necessary improvements are made.

[OD3] The Feedback Centre, [OD3] Solution Centre, and the Call Centre (444 1 997) are also actively operating.

As a result, our university meets the standard with 0.55 m2 library and reading area per student. In all our campuses, there are 22 reading rooms with a total area of 1,530.69 m2 and a capacity of 522 people. It is seen that the total area and capacity of the reading halls are sufficient. Our university possesses a total of 131,433 printed books and 463,533 electronic library resources. In the 2023-2024 Academic Year, the number of electronic resources increased by 320%, while the total library resources increased by 145.73%. The number of resources per student and members using the library is sufficient. 24/7 service is provided in our libraries. The 19.31 m² of indoor and purpose-built outdoor area per student in the institution is well above 12 m² per student, set as the minimum standard by the Council of Higher Education. Classrooms, lecture

halls, laboratories and workshops similarly exceed the minimum standards. Learning resources are regularly monitored and tracked by comparing them year by year through the annual strategic "[OD4]SP_Plan Human, Technical, Physical, and Financial Infrastructure Activities Analysis Report." These institution-specific studies are exemplary.

We believe that there are sustainable and exemplary practices in relation to the learning environment and resources in the institution, which far exceed the minimum standards set by the Council of Higher Education.

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

Evidence

- [1] (3) B.3.1-Classrooms_ve_lecture halls.xlsx
- [2] (3) B.3.1 - physical spaces.xlsx
- [3] (3) B.3.1-Laboratories_and workshops.xlsx

2. Academic Support Services

Academic support services are provided in various areas within the institution.

Academic and Social Counselling Support Provided to Students

Our university goes beyond providing a space merely for the transfer of knowledge, offering numerous services that support the academic and social development of students. One of these services is academic and social advisory support. The advisory system is of great importance to our university. With the advisory services we provide to help students cope with the difficulties they may encounter throughout their education life, we aim to guide students while at the same time enabling them to use their personal and academic potential at the highest level. A full-time academician appointed by the relevant department head is assigned as an academic counsellor. The academic advisor monitors the student's academic performance and maintains regular contact with the student for the effective conduct of advising process. Our full-time academicians provide support for students during the hours they are available in their course schedules, and part-time academicians allocate two hours a week for student meetings and provide all the necessary support. They aim to increase the success of students by guiding them in academic issues such as course selection, programme planning, and grade management. They guide students on which courses they can take, while also offering course options that suit their interests and career goals. Academic counsellors help students develop strategies to achieve their educational goals and refer them to support programmes when necessary. In this way, students can manage their educational processes more effectively and efficiently. In this respect, academic advisors help students in the courses they choose and provide them with the necessary guidance.

Our university has 103 student clubs operating under the Dean of Students Office, with an academician assigned as an advisor to each club. Students themselves determine the faculty member who will advise them in club activities and from whom they will receive approval for the activities they will carry out. The advisor of a student club has a guiding and supportive role in club activities.

With the joint work of the International Office and the Office of Health, Culture, and Sports, joint information activities are carried out with the relevant academic advisors on informing the last-year students on international education opportunities and master's and doctoral scholarships abroad, and encouraging them to pursue master's and doctoral programmes.

The double major and minor programmes at our university are offered free of charge to our students. Our students are informed about these opportunities, assisted in choosing the most suitable department and guided about the process by their academic advisors. Additionally, an orientation programme is conducted for all new students on a faculty and department basis.

Furthermore, the following units actively work under the Dean of Students Office:

- [Student Clubs Activities and Support Unit](#)
- [Personal Development and Career Unit](#)
- [Alumni Relations Office](#)
- [International Student Activities Office](#)
- [Social Responsibility Projects Coordination Unit](#)

The Personal Development and Career Unit under the Dean of Students Office provides online and face-to-face "Online CV Consultancy" support to students in preparation for the industry, offering both online and face-to-face, one-on-one guidance. The advisory support provided to students is an indication that universities play an important role in enriching and guiding students' lives, rather than merely serving as educational institutions. Throughout the year, in addition to CV consulting, CV review and feedback support is provided to our students in order to strengthen their career steps. Our project, launched under the name of "Submit Your CV, and We'll Review It", is tailored individually for each student.

As the Personal Development and Career Unit, our Career Centre Specialists provide trainings on Introduction to Corporate Life (CV Preparation Training, Interview Techniques, Corporate Correspondence Techniques, Effective Presentation Techniques, Time Management, Effective Communication, Effective Use of LinkedIn, etc.). The comparative data for the last year and this year (the number of students who received CV consultancy) is provided in the table below.

CV Consultancy
2023-2024 Academic Year
940 Students

782 students/graduates sent their CVs to the relevant email addresses under the project "Send your CV, and we will review it." The CVs received were reviewed by Career Specialists and feedback was provided.

Submit Your CV for Review (Online Sessions)
2023-2024 Academic Year
782 Students

The Coaching Project, also carried out by the Personal Development and Career Unit, provides students/alumni who wish to receive coaching services with the opportunity to discover their values and strengths during their career journeys with the support of career coaches, as well as the companionship that will assist them on the transformational journey they need to make to achieve their goals. Students/alumni who receive coaching can improve both their creativity and the ability to set the right goals for themselves.

A total of 289 students benefited from the coaching service offered during the 2023-2024 Academic Year. This service aims to support students' personal and academic development, and provides them with effective guidance. The support provided by the coaching service has played an important role in helping students achieve their career goals.

Coaching Service

2022-2023	2023-2024
362	289

The activities carried out by the Dean of Students Office in collaboration with student clubs and other affiliated units are listed below (Evidence is included in Folder B.3.2):

- The number of activities carried out by student clubs in collaboration with public institutions and organisations: 17
- The number of activities carried out by the Dean of Students Office for alumni: 181
- The number of activities carried out by student clubs with organisations such as the real sector, SMEs, and NGOs: s133
- The number of activities carried out by the Dean of Students Office within the scope of social responsibility projects: 58
- The number of joint activities carried out by student clubs in

collaboration with NGOs: 43

- The number of cultural activities carried out by student clubs open to the public: 202
- The number of activities carried out by student clubs relating to social issues: 30
- The number of activities conducted by student clubs in collaboration with local governments: 7

Psychological Counselling

Our university has a Psychological Counselling Unit within the Office of Health, Culture, and Sports. The unit is staffed by 3 psychologists. At the Psychological Counselling Unit, our students can seek advice regarding their emotional, social, and other problems. The unit carries out "preventive" work to address problems that may arise, and aims to ensure that students be better prepared for any potential challenges. When necessary, students are referred to relevant institutions and organisations to help them find solutions to their issues.

The aims of the unit include the following:

- To provide psychological counselling services to students and help them improve their coping skills for the challenges they face.
- To support students in achieving self-realisation by taking into account their individual differences.
- To evaluate students' individual characteristics, increase their awareness levels, and support the development of self-esteem to help them provide accurate and appropriate answers to the question, "Who am I?"
- To help them develop the necessary communication skills for establishing healthy relationships and fostering positive attitudes and behaviours towards life.
- To assist students in developing life skills such as goal setting, problem solving, decision making, making choices, and taking responsibility.
- To increase their motivation through effective learning and study skills.
- To help them develop strategies for managing stress and exam anxiety, as well as time management.

Activities Carried Out

The activities of the Psychological Counselling Unit are carried out in three different ways:

1. Individual Psychological Counselling

The consultation process can be summarised as follows: Counsellees who apply to the unit are first asked to fill out the Istanbul University Psychological Counselling Unit's pre-interview form. After the form is reviewed and any missing information or additional necessary questions are addressed, the counsellee is informed about the duration and procedures, and an appointment is scheduled for the most suitable date. These are psychological support sessions conducted in the Psychological Counselling Room, where the counsellee and the counsellor engage in face-to-face communication, with sessions lasting between 15 and 45 minutes depending on the nature of the issue and individual characteristics, and are organised through a scheduled appointment system by the Office of Health, Culture, and Sports.

The frequency of the sessions is mutually decided based on the counsellor's clinical judgement and the student's needs.

2. Group Psychological Counselling/Group Sessions

These are 1.5-hour-long activities (4-5-6 sessions) held once a week with a minimum of 6 and a maximum of 10 students with similar educational, social and emotional difficulties to support personal development. In group counselling sessions, there may be private sharing of emotions, the experiences remain within the group, attendance is compulsory, voluntary participants are

obliged to fulfil their responsibilities towards the group and their psychological counsellors. Everyone who joins the group is deemed to have accepted these rules.

We offer the following group activities to our students:

- Adaptation to university life
- Efficient ways to study
- Ability to cope with exam anxiety
- Stress and relaxation techniques to cope with stress
- Social and communication skills
- <u>Psychometric Studies</u>

Some psychological tests and inventories are administered in both individual and group sessions. The main ones are listed below:

- o Beier Sentence Completion Test
- o Communication Skills Inventory
- o MMPI (Minnesota Multiphasic Personality Inventory)
- o Benton Visual Retention Test
- o Beck Depression Inventory
- o Beck Anxiety Inventory
- o Beck Hopelessness Scale
- o SCL-90-R (Psychological Symptom Checklist)
- o Hamilton Depression Rating Scale
- o Hamilton Anxiety Rating Scale
- o Yale–Brown Obsessive-Compulsive Scale (Y-BOCS)
- o ACE Scale
- o Young Schema Scale
- o Culture and Art Services

The institution has a total of 9,933.59 m2 of space for cultural and artistic activities. All activities take place in these spaces.

- o Sports Services

The facility includes 2,297 m² of outdoor sports area and 6,997.41 m² of indoor sports area

- o Food Services

Our university has canteens and cafeterias with a total area of 9,590.81 m2 and a capacity of 5132 people.

- Accommodation Service

Services offered to the students of Istanbul Beykent University include accommodation. Within this scope, we have a student dormitory with a capacity of 204 people. Each room has a fridge, air conditioning, television, telephone and a bathroom, and 24-hour internet connection.

- Health Services

Our University's Office of Health, Culture, and Sports provides health services with a workplace physician and five nurses.

- Free Transportation Service

Free transportation service from 4 different locations are provided for our students. The routes of the free transportation service are as follows:

- ITU - Ayazağa Metro Station - Ayazağa-Maslak Campus
- Beylikdüzü Campus, Beylikdüzü Metrobus Last Stop- Hadımköy Campus • Ayazağa Student Guest House – Taksim Campus
- Ayazağa-Maslak Campus - Ayazağa Student Guest House

The institution's practices related to students' academic development and career planning are monitored and analysed through the institutional activity reports and the Strategic Plan Performance Indicator Reports [OD4].

Maturity Level: In the institution, the academic development of the students and the practices related to career planning are monitored and improved with the participation of the students.

Evidence

- [1](3)B.3.2-Student_club_list.docx
- [2] (4) B.3.2 - .FC_Public Relations and Advertising_External_Stakeholder_Meeting_1.pdf
- [3](4) B.3.2 - FC_Public Relations and Advertising_External_Stakeholder_Meeting_2.pdf
- [4](4) B.3.2-DSO_Activities_related_to_alumni.xlsx
- [5] (4) B.3.2-DSO_activities_conducted_within_the_scope_of_social_responsibility_projects.xlsx
- [6] (4) B.3.2 - Student_clubs._activities_held_with_public_institutions_and_organisations.xlsx
- [7](4)B.3.2-Student_club_activities.docx
- [8] (4) B.3.2 - Activities_conducted_in_collaboration_with_NGOs_by_student_clubs..xlsx
- [9](4) B.3.2-Student_clubs'_publicly_open_cultural_activities.xlsx
- [10](4)B.3.2-Student_clubs'_activities_with_real_sector_SMEs_NGOs_and_similar_organisations.xlsx
- [11](4)B.3.2-Student_clubs'_joint_activities_with_local_governments.xlsx

3. Facilities and Infrastructure

The following facilities and infrastructure, in addition to the institution's learning environments, resources, and physical resources provided under section B.3.1, are listed in the table below. The adequacy of the facilities and infrastructure meets the standards set by the CoHE.

The compliance of the facilities and infrastructure in the institution with the minimum standards is audited annually by the CoHE's Higher Education Audit Board. Additionally, key data relating to facilities and Infrastructure are monitored and analysed through the institutional activity reports and the Strategic Plan Performance Indicator Report (See [OD4] SP_Human, Technical, Physical, and Financial Infrastructure Activites) (See [OD4] SP_Analysis of Human, Technical, Physical, and Financial Infrastructure) In the analysis report, areas for improvement are identified and measures are taken when necessary. (See Physical Areas)

Maturity Level: The use of facilities and infrastructure is monitored and improved in line with the needs.

Evidence
- [1](4)B.3.3-Table -7A.pdf

4. Disadvantaged groups

Services Provided to Disadvantaged Groups (The annual report prepared for disadvantaged groups is attached in Folder B.3.4).

Our institution defines the [OD4]Diversity and Inclusion Policy for disadvantaged groups.

The aim is to provide support services for students with disabilities who are studying Istanbul Beykent University to ensure that they can continue their studies under favourable conditions and have access to university facilities. To this end, [OD3]the Disability Advisory Unitstrives to create a supportive university environment for our students to set and achieve their academic, social, personal, and professional goals. In this context, we maintain frequent contact with our

students with disabilities to identify their needs. Our libraries have the necessary equipment which allows our students with disabilities to access the libraries and use the library resources. An accessible elevator was built in our Ayazağa-Maslak library. Additionally, the Ayazağa-Maslak, Büyükçekmece, and Hadımköy libraries have computers with special software and equipment for students with visual impairment. Istanbul Beykent University Disability Advisory Unit Directive has been prepared. Our university's Disability Advisory Unit prepares an annual activity report every year.

Accessible Library (See [OD5] Accessible Library Information Page)

The libraries in the institution are equipped with tools and equipment to facilitate access for students with disabilities and support the use of resources available in the library. An accessible elevator is available at the Ayazağa Campus Library. Additionally, all campuses are equipped with computers accessible to students with disabilities, along with software and equipment available on these computers. Furthermore, the institution is a corporate member of the Assistive Technology and Education Laboratory for Individuals with Visual Disabilities (GETEM), which houses 40,000 audio works, including 34,000 audiobooks.

Tools for Visually Impaired Students

- Jaws Screen Reading Programme
- Pearl & Openbook Camera Reading System

Services for Visually Impaired Students:

o   Guiding lines are available across our campuses to ensure accessibility.

o   Our elevators are equipped with an voice announcement system.

o   An attendant is provided to take notes during lectures.

o   Throughout the academic term, students' needs are identified through their academic advisors, and solutions are provided based on such needs.

o   If requested by the students before the exam, the exams are conducted in a separate classroom with an invigilator present.

o   We continue our efforts every year with the same enthusiasm and dedication to ensure students' integration into university life and provide equal social conditions.

o   Support is also provided for career planning.

o   Student volunteers are assigned to encourage socialisation among their peers.

Services for Students with Physical Disabilities:

o   Access cards are provided to our students with disabilities for the use of designated elevators.

o   At campus entrances, special access cards are provided to students' companions.

o   In line with the needs of students with physical disabilities, necessary environmental adjustments are made, and efforts are made each year to improve accessibility compared to the previous year.

o   For our students who use wheelchairs, ramps have been installed at necessary locations, including school entrances and the start and end points of pavements to ensure accessibility.

o   The elevators at our campuses have been made wheelchair accessible.

o   Support is provided to help students make necessary adjustments according to their needs.

o   Trainings and workshops are organised to ensure equality in integration into university life.
o   Support is also provided for career planning.
o   Student volunteers are assigned to encourage socialisation among their peers.

Services for Students with Hearing Impairments

- Subtitles are provided for our students with hearing impairments in online courses.
- Students with hearing impairments can take voice recordings during classes, with the permission of their instructors.
- Support is also provided for career planning.

The allocated funding for disadvantaged groups in the 2023-2024 Academic Year is 1,099,559.60 TL.

Applications regarding the access to access educational opportunities of disadvantaged groups are monitored and improved by the [Disability Advisory Unit](). In this context, in accordance with Article 11 of the Regulation on Disability Advisory and Coordination in Higher Education Institutions, an annual activity report is prepared by our university's Disability Advisory Unit. The report includes activities carried out under the following headings.

- Changes in Unit Management Structure and Procedures
- Decisions of the Disability Advisory Unit Board
- Activities Conducted in the 2023-2024 Academic Year
- Course Procedures, Exam Arrangements, and Academic Activities
- Awareness Meetings/Conferences/Seminars/Workshops
- Physical Space Adjustments/Enhancement of Accessibility Opportunities
- Activities Conducted

In the 2023-2024 Academic Year, numerous activities were carried out for disadvantaged groups, and some of them are provided below:

Presentation Titled "Disability Status" ₒAwareness Seminar on Silence
Seminar on "Sign Language Learning: Give Voice to Your Fingers"
10-16 May Disability Awareness Week Wall Mural Project
"I am Learning Sign Language" Event ₒ "Overcoming Barriers" Workshop
"Accessible Logistics" Event
Film Discussion on *Lorenzo's Oil*

Other Seminars:
- Services Provided at Airports for Passengers with Disabilities
- Arrangements for People with Disabilities in Emergency Situations at Workplaces
- Patients with Disabilities from the Perspective of Healthcare Professionals
- Commercial Success of Entrepreneurs with Disabilities
- Individuals with Special Needs in the Aviation Sector
- Devices that Touch the Lives of Individuals with Disabilities
- No Barrier Between Us
- Accessible Living
- Dialogue in the Darkness and Silence
- Disabled Athletes' "Hold on to the Life" Photography Exhibition
- International Day of Persons with Disabilities
- Sign Language Training
- Communication with People with Disabilities: Sensitivity and Awareness
- Down Syndrome Awareness Day Exhibition
- The Life Stories of Individuals Who Struggle with Disabilities ₒ Dialogue in Darkness and Silence
- Disability Rights within the Scope of Human Rights

Considering the evidence presented in the report, the improvements made, and the extensive field studies conducted at the institution under the heading "B.3.4. Disadvantaged Groups," we are of the opinion that there are systematic, sustainable, and exemplary practices in place.

Maturity Level: There are internalised, systematic, sustainable, and exemplary practices in

place.

Evidence

- [1](5)B.3.4-Istanbul_Beykent_University_disability_advisory_unit_activity_report.docx

5. Social, Cultural, and Sport Activities

The university always supports social, cultural and sports activities.

The Department of Health, Culture, and Sports' primary responsibilities are to ensure students' engagement in social, cultural, and sporting activities, to organise sporting events among universities, and to ensure students' participation in sports and cultural events. The university has sufficient facilities and equipment for such activities and events.

Istanbul Beykent University Outdoor Sports Facilities

#	Campus	Building - Facility	Area (m²)
1	Ayazağa	Ayazağa Outdoor Sports Area	500
2	Beylikdüzü	Annex Building Outdoor Sports Area	496
3	Beylikdüzü	Sports Complex Basketball Court	301
4	Hadımköy	Hadımköy Outdoor Basketball Court	1,000
Total Outdoor Sports Area			**2.297**

Istanbul Beykent University Outdoor Sports Facilities

#	Campus	Building - Facility	Area (m²)
1	Ayazağa	Indoor Sports Facility and Grandstand	1,012.00
2	Ayazağa	Guest House Sports Room	59.35
3	Beylikdüzü	Sports Complex	5,319.00
4	Beylikdüzü	Annex Building Indoor Sports Facility	94.47
5	Hadımköy	Hadımköy Indoor Sports and Fitness Facility	512.59
Total Outdoor Sports Area			**6,997.41**

Istanbul Beykent University Conference Halls and Artistic Venues

Rank	Campus	Building	No	Venue Name	m²	Capacity
1	Ayazağa	Central	AYZ.B-01	Conference Hall	1,074.19	478
2	Büyükçekmece	Avalon Block B	BDZ.AVL.B-304	Conference Hall	536.00	300
3	Büyükçekmece	Avalon Block D	BDZ.AVL.D-314	Meeting / Conference / Event Hall	420.00	280
4	Büyükçekmece	Annex Building	BDZ.EKB.B1-05	Art Centre	214.51	160
5	Büyükçekmece	Central	BDZ.MYO.B3-01	Conference Hall	189.00	126
6	Hadımköy	Central	HDK.115	Meeting / Conference / Event Hall	1,198.70	798
7	Hadımköy	Central	HDK.117	Conference Hall	1,797.11	1,198

| 8 | Hadımköy | Central | HDK.Z-13 | Meeting / Conference / Event Hall | 210.06 | 140 |
| 9 | Taksim | Central | TKS.Z-03 | Conference Hall | 172.10 | 114 |

Sports Activities

In our sports hall located in Ayazağa – Maslak Campus, sports such as basketball, volleyball, futsal, table tennis and badminton can be played. It is open for free use by our students from 08:30 to 17:30 on weekdays and is available for team training sessions after 18:00.

The sports facility, located within walking distance of the Büyükçekmece Campus, is available for free use for basketball, volleyball, and tennis from 08:30 to 17:30 on weekdays.

The Office of Health, Culture and Sports organised football, basketball, volleyball, table tennis, chess and e-sports tournaments in the 2023-2024 Academic Year. Our students who successfully completed the tournament and ranked in the top 3 were awarded trophies and medals.

Student athletes who bring a national certificate, provided that they play in Istanbul Beykent University's sports teams, are offered a scholarship ranging from 50% to 100% with the approval of the Board of Trustees.

Additionally, the basketball team, formed by members of Istanbul Beykent University's academic and administrative staff, competes in the Corporate Basketball League.

In accordance with the memorandum of understanding signed between the Ministry of Youth and Sports and Foundation Universities, Beykent University grants a 100% tuition fee discount to national athletes who have documented their achievements in sports over the past four years, provided they are admitted based on their 2020 YKS results.

1. Group: Athletes who have won medals in the Olympics, Paralympics, and Deaflympics, the Youth Olympic Games, and World and European Championship Finals in the senior categories of Olympic and Paralympic sports, the World and European Cup Finals in the senior categories of sports that do not have World and European Championships;

2. Group: Athletes who have won medals in World and European Championship Finals in Olympic and Paralympic sports for the Under-21, junior, and cadet categories; World and European Cup Finals for sports that do not have World and European Championships, in the Under-21, juniors, and cadet categories; European Games, University Games, Mediterranean Games, Islamic Games, European Olympic Youth Summer and Winter Festivals, World Championships organised by FISU (International University Sports Federation), and athletes who have participated in the Olympics, Paralympics, and Deaflympics, and the Youth Olympic Games;

3. Group: Athletes who have won medals in international competitions and tournaments held in Olympic and Paralympic sports disciplines, which are included in the competition calendar of international federations, with the participation of at least 16 athletes from different countries in individual sports and at least 9 national teams in team sports, as well as athletes who have competed in the finals of the European and World Championships in the senior, Under-21, junior, and cadets categories of Olympic and Paralympic sports, and those who have participated in the finals of the World and European Cups in sports disciplines where no World or European Championships are held, in the senior, under-23, junior, and cadet categories.

Athletes in the above-mentioned groups can benefit from the discount.

Number of Participation in Sports Events – Number of Sports Teams

The list of the competitions organised by the Turkish University Sports Federation (TÜSF) in the 2023-2024 Academic Year, in which our university participated or planned to participate but were cancelled due to the pandemic, is provided below.

Sport	Category	Rank
Karate	Kumite 55 kg	Third place in Türkiye
Karate	Kumite 60 kg	Third place in Türkiye
Boxing	75 kg	Second place in Türkiye
Rowing	-	Türkiye Championship
Dragon Boat	-	Türkiye Championship
Volleyball	Men's	Third place in Türkiye
Basketball	Men's	Second place in Türkiye
Beach Volleyball	Men's	Second place in Türkiye

* The remaining competitions were not held due to the earthquake disaster that occurred on 6 February 2023.

International and National Competitions the University Participated in

Number of National Competitions	Number of International Competitions
20	0

Universities in Collaboration

Istanbul Beykent University is affiliated with the Turkish University Sports Federation (TUSF) in the official competitions it participates in. In this context, Istanbul Beykent University is also a natural member of the Istanbul Provincial Coordination of TUSF. Additionally, the Vice Presidency of the TUSF Istanbul Provincial Coordination Board is within Istanbul Beykent University. Additionally, our university is in contact with the European University Sports Association (EUSA).

Istanbul Beykent University is also in collaboration with Işık University, Kadir Has University, MEF University, Marmara University, Kültür University, Haliç University, Üsküdar University, Özyeğin University, and Yıldız Technical University, which form the Istanbul Provincial Coordination Board.

Institutions in Collaboration

Istanbul Beykent University collaborates with official federations organising the competitions it participates in, including the Turkish University Sports Federation (TUÜSF), the European University Sports Association (EUSA), sports disciplines federations, and federations such as the Turkish Basketball Federation (TBF) and the Turkish Volleyball Federation (TVF).

Additionally, a wide range of social and cultural activities are organised by the Dean of Students Office.

Maturity Level: Social, cultural and sporting activity mechanisms are monitored, and activities are diversified and improved in line with needs/demands.

4. Academic Staff

1. Appointment, promotion and assignment criteria

The recruitment, appointment, promotion, support, and continuous improvement of the academic staff's qualifications and teaching competencies are among our main objectives. (See [OD3] Teaching Staff Strategies)

The following processes and subprocesses are defined in the Beykent University Handbook of Education and Training Quality Processes.

- o Subprocess for the Evaluation of Academic Human Resources

- o Subprocess for Appointment and Promotion to

Faculty Membership
- Subprocess for the Improvement of Teaching Staff's Academic Performance
- Subprocess for the Evaluation of Teaching Performance of Faculty Members
- Subprocess for Planning Academic Year Work Processes
- Subprocess for Assigning Course Coordinators and Faculty Members to Courses
- Subprocess for In-Term Activities
- Subprocess for academicians' course delivery methods

The requirements for appointment and promotion within the institution are defined, procedures

for appointment and promotion are carried out in accordance with the following law,

regulations and directives:

- The Law No. 2547
- The Regulation on the Appointment and Promotion to Faculty Membership
- Istanbul Beykent University Directive on Promotion and Appointment to Faculty Membership
- Regulation on the Procedures and Principles of the Central Exam and Entrance Exams for Appointment to Academic Positions Excluding Faculty Membership

As per Article 40/a of the Law No. 2547 or Article 31, the university may assign a course to an academician from a non-affiliated institution if the course requires a specific license or cannot be delivered through university's own resources.

The course assignment processes for academicians are defined in the handbook. Course assignments are based on academicians' area of expertise (Evidence is included in Annex B4.1). To ensure compatibility between academicians' area of expertise and courses they teach, the university uses a course-expertise matching table, the data of which are based on YÖKSİS (Higher Education Information System).

The Regulation on Foreign Language Teaching and Education in a Foreign Language at Higher Education Institutions. govern the assignment of academic personnel to the courses delivered in the foreign languages.

In addition to weekly classes taught by academicians, they also provide advisory support for programmes, internships, projects, graduation projects, theses, and for students studying at a department that has stopped admitting new students and thus have fewer ones.

The procedures of appointment, promotion, and assignment are ensured by the above-mentioned regulations.

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

Evidence

- [1](3)B.4.1-Teaching_staff_strategies.docx
- [2] (4) B.4.1-2023-2024_academic_staff_satisfaction_survey_analysis.pdf
- [3] (4) B.4.1-teaching_staff_course_and_expertise_area_information_.xlsx
- [4] (4) B.4.1-teaching_staff_activities.docx

2. Teaching competences and development

The institution organised training programs to help academic staff maintain their professional development and improve their teaching skills. Necessary training has been provided to support faculty members' use of technology during the distance education process. Additionally, teacher training practices are being implemented at the university.

All processes defined in relation to the activities of the teaching staff are systematically monitored

through [OD3]Teaching Staff Strategies (See. [OD4]SP_Teaching Staff Activities). The elated activities are analysed. To this end, the institution has developed performance management system modules. Surveys conducted regularly also help in receiving feedback as well (See. [OD4] Strategic Plan Performance Indicator Analysis)

We have specific practices to improve the competence of teaching, which include:

- The academic staff are granted one day of research leave per week.
- By doing so, the institution supports and encourages its academic staff to engage in scientific activities.
- Academicians' educational and research activities at universities abroad are also supported.
- Bilateral agreements are made with foreign universities through ERASMUS PLUS and other non-ERASMUS initiatives.

The activities carried out in this context are listed below.

- We have agreements with 117 universities within the scope of Erasmus+ programme (See. [OD4] List of Partner Universities).
- In the 2023-2024 Academic Year, 7 academicians from our university participated in the Erasmus+ programme and visited partner universities.
- Apart from Erasmus+, we have agreements with 36 universities in 16 countries within the scope of the bilateral cooperation (MofU) programme. (See [OD4] MofU List of Partner Universities)

The findings obtained from activities aiming for the improvement of teaching competency are monitored through the [OD4] Strategic Plan Performance Indicator Report and the Academic Performance System.

Maturity Level: The findings obtained from activities aiming for the improvement of teaching competency are monitored and the results are reviewed with the teaching staff to take necessary measures.

Evidence
- [1](4)B.4.2-Instructor_trainings.docx
- [2](4)B.4.2-SP_teaching_staff_activities.xlsx
- [3](3)B.4.2-SP_teaching_staff_strategies.pdf
- [4](4)B.4.2-academic_performance_system_module.pdf

3. Incentives and rewards for educational activities

The institution has an incentive and reward system for educational activities. The activities within

the scope of incentives and rewards are as follows:

- Participation in scientific and artistic activities
- organising scientific activities
- Promoting scientific publications
- Supporting self-sourced scientific research projects
- Supporting outsourced scientific research projects (infrastructure and institutional share support)
- Supporting international mobility
- One-day research leave per week for academic staff

Activities relating to incentives and rewards are carried out within the framework of relevant regulations.

- Istanbul Beykent University Directive on Erasmus Student and Staff Mobility

The purpose of this directive is to regulate the issues regarding the staff and students who will travel from Istanbul Beykent University to other universities and higher education institutions

included in the programme for education and training purposes within the scope of the Erasmus Exchange Programme, which is among the "European Union Lifelong Learning Programmes".

- [Directive on Istanbul Beykent University Erasmus+ Student and Staff Mobility for the 2021-2027 Academic Years](#)

The purpose of this directive is to regulate the issues regarding the staff and students who will travel from Istanbul Beykent University to other universities and higher education institutions included in the programme for education and training purposes within the (KA131) scope of the Erasmus + Exchange Programme, which is among the Learning Mobility of Individuals in Programme Countries and Partner Countries.

- With the Istanbul Beykent University Directive on Rewarding Scientific Works and Supporting Participation in Scientific/Artistic Activities (BEDEK), scientific works (scientific articles/patents/utility models or designs/books published by internationally respected publishing houses) of academic staff members working at Istanbul Beykent University in the national and international arena are evaluated and rewarded and support is provided for participation in scientific/artistic activities. With the Senate Decision No. 2024/14 of 02.08.2024 and the Board of Trustees Decision No. 2023/16 of 07.08.2024, the amount of incentives provided within the scope of the directive has been significantly increased and the scope of incentives has been expanded.
- All processes relating to the scope of research projects are defined in the [Istanbul Beykent University Scientific Research Projects Implementation Directive](#).
- [Istanbul Beykent University Academic Staff Performance Assessment and Evaluation Directive](#)

The purpose of this directive is to increase the efficiency of educational, scientific research, and academic and administrative services by determining the performance of academic staff at Istanbul Beykent University based on objective criteria, thereby enhancing the university's institutional achievements at both national and international levels.

 In accordance with Article 13 provided below, the teaching staff who demonstrate success based on the criteria defined in this Directive, are awarded a performance contribution grant.

ARTICLE 13- (1) The "Performance Incentive" amount to be added to the monthly salaries of academic staff based on performance evaluation results, as well as the budget for this payment, will be determined in accordance with the University's income-expenditure balance for the relevant year. The payment process will be implemented upon approval by the Chair of the Board of Trustees.

(2) To apply for or be nominated for the Academic Award provided under this Directive, an academic staff member must be placed in the "Excellent," "Very Good," or "Good" category in the most recent performance evaluation.

(3) Academic staff classified in the "Excellent," "Very Good," and "Good" categories who meet the following criteria will be eligible for the specified incentive awards:

Those who fall into the "Good, Very Good, Excellent" category and have published 3 (three) additional publications of the same quality as the minimum publications outlined in Article 7/b will receive an amount equal to 3 (three) times the specified amount.

Those who fall into the "Good, Very Good, Excellent" category and have published 2 (two) additional publications of the same quality as the minimum publications outlined in Article 7/b will receive an amount equal to 2 (two) times the specified amount.

Those who fall into the "Good, Very Good, Excellent" category and have met the minimum

publication criteria outlined in Article 7/b will receive an amount equal to 1 (one) times the

specified amount as an incentive award.

(4) In addition, academic staff who achieve the "Excellent" category for three consecutive academic years may be awarded an additional incentive under the name of the "Istanbul Beykent University Outstanding Performance Award," subject to the approval of the Board of Trustees.

(5) Payments made for activities that are found to be fraudulent or outside the scope of this Regulation will be reclaimed from those who have applied for them, along with any applicable legal interest.

A total of TL 17,196,715.02 was spent on scientific activities for the teaching staff in the 2023-2024 Academic Year.

Rank	Incentives Provided in 2023-2024	Amount of Incentive
1	Conference, Panel, Seminar, and Other Expenses	8,948,765.79
2	Expenses for Organising Scientific Meetings	3,620,316.20
3	Publication Incentive Expenses	1,699,902.33
4	Self-Funded R&D Expenses	437,088.02
5	Externally Funded R&D Expenses	2,490,642.68
Total		**17,196,715.02**

The incentive and reward targets are determined based on the minimum R&D expenses set by the Council of Higher Education, and they are monitored and analysed through the Strategic Plan Research and Development Reports. To give an example of the improvements made in 2024, the amount of support specified in the Istanbul Beykent University Directive on Rewarding Scientific Works and Supporting Participation in Scientific/Artistic Activities (BEDEK) has been significantly increased.

Under the Education and Training heading, the measures taken to address the areas for improvement identified in the Institutional Accreditation Evaluation Report, the improvements achieved through implemented activities, and the current status assessment regarding areas where progress has not been made are detailed in the CONCLUSION and EVALUATION section of the report.

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

Evidence

- [1](4)B.4.3-Incentives_provided_to_teaching_staff.xlsx

C.RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Resources

1. Management of research processes

The institution's research policy, [OD3] research strategies, research and development process (Evidence is attached to Folder C.1.1), priority research areas, and [OD3] R&D management and organisational chart are defined. It has been published at Istanbul Beykent University's [OD4] Research and Development Policy webpage. Our R&D policy and strategies are in line with the mission of the institution.

Research and Development Policy

1. Providing and maintaining the necessary resources to ensure an up-to-date research and development infrastructure,
2. Improving the research and development skills and competencies of the academic staff and supporting all types of research activities,
3. Establishing and implementing support mechanisms for knowledge and technology transfer through university-public institution, university-industry, and university-university collaborations,
4. Developing and supporting the internationalisation of research activities,
5. Encouraging and supporting activities relating to the United Nations Sustainable Development Goals
6. To increase the effectiveness and efficiency of the Research and Development Policy,

ensuring the sustainability of the activities of the mechanisms within the institution through the "plan-do-check-act" management cycle.

Research strategies are being implemented through different methods.

Our university's research activities are conducted by all academic units, the [OD3]Technology Transfer Office, and application and research centres. The Scientific Research Projects (SRP) Commission was established to conduct scientific research projects, and the Commission for Supporting Scientific and Artistic Activities (BEDEK) was set up to carry out the processes of publication incentives and participation in scientific activities.

The research and development objectives defined in our university's Strategic Plan were developed in line with the local, regional and national development plan objectives. In this context, our aim and objectives include:

S.A4- Increasing the Number and Quality of Scientific Research

SH4.1. Increasing the Number of Qualified Researchers

SO4.2. Strengthening Research Infrastructure

SO4.3. Further Encouraging and Supporting Scientific Research and Artistic Activities SH4.4. Increasing the number and effectiveness of high-quality publications, as well as art and design activities Supporting Self-Funded SRPs

SH4.6. Supporting and increasing the number and amount of support for non-SRP projects (EU, TÜBİTAK, Development Agency, and similar project supports)

SH4.7. Supporting Interdisciplinary Research

SH4.8. Respect Ethical Values

SH4.9. Supporting research that contributes to society

SH4.10. Increasing the Contribution to International Research

SH4.11. Monitoring scientific research activities periodically and ensuring their sustainability. Istanbul Beykent University has sufficient staff and physical resources for adequate research. (See [OD4] Basic Data of the Institution)

R&D processes in the institution are carried out in accordance with relevant regulations and directives.

- With the Istanbul Beykent University Directive on Rewarding Scientific Works and Supporting Participation in Scientific/Artistic Activities (BEDEK), scientific works (scientific articles/patents/utility models or designs/books published by internationally respected publishing houses) of academic staff members working at Istanbul Beykent University in the national and international arena are evaluated and rewarded and support is provided for participation in scientific/artistic activities. With the Senate Decision No. 2024/14 of 02.08.2024 and the Board of Trustees Decision No. 2023/16 of 07.08.2024, the amount of incentives provided within the scope of the directive has been significantly increased and the scope of incentives has been expanded.
- All processes relating to the scope of research projects are defined in the Istanbul Beykent University Scientific Research Projects Implementation Directive.

The following processes are applied for Scientific Research Projects (SRP) from the application stage to the assessment of the final report.

- Application process
- Preliminary Evaluation
- Reviewer Reports
- Ethics Committee Report (if required)
- SRP Committee Decision
- Decision Notice
- Approval of the Chairman of the Board of Trustees (budget approval)
- SRP Agreement

- Interim Reports
- Interim Report Committee Evaluation
- Final Report
- Final Report Committee Decision

Additionally, other directives implemented in the institution relating to the R&D activities are given below:

- Istanbul Beykent University Academic Staff Performance and Evaluation Directive

The purpose of this directive is to increase the efficiency of educational, scientific research, and academic and administrative services by determining the performance of academic staff at Istanbul Beykent University based on objective criteria, thereby enhancing the university's institutional achievements at both national and international levels. In accordance with Article 13 provided below, the teaching staff who demonstrate success based on the criteria defined in this Directive, are awarded a performance contribution grant.

Additionally, other directives implemented in the institution relating to the R&D activities are

given below:

- Istanbul Beykent University Scientific Research and Publication Ethics Directive
- Istanbul Beykent University Directive on Scientific Publications and Journals

The Research and Development Working Group under the Quality Committee operates for the monitoring and evaluation of research activities. Research Working Subgroup prepares and presents the SWOT analysis reports of R&D activities to the Quality Committee (Evidence is included in Folder C1.1). Additionally, the research activities are monitored and analysed through the Strategic Plan Research and Development Activities Report (See [OD4] SP_Research_and_Development_Activities) (See [OD4] SP_Research_and_Development Activities Analysis).

Maturity Level: The results related to the management of research processes and the functionality of the organisational structure are monitored and measures are taken in the institution.

Evidence

- [1] (4) C.1.1-2023-2024_approved_self_funded_scientific_research_projects.xlsx
- [2](4) C.1.1-researc_development_process.xlsx
- [3](4)C.1.1-R&D_swot_analysis_report.xlsx
- [4] (4) C.1.1 - Research_and_development_activities.xlsx
- [5] (4) C.1.1-SP_Research_and_development_activities_analysis.xlsx
- [6] (4) C.1.1-TTO_activity_report.pdf
- [7](4)C.1.1-TTO_activity_report.xlsx
- [7] (3) C.1.1 - R&D_management_organistional_chart.docx
- [8] (3) C.1.1-SP_Research_and_development_strategies.pdf

2. Internal and external resources

A significant amount of resources is allocated to support R&D activities at the institution. The expenses of our university for research in the last five years are given in the table below. These values are well above the minimum criteria set by the Higher Education Council.

5-Year R&D Statistics of Istanbul Beykent University					
EXPENSE TYPE	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Expenses for Organising Scientific Meetings	738,382.79	409,838.87	834,163.29	1,678,960.76	3,620,316.20

Publication Incentive Expenses	550,053.02	602,013.38	1,095,701.87	470,405.54	1,699,902.33
Intellectual Property Rights Expenses	-	4,550.00	23,000.00	28,724.90	99,159.17
Self-Funded R&D Expenses	4,685,661.55	352,516.90	591,035.42	820,723.70	437,088.02
Externally Funded R&D Expenses	814,453.82	814,152.20	1,380,726.91	1,868,904.15	2,490,642.68
Library Doc. Fixture Purch. Expenses Books	586,607.97	227,703.75	186,040.93	134,091.45	218,924.22
Library Doc. Fixture Purch. Expense Database	1,525,770.09	1,652,477.54	396,433.28	1,124,570.51	3,188,754.5
Total R&D Budget	**8,900,929.24**	**4,063,252.64**	**4,507,101.70**	**6,126,381.01**	**11,754,787.50**

Increasing the number and quality of internally/externally funded research projects is among our primary objectives.

The details and budgets of the projects in which our academicians have undertaken the roles of coordinator or researcher in the last two academic years are provided in the table below:

	2022-2023	**2023-2024**
EU Framework Programme, National Agency, ERC	4	2
International Org. such as World Bank, WHO, FAO, etc.	6	4
TUBITAK	23	31
Other national organisations	47	48
Private Sector	6	4
Total of research projects	86	89
Total Budget of Completed Projects	9,405,273.40 TL	15,147,693.32 TL
Total budget of projects	35,966,564.55 TL	36,908,398.16 TL

The total budget of 20 projects supported by Istanbul Beykent University is 2,388,140 TL, and the amount of expenses made from the budget allocated for the 2023-2024 Academic Year is 337,928.85 TL.

Distribution of Projects	Number	Budget
EU Framework Programme, National Agency, ERC	2	Overall budget
International Org. such as World Bank, WHO, FAO, etc.	4	1,534,858.49
TÜBİTAK	31	17,003,878.01
Other national organisations	48	16,678,363.68
Private Sector	4	1,691,297.98
Total of research projects	**89**	**36,908,398.16**
Completed projects	35	15,147,693.32
Ongoing projects	54	21,760,704.84

The remaining 69 research projects, excluding SRP, were carried out in cooperation with stakeholders. These stakeholders include;

- o Council of Europe

- o European Union
- o TÜBİTAK
- o Private sector (among these, there are 2 projects in collaboration with industry, with a total budget of TL 1,020,000.)
- o Public institutions and organisations
- o Other educational institutions.

In order to support the researchers at our university, a one-day research leave is given each week, and the scientific activities of the academic staff who benefit from the research leave are closely monitored by the Rector's Office within the scope of the plan previously submitted. This practice can be considered as an institution-specific application. (Evidence is attached to Folder C.1.2.)

The adequacy and diversity of research resources at the institution, as well as their compliance with the minimum requirements set by CoHE, are monitored and analysed through the CoHE Audit Report and the Strategic Plan Research and Development Activities Report. Improvements are made when necessary.

Maturity Level: The adequacy and diversity of research resources at the institution are monitored and improved.

Evidence
- o [1] (5) C.1.2-Petitions_for_academic_ leave_for_scientific_purposes.pdf
- o [2] (4) C.1.2-Research_laboratories.xlsx
- o [3] (4) C.1.2-Research_projects.xlsx
- o [4] (4) C.1.2-SRP_projects.xlsx
- o [5] (4) C.1.2-Interdisciplinary_projects.xlsx
- o [6] (4) C.1.2-Industrial_projects.xlsx
- o [7] (4) C.1.2 - Social_contribution_projects.xlsx
- o [8] (4) C.1.2 - TÜBİTAK_projects.xlsx
- o [9](4)C.1.2-International_projects.xlsx

3. PhD programmes and post-PhD opportunities

Istanbul Beykent University encourages Research Assistants to participate in master's and PhD studies at various universities in Istanbul and grants the necessary permissions to participate in courses and other studies. We post job openings for academic staff in different titles for those who have completed their doctoral studies and meet the requirements for promotion to faculty membership. We offer 6 PhD and 1 Doctor of Fine Arts (DFA) programmes at the university. The processes relating to postgraduate education and training at our university are carried out by the Institute of Graduate Studies within the scope of [OD3]Istanbul Beykent University Graduate Education and Training Regulation.

The list of programmes is in the table below:

PHD/DOCTOR OF FINE ARTS PROGRAMMES
Computer Engineering
Business Management
Architecture
Art and Design
Cinema and Television
Political Science and International Relations
Sociology

The number of students and graduates of PhD/DFA programmes for the last three years is as follows:

Academic Year	PhD / Doctor of Fine Arts Number of Programmes Students	Number of Graduates
2023-2024	99	20
2022-2023	129	25
2021-2022	103	27

Additionally, there are research assistants pursuing heir doctoral degrees at various universities or in different departments of our university, and upon completing their PhDs, they have the opportunity for promotion to faculty membership, taking into account the relevant academic unit's opinion. An evaluation study on post-doctoral opportunities is being conducted (Evidence is provided in Folder C.1.3.).

The [OD3]The Research and Development Working Group under the Quality Committee operates for the monitoring and evaluation of research activities. Research Working Subgroup prepares an R&D Activities SWOT analysis report and submits the report to the Quality Committee (Evidence is attached to Folder C1.1.) [OD4] R&D SWOT Analysis Report.

Maturity Level: The outcomes of doctoral programmes and post-doctoral opportunities are regularly monitored and improved.

Evidence
- [1] (4) C.1.3 - Academicians_with_doctoral_degree_from BU.xlsx
- [2](4) C.1.3 - Post-Doctoral_Opportunities_Report.docx
- [3](4)C.1.3-Graduate_student_data.xlsx

2. Research Competence, Collaborations and Support

1. Teaching competences and development

In the Strategic Plan, there are defined objectives for the development of the research competence of the academicians. Our objectives for research competence, collaborations and support are as follows:

SH1.8. To increase the competence and quality of the university academic staff and to ensure their sustainability SH1.9. To encourage student and academician exchange programmes

SH3.2. To develop international cooperation (Erasmus, bilateral agreements, MofU [Memorandum of Understanding], etc.)

SH3.3. To be active in the activities of international organisations (DEIK/EEIK, EUA, ENQA, EQAR, HEA, etc.)

SH4.1. To increase the number of qualified researchers

SH4.2. To strengthen the research infrastructure

SH4.3. To further encourage and support scientific research and artistic activities

SH4.4. To increase the number and effectiveness of high-quality publications, as well as art and design activities

SH4.5 To support self-funded SRPs

SH4.7. To support interdisciplinary research

SH4.9. To support research that contributes to society

SH4.10. To increase the contribution to international research

SH4.11. Periodically Monitoring Scientific Research Activities and Making Their Effectiveness Sustainable

All objectives are monitored periodically through Strategic Plan Indicator Reports, and measures

are taken to address any areas requiring improvement.

Appointment and promotion procedures for the academic staff

- o Law No. 2547,
- o The Regulation on Appointment and Promotion to Faculty Membership
- o Beykent University Directive on Appointment to Faculty Member
- o The Regulation on the Procedures and Principles of the Central Exam and Entrance Exams for Appointment to Academic Positions Excluding Faculty Member

The development of processes ensures the sustainability of qualified academic staff. The institution offers a wide range of support to improve academicians' research competency.

The number of students and teaching staff at the institution and its distribution are provided in the table below. According to the data provided here, the number of academic staff meets the minimum requirements set by the Council of Higher Education.

Total number of faculty members	Total number of academic staff members	Prof.	Assoc. Prof.	Asst. Prof.	Lecturer	Research Assistant	Number of students
496	791	101	58	317	164	151	19,003

Academic titles and areas of expertise of the academic staff are regularly monitored, and the Council of Higher Education standards are followed regarding the alignment between their areas of expertise and the courses they teach.

In order to improve the competencies of the academic staff at the institution and to ensure their productivity, effectiveness, and efficiency in education and training, [OD4] instructor trainings have been organised. Therefore, it is aimed to ensure continuous development in their personal growth, as well as their field-specific competences through both theoretical and practical learning.

To increase the quantity and quality of scientific research projects within the institution, the following trainings have been organised by the Technology and Transfer Office:

- [OD4] TÜBİTAK Technology and Innovation Support Programmes Information Webinar

- [OD4] TÜBİTAKARDEB Projects Information Webinar

- [O4] Intellectual and Industrial Property Information Meeting

The institution has plans in place relating to research competencies, collaborations and support. In this context, the activities are regularly monitored, and reports on the results are prepared and analysed.

Maturity Level: Practices aimed at improving the research competencies of the academic staff are monitored at the institution, and the results are evaluated in collaboration with the academic staff to implement necessary measures.

Evidence

- o [1] (4) C.2.1-Module_academic_staff_research_performance.pdf

- o [2] (4) C.2.1-Areas_of_expertise_of_academic_staff.xlsx

2. National and international joint programmes and joint research units

The institution has numerous ERASMUS+ and MofU agreements to increase national and

international collaborations.

International Collaborations: Erasmus+ Mobility

- o We have agreements with 117 universities within the scope of Erasmus+ programme (See. [OD4] List of Partner Universities).
- o In the 2023-2024 Academic Year, 14 academicians have joined our university from partner institutions under the Erasmus+ programme.
- o In the 2023-2024 Academic Year, 7 academicians from our university participated in the Erasmus+ programme and visited partner universities.
- o Apart from Erasmus+, we have agreements with 36 universities in 16 countries within the scope of the bilateral cooperation (MofU) programme. (See [OD4] MofU List of Partner Universities)

[OD4]Activities Carried Out within the scope of R&D through International Stakeholder Collaborations

- o Expanded SCI, SSCI, AHCI indexed publications: 160
- o Other indexed publications (SCOPUS): 224
- o Publications in other international peer-reviewed journals: 81
- o International full-text papers: 98
- o International abstracts: 1216
- o The number of projects funded by EU and other international organisations: 6
- o Invited speakers at international meetings 23
- o International books: 11
- o International book chapters: 130
- o International encyclopaedia entries: 0
- o International translated books: 1
- o International book editorships: 7
- o Peer review for international journals: 200
- o Peer review for international conferences or national journals: 90
- o Editorial board membership in international peer-reviewed journals: 21
- o International peer-reviewed journal editorships: 19
- o Regularly and periodically awarded, juried international scientific and art awards: 1
- o Awards such as scholarship, FELLOWSHIP (Post-Doc Scholarship, Visiting Scholarship, Fulbright, Grants, etc.): 3
- o Jury membership in international competitions: 6
- o Organisation of International Scientific Meetings - Coordinator: 17
- o Organisation of International Scientific Meetings - Member: 23
- o International group exhibitions and shows: 30
- o The number of universities with which our faculty members have publications through international collaboration within the Web of Science: 198
- o International working groups our faculty members are involved in: DUNE Collaboration, CMS Collaboration.
- o Number of academicians assigned to other universities to conduct scientific research: 7

National and International Collaborations Within the Scope of Scientific Publications

In 2024, collaborations were established with nearly 200 research institutions within the scope of SCI/SSCI/AHCI publications (Evidence is included in Folder C.2.2.).

Among these institutions, the *international joint working groups* listed below are also included.

International Joint Working Groups

- o DUNE Collaboration
- o CMS Collaboration
- o IEEE
- o SGEM
- o CALICE Collaboration
- o TOTEM Collaboration
- o ATLAS Collaboration
- o CMS HCAL Collaboration

In addition to the mentioned working group, there is the DIVERSE working group, which is conducted by the Technology and Transfer Office Application and Research Centre. [OD4] DIVERSE: In order to bring international projects to the institution, Istanbul Beykent University joined the DIVERSE Universities Consortium as part of a consortium of universities. This alliance was awarded the Seal of Excellence in a short time. Thanks to this quality label, the DIVERSE Universities Consortium has been recognised as a European University Alliance. The DIVERSE Universities Consortium, proving through the Seal of Excellence that it develops high-quality projects in education, research, innovation, and engagement, consists of a board and five working groups. Istanbul Beykent University, which has representatives on the board and in each working group, also manages the Communication Working Group.

Stakeholder Collaborations within the Scope of Scientific Research Projects

The number of projects carried out by our academicians in the 2023-2024 Academic Year with the support/collaboration of national and international organisations is listed in the table below:

	2023-2024 Number of Projects
EU Framework Programme, National Agency, ERC	2
International Org. such as World Bank, WHO, FAO, etc.	4
TUBITAK	31
Other national organisations	48
Private Sector	4
Total of research projects	**89**

Activities Carried out by the Validation and Accreditation Working Group

- In 2023, the Memorandum of Understanding was signed with the University of North Carolina Wilmington (UNCW). In 2024, collaboration has begun on student and faculty exchange programmes, research and education projects, and the organisation of joint conferences.
- The Council of Higher Education approval process has begun for a dual degree agreement between SUNY Cortland University for the Departments of New Media and Radio-TV and Cinema. It was signed by CoHE on 20 May 2024 and has come into effect.
- Collaboration discussions have begun with SUNY Empire State University in 2024 regarding student and faculty exchange programmes, research and education projects, and the organisation of joint conferences.
- The Faculty of Fine Arts and the Faculty of Communication have completed the accreditation

process with ACQUIN. Accreditation discussions with ACQUIN have been held for the designated departments/programmes of the Faculty of Law, the Faculty of Economics and Administrative Sciences, and the Institute of Graduate Studies. (See [OD4] Programmes Planned for Accreditation Application in 2025

- Our application as Istanbul Beykent University to the [OD4] Sustainable Development Solutions Network (SDSN) Turkey has been accepted. Istanbul Beykent University represented at the 10th Anniversary Event and Members Meeting of SDSN Turkey [OD4], held at Boğaziçi University on 27 December 2024.
- Quality processes have been carried out in education and training, and in order to assess the effectiveness of the efforts and collect feedback, the following surveys have been conducted:
  1. [OD4] Inclusive Curriculum Survey
  2. [OD4] Education and Training Assessment Survey
  3. [OD4] Physical Space and Digital Infrastructure Survey
  4. [OD4] Policy, Process and Regulations Survey

Based on the survey results, the Validation and Accreditation Collaborations Working Group has prepared the [OD4] General Report on Improvement Recommendations within the scope of 21st Century Skills Alignment Studies.

- All [OD4] academic and [OD4] administrative staff members have been provided with online training on the new values adopted by our university.
- As a result of the application to ACQUIN within the scope of international accreditation efforts,
- all departments of the Faculty of Communication (2-5 November 2024) and the Faculty of Fine Arts (27-28 November 2024) went through evaluation.
- In line with the decisions made at the meetings of the Turkish Qualifications Framework (TQF) Board, 14 undergraduate and 1 associate degree programmes at Istanbul University, meeting the quality assurance criteria, have earned the [OD4]TQF Logo.

The institution has plans in place relating to research competencies, collaborations and support. In this context, the activities are regularly monitored, and reports on the results are prepared and analysed. As a result of the analysis carried out, areas for improvement, if any, are addressed through improvement efforts. The studies carried out in 2024 and above-mentioned activities serve as an example of improvement efforts.

Maturity Level: At the institution, both national and international internal and inter-institutional joint programmes and research activities are monitored, evaluated with relevant stakeholders, and improved accordingly.

Evidence

- [1] (4) C.2.2 - List_of_Erasmus_agreement__partner_institutions.pdf
- [2] (4) C.2.2-Main_publication_statistics_of_the_institution.pdf
- [3](4)C.2.2-List_of_ MofU_agreement_partner_institutions.pdf
- [4] (4) C.2.2-Institutions_with_joint_SCI_SSCI_AHCI_publications.pdf
- [5] (4) C.2.2 - International_research_groups_publication_statistics.xlsx
- [6] (4) C.2.2-International_projects.xlsx
- [7] (3) C.2.2-Erasmus_agreement_sample.pdf
- [8] (3) C.2.2-MofU_agreement_sample.pdf

3. Research Performance
4. Monitoring and evaluation of research performance

The institution has defined performance indicators and target indicators for measuring research performance, based on the [OD3] research and development strategies.

Periodic reports prepared at our university for measuring research performance and some key data included in these reports are provided below (Evidence is included in Folder C.3.1.).

- [OD4] Strategic Plan Research and Development Activities Report according to the information

provided in this report;

- [OD4]Number of Web of Science (WoS) publications: 160
- Number of interdisciplinary publications (WoS): 33
- WoS Publication Impact Factor - H-Index: 74
- WoS Publication Impact Factor - Number of citations per year: 5,076
- WoS [OD4] Publication Impact Factor - Average citation: 2.44
- Number of publications receiving incentive: 272 (Some publications outside WoS are eligible for incentives.)
- Number of academicians receiving incentives: 109
- Number of papers presented at scientific conferences: 411
- Number of academicians attending scientific conferences: 499
- [OD4] Number of scientific conferences supported by our university: 35
- Number of national conferences organised by our university: 28
- Number of international conferences organised at our university: 7
- Number of our university academicians serving on the organising committees of international conferences: 40

  Incentives:
- Annual incentive award amount (TL): 1,699,902.33
- Amount of incentives (TL) provided to support participation in annual meetings and events: 3,620,316.20
- Total annual R&D expenses (TL): 3,620,316.20

- [O4] Academic Performance Report Based on the information provided in this report;

  - International publications indexed in other databases other than WoS (Scopus): 224
  - Publications in other international peer-reviewed journals: 81
  - International full-text papers: 98
  - International abstracts: 216
  - Keynote or invited speakers at international meetings: 23
  - International books: 11
  - International book chapters: 130
  - International book editorships: 7

The Academic Performance Report is attached to Folder C.3.1. as evidence.

- Research Project Details

[OD4] Distribution of Scientific Research Projects	2023-2024
EU Framework Programme, National Agency, ERC	2
International Org. such as World Bank, WHO, FAO, etc.	4
TÜBİTAK	31
Other national organisations	48
Private Sector	4
Total of research projects	86
Total Budget of Completed Projects	15,147,693.32 TL
Total budget of projects	36,908,398.16 TL

- [OD4]SRPs: There are 20 internally funded SRPs at the institution, with a total budget of 2,388.140 TL.
- [OD4] Interdisciplinary Projects: There are 8 interdisciplinary research projects at the institution, with a total budget of 2,396,401.56 TL.
- [OD4] Research Projects Conducted in Collaboration with Industry: 6 research projects with a total budget of 5,681,886.75 TL
- [OD4] Community Service Projects: 17 research projects with a total budget of 9,040,859.94 TL
- [OD4] TÜBİTAK-Supported Projects: 31 research projects with a total budget of 17,003,878.01 TL

- [OD4] International Projects: 6 research projects with a total budget of 1,534,858.49 TL

- Activities included in the Strategic Plan of the [OD4] Technology Transfer Office Activity Report

1. Number of activities carried out by the TTO Research and Application Centre: 11 Training programme
2. Number of project applications made through TTO: 4 (with stakeholder countries in Europe)
   - DIVERSE
   - DATA4STORY
   - NEXT
   - GT4T
3. Number of patent applications filed through TTO: 1
   - Asst. Prof. Dr. Metin Güven applied for a patent in 13.07.2024 with his invention of "wrist exercise equipment".
4. Number of utility model/design/copyright applications made through TTO: 4

   - Tuğba Öz, Lecturer, filed a utility model application on 28.12.2023 for her invention named "Enhanced Protective Barrier for Newborn Umbilical Care".
   - Asst. Prof. Dr. Burcu Ay filed a utility model application on 08.07.2024 for her invention titled "Drawing and Writing Presentation Board in the Form of a Tailor's Mannequin."
   - Asst. Prof. Dr. Burcu Ay filed a design application on 08.07.2024 for the "Scaled Fashion Figure Ruler Set."
   - Res. Asst. Ender Mehmet Şahinkoç, Asst. Prof. Dr. Ozan Emre Ufacık, and Res. Asst. Aykut Karakuş filed a copyright application with the "Portfolio Management Application".

- [OD4]Activities of the Research and Application Centres
   - Number of projects/activities carried out by the Research and Application Centres: 64

Research performance at the institution is monitored and analysed through the periodically prepared Academic Performance Report, Strategic Plan Performance Indicator Report, and Institutional Activity Report (See.[OD4] SP_Research and Development Activities) (See [OD4] SP_Research and Development Activities Analysis. An example of improvements made in 2024 is the significant increase in the incentive amounts in the Istanbul Beykent University Directive on Rewarding Scientific Works and Supporting Participation in Scientific/Artistic Activities (BEDEK) , as well as the updating and implementation of the Istanbul Beykent University Directive on Academic Staff Performance Assessment and Evaluation.

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

Evidence

- [1] (3) C.3.1 - R&D_strategies.docx

- [2] (3) C.3.1-SP_Research_projects.pdf
- [3](4)C.3.1-SRPs.xlsx
- [4] (4) C.3.1 - Interdisciplinary_projects.xlsx
- [6](4)C.3.1-Joint_projects_with_Industry.xlsx
- [5] (4) C.3.1 - Scientific_activities_organised_by_the_institution.xlsx
- [6](4) C.3.1-Scopus_publications.xlsx
- [7] (4) C.3.1 - Research_and_development_activities.xlsx
- [8] (4) C.3.1 - Research_and_development_activities_analysis.xlsx
- [9](4)C.3.1-Community_service_projects.xlsx [10](4)C.3.1
- TR_index_publications.xlsx [11](4)C.3.1-TTO_activity_report.pdf
- [12](4)C.3.1-Presentation_of_the_TTO_activity_report.pdf [13](4)C.3.1-TÜBİTAK-supported_projects.xlsx [14](4)C.3.1-International_projects.xlsx
- [15](4)C.3.1-Activities_of_application_and_research_centres.xlsx
- [16](4)C.3.1-WoS_Conference_list_of_publications.xlsx

- [17](4)C.3.1-WoS_impact_analysis_report.xlsx
- [17](4)C.3.1-WoS_SCI_SSCI_AHCI_ESCI_publication_list.xlsx

2. Evaluation of academician/researcher performance

The *[OD3]Istanbul Beykent University Directive on Academic Staff Performance Assessment and Evaluation* has been prepared to increase the efficiency of education and training activities, scientific research, and academic/administrative services, as well as raising the university's institutional achievement level nationally and internationally, by determining the performance of academic staff based on objective criteria. Within this framework, the directive will be implemented starting from the 2024-2025 Academic Year.

Within the scope of the directive, criteria and calendar are set for evaluating the research performance of academic staff.

The research and development performance of staff and academicians at Istanbul Beykent University is monitored regularly. To this end, the Performance Management System and its sub-modules were established.

- Performance Assessment Information Management Systems (SKYSIS)
  - [OD4] Institutional Research Performance Assessment and Evaluation Module
  - [OD4] Academic Units Performance Assessment and Evaluation Module
  - [OD4] Academic Staff Research Performance Evaluation Module

C. Under the RESEARCH and DEVELOPMENT heading, the measures taken to address the areas for improvement identified in the Institutional Accreditation Evaluation Report, the improvements achieved through implemented activities, and the current status assessment regarding areas where progress has not been made are detailed in the CONCLUSION and EVALUATION section of the report.

Maturity Level: The research and development performance of the academicians is monitored and evaluated in collaboration with the them with the aim of improvement.

Evidence

- [1](4)C.3.2-Sample_academic_staff_performance_monitoring.pdf

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Resources

1. Management of Social Contribution Processes

The mission of the institution includes objectives aimed at social contribution, such as:

- To utilize knowledge and technology for the benefit of society,

- To be sensitive to environment,

- To contribute to the cultural, social, and economic development of society.

Mission:

To take part in the training of qualified labour that our country needs; to contribute to the cultural, social and economic development of society by being an environmentally conscious higher education institution that produces, develops and transforms information and technology on a national and international scale, turning it into professional skills for the benefit of society.

Our university strives to lead technologies, projects, and scientific studies that can address the diverse

needs of different social groups, with its strong research orientation and academic staff in various fields of expertise. Within this framework, our university is increasing its social contribution activities in line with regional, national and international needs. Our university has a defined [OD3] policy on social contribution activities.

Social Contribution Policy

1. Through educational activities, to educate individuals who respect universal human rights, adhere to ethical values, are equipped with democratic principles, and respect social values;
2. To use the outputs from research and development activities to address the needs and problems of society and convert them into social benefits;
3. To develop and implement innovative and sustainable solutions in collaboration with the public and private sectors to address social issues;
4. To increase the participation of disadvantaged groups in the university and develop projects and activities for disadvantaged groups in society;
5. To organise trainings and activities that promote lifelong learning on an institutional scale, contributing to individuals' adaptation to changing global conditions and their active participation in society;
6. To increase the effectiveness and efficiency of the Social Contribution Policy, ensuring the sustainability of the activities of the mechanisms within the institution through the "plan-do-check-act" management cycle.

Evaluations are conducted to monitor the level of achievement of these objectives, and corrective and continuous measures for improvement are taken when necessary.

Social Responsibility is also one of the institution's [OD4]Core Values.

Our Core Values of Social Responsibility

Participation

With the focus on our students' interests and tendencies, our core value participation is aimed at offering education taking into account the expectations and needs of the country, the society, and the real economy.

Social Responsibility

Providing our students with education, practical experience, and social responsibility opportunities to enable them to practice their professions in a manner that considers the needs and expectations of society upon graduation.

Sensitivity

Providing our students with an educational environment that fosters understanding of nature history, ethics, and cultural values in their professional conduct, and encourages sensitivity towards disadvantaged groups.

Sustainability

Leaving a liveable world for future generations by considering environmental and economic impacts in the fields of education, research, and societal contributions.

Increasing the effectiveness of community service activities and establishing a sense of social responsibility is considered one of our strategic objectives. Within this framework, the [OD3]Strategic Objectives for the social contribution activities of our University are defined.

SH4.9. Supporting research that contributes to society

SH5.2. Supporting research, implementation and academic activities relating to major social

problems

SH5.3. Encouraging social responsibility projects

SH5.4. Supporting activities to contribute to cultural and social development

SH5.5. Increasing the Contributions of Research and Application Centres in Community Service Activities

The units that carry out [OD4]social contribution activities at our University:

- All Academic Units
- [OD3]Social Contribution Working Group
- [OD3] Istanbul Beykent University Technology Transfer Office Application and Research Centre, [OD3] Application and Research Centres,
- [OD3]Dean of Students Office,
- [OD3] Social Responsibility Projects Coordination Unit,
- [OD3] Student Club Activities and Support Unit
- Validation and Accreditation Collaborations Working Group

Under the leadership of the Validation and Accreditation Collaborations Working Group, Istanbul Beykent University's membership application to the [OD4] Sustainable Development Solutions Network (SDSN)Turkey has been accepted. Istanbul Beykent University represented at the 10th Anniversary Event and Members Meeting of SDSN Turkey [OD4], held at Boğaziçi University on 27 December 2024, and it is aimed to contribute to the efforts in the upcoming stages.

[OD4]Social Contribution Working Group has been established under the Quality Committee to spread the social contribution activities carried out by the Dean of Students Office, which is presented as an example of successful implementation in the Institutional Accreditation Report, across academic units and to coordinate the social contribution processes within the institution. The Social Contribution Working Group has been established to strengthen the university's mission of providing social benefits, increase collaboration with stakeholders, and plan and implement sustainable social contribution activities in line with its strategic objectives. The group aims to ensure the effective and sustainable management of social contribution processes within an integrated structure, with the participation of all academic and administrative units, in the context of inclusive approach, responsibility and innovation, monitoring and evaluation, resource management, and sustainability.

The [OD3]Social Responsibility Projects Coordination Unit operates under the [OD3]Dean of Students Office. The Social Responsibility Projects Coordination Unit's mission is to enrich our country economically, socially and culturally, as well as to serve a sustainable world through its activities. While carrying out project to identify and solve problems, the unit aims to evaluate social responsibility projects conducted by public, private and non-governmental organisations, and to collaborate with them when necessary. Projects developed by the Social Responsibility Projects Coordination Unit contribute to students' social involvement while helping them to enter the professional world as individuals with heightened awareness as well as leadership, teamwork, social sensitivity, and entrepreneurial skills.

Our university's Institute of Graduate Studies has also added the [OD3]2024 Postgraduate Studies Guide for Thesis and Project Writing, where it transforms the topics addressed by the researcher into a scientific study, detailing the social problem the research will contribute to, its effects on society, and how it supports change and development.

Within the framework of all these efforts, social contribution activities at our university are being developed, monitored, and improved in a multifaceted manner. (See [OD4]SP_Community Service Activities) and (See [OD4] SP_Community Service Activities Analysis).

Maturity Level: The results related to the management of research processes and the functionality of the organisational structure are monitored and measures are taken in the institution.

Evidence

2. References:

The institution's physical, technical and financial resources are used for all activities.

There are 10 application and research centres belonging to our university. The activities carried out by these centres, their annual budgets and their changes year by year are regularly monitored and reported to the Presidency of the Council of Higher Education every year.

Our application and research centres' activities in the last two years and their increasing budget data year by year are presented below and the activity details are provided below.

Application and Research Centres References:	2021-2022	2022-2023	2023-2024
Number of application and research centres	13	13	10
Number of activities carried out	80	35	64
Annual budget of application and research centres	1,051,500 TL	2,100,000 TL	3,696,000 TL

Student club activities	2021-2022	2022-2023	2023-2024
Total number of student clubs	103	103	105
The number of students who joined the student clubs	10,469	8,066	11,216
Total number of students	21,353	21,552	19,003
The number of events held by the student clubs	673	540	610
Social responsibility projects carried out by the University	23	32	58
Number of students participated in social responsibility projects	6806	1879	6,879
Fund allocated	8,747,047.76	11,242,928.19	23,609,045.79
Expenditure incurred	8,747,047.76	11,242,928.19	23,609,045.79

The number and budgets of social contribution research projects and those conducted in collaboration with industry over the past two years are indicated in the table below:

Activities	2022-2023	2023-2024
Social Contribution Research Projects	24	17
Social Contribution Research Projects Jointly Conducted in Collaboration with Industry	5	6
Social Contribution Research Projects Budget (TL)	13,040,190	9,040,859.94
Budget of Social Contribution Research Projects Jointly Conducted in Collaboration with Industry (TL)	7,553,627.84	5,681,886.75

Maturity Level: The adequacy and diversity of social contribution resources at the institution are monitored and improved.

2. Social Contribution Performance

1. Monitoring and evaluation of social contribution performance

Our university's social contribution activities are regularly monitored and evaluated in the following list.

- Strategic Plan Community Service Activities
- Social Contribution Research Projects Jointly Conducted in Collaboration with Industry
- Activities carried out within the scope of the social responsibility projects of the Dean of Students Office
- Activities of the Dean of Students Office Relating to Social Problems
- Student Clubs' Cultural Activities Open to the Public
- Activities of the Dean of Students Office for the Real Sector, SMEs, NGOs, and Similar Organisations
- Social Contribution Research Projects
- Activities of Application and Research Centres
- THE Impact Data

There are numerous examples of social contribution practices carried out in 2024 (Evidence is attached in Folder D.2.1.).

In this context, some examples of the activities carried out are listed below:

Activities Conducted Within the Scope of the Strategic Plan (For details, see [O4] Community Service Activities.)

- Activities carried out within the scope of social responsibility projects 84 (Among these, 58 projects were carried out by the[OD4] Dean of Students Office, while 26 projects were conducted by [OD4] academic units.)
- Number of activities for the real sector, SMEs, NGOs and similar organisations: 141
- Number of research projects contributing to society: 17
- Number of projects carried out jointly with industry: 6
- Number of joint activities with local authorities: 5
- Number of training programmes/seminars conducted in the Continuing Education Centre: 24
- Number of certificates issued by Continuing Education Centre: 1,173
- Number of activities carried out by Research and Application Centres to serve society: 42
- Number of certificates issued by TÖMER: 191

Scientific Research Projects Contributing to Society (There are 17 research projects in total. For project details, see [OD4]Scientific Research Projects Contributing to Society)

- The "Develop-Apply-Share" Scientific Research Project conducted in collaboration with the Ankara Directorate of National Education
- The "Şile Fabric Collective Design Centre" Scientific Research Project supported by the Ministry of Development
- The "Supportive Educational Environments for Gifted Children" Scientific Research Project conducted in collaboration with Yıldız Technical University
- The TÜBİTAK-supported "Developing a Cognitive Behavioral Therapy-Based Mobile Game to Reduce Anxiety-Related Mental Health Problems and Enhance Resilience in Children" Scientific Research Project
- The "Factors Determining the Regional Distribution of Poverty Rates as a Human Rights Violation in Turkey" Scientific Research Project supported by Higher Education Institutions
- "A Study on Determining the Strategies of Female Managers to Break the Glass Ceiling and Developing a Scale" Scientific Research Project carried out in collaboration with Istanbul Gelişim University
- The "Fish in All Seasons, Health at Every Age" Scientific Research Project conducted in collaboration with the Aquaculture Producers Central Union.
- The "High School Students as Potential Migrants: Migration Trends, Strategies, and Expectations" Scientific Research Project, carried out in collaboration with Zonguldak Bülent Ecevit University and supported by TÜBİTAK.
- Istanbul Beykent University-supported scientific research project: "Determination of Radon and Toron Concentrations Using Rad7 Device in Indoors and Drinking Water and Calculation of Lung Cancer Risk"
- The United Nations-supported "Elders from Ula Villages Tell 'We Lived with This Forest': An Oral History on Nature Memory" Scientific Research Project
- The World Wide Fund for Nature-supported "An Eco-Kit for Preventing Forest Fires: Local Knowledge and Practices for Protecting Natural Forests and Combating Forest Fires along

- the Köyceğiz - Gökova Corridor" Scientific Research Project.
- Istanbul Beykent University-supported "Investigation of Nanoparticle Supported Antiviral Face Mask Production in the Context of Fighting Against Covid-19" scientific research project
- The Production of Liquid Nitrogen Fertiliser That Does Not Harm the Environment Using Plasma Technology Scientific Research Project, supported by the TÜBİTAK 1512 Entrepreneurship Support Programme.
- International institution-supported "Supporting Resilience and Social Cohesion with Decent Livelihood Opportunities" Scientific Research Project.
- TÜBİTAK 1002-supported "The Memory of Antakya: Preservation and Sharing of Antakya's Urban Collective Memory Through Digitisation" Scientific Research Project.
- İstanbul Beykent University supported "PRODUCTION OF VALUE-ADDED DESIGN PRODUCTS FROM PLASTIC WASTE: Production of Products in Textile, Fashion Design, and Industrial Design through Mechanical Recycling of Ghost Nets and Plastic Waste" scientific research project
- TÜBİTAK 1002-supported "Research on the Analysis of Novels Read in 9th Grade Turkish Language and Literature Classes through the Disciplines of Drama and Dramaturgy" Scientific Research Project.

Social Contribution Activities of the Dean of Students Office

- 58 [OD4] Social responsibility projects were carried out.
- The number of [OD4]activities carried out by student clubs related to social issues is 30, with example of these activities listed below:
- A conference titled "Narko Youth Seminar" was organised in collaboration with the Psychology Club and the Turkish Monitoring Centre for Drugs and Drug Addiction.
- The Health Management Club held a seminar on Internet addiction.
- A collaboration was made between Istanbul Beykent University and the Turkish Textile Exporters and Employees Association (TIHCAD) for the painting and renovation of the Ballı Village Primary and Secondary School building in the Hizan district of Bitlis. A cultural trip around the city was organised for the primary school students of the school.
- The Industrial Engineering Club has carried out efforts to meet the needs of preschool, primary school, secondary school, and high school students in the village of İnlice, Adıyaman, through the "7 Regions 7 Projects - South-eastern Anatolia Adıyaman" project.
- The Sustainable Environment and Energy Club, in collaboration with the Environmental Education and Waste Management Association, organised the "Mau Mola; Crisis, Pollution, and Solutions" conference.
- The First Aid and Emergency Club organised the "Raising Awareness of Epilepsy Patients and the Public" seminar. • The Psychology Club organised a seminar on "Living with Grief and the Psychology of Grief."
- The Dentistry Club organised an event on "Oral and Dental Health Awareness - Dental Screening."

Activities of Academic Units and Application and Research Centres on Social Problems and Sustainability

- *Women with a Movie Camera (Kameralı Kadınlar)*

Istanbul Beykent University Application and Research Centre for Women and Family Studies organised a film screening of "[OD4]*Women with a Movie Camera (Kameralı Kadınlar)*" and a director's talk.

- *Being an Entrepreneurial Woman*

Istanbul Beykent University Application and Research Centre for Women and Family Studies organised a seminar titled "[OD4] Being an Entrepreneurial Woman".

- *Women in a Changing World*

Istanbul Beykent University Application and Research Centre for Women and Family Studies organised a panel titled "[OD4] Women in a Changing World".

- *Sustainable Development Goals Podcast Series*

Istanbul Beykent University Application and Research Centre for Women and Family Studies organised the "[OD4] Sustainable Development Goals Podcast Series".

- *Europe's Social Security Approach and Its Impact on Türkiye*

Istanbul Beykent University Application and Research Centre for Women and Family Studies organised a seminar titled "[OD4] Europe's Social Security Approach and Its Impact on Türkiye".

- *Sociology and Anthropology Talks-3: Social Memory and Disasters*

Istanbul Beykent University, Faculty of Arts and Sciences, Department of Sociology (EN) organised a seminar titled "[OD4]Sociology and Anthropology Talks-3: Social Memory and Disasters".

- *14th International Renewable Energy Conference Irenec 2024*

Istanbul Beykent University organised the 14th International Renewable Energy Conference Irenec2024.

- *"Woman" Faculty of Fine Arts Graphic Design Student Exhibition*

Istanbul Beykent University, Faculty of Fine Arts, Department of Graphic Design organised "[OD4]"Woman" Student Exhibition.

- *Media and Global Goals for Sustainable Development Student Symposium*

İstanbul Beykent University organised the "[OD4] Media and Global Goals for Sustainable Development Student Symposium..

- *Türkiye's Refugee Problem*

Istanbul Beykent University Faculty of Economics and Administrative Sciences, Department of Political Science and Public Administration (English) organised a seminar titled "[OD4] Türkiye's Refugee Problem".

- *The Role of the Concept of Populism in the Construction of Migration Policies*

Istanbul Beykent University Faculty of Economics and Administrative Sciences organised a seminar titled "[OD4]The Role of the Concept of Populism in the Construction of Migration Policies.

- Psychological Resilience / Types of Addiction and Ways to Combat Addiction

The Istanbul Beykent University Dean of Students Office organised a seminar titled "[OD4]Psychological Resilience / Types of Addiction and Ways to Combat Addiction".

- *8th International Conference on Terrorism and Security*

Istanbul Beykent University Faculty of Economics and Administrative Sciences, Department of Political Science and Public Administration organised the "[OD4]*8th International Conference on Terrorism and Security*".

In addition to the activities mentioned above, the institution's academic staff contribute to society through scientific publications and other activities.

Activities Related to Social Awareness

- *Leukemia Awareness Seminar*

Istanbul Beykent University Nursing Club organised a seminar titled "[OD4] Leukemia Awareness Seminar".

- *Struggling with Addiction*

Istanbul Beykent University Psychology Club organised a seminar titled "[OD4] Struggling with Addiction".

- *LOSEV Volunteering Meeting*

Istanbul Beykent University Psychology Club organised a "[OD4] LÖSEV (Foundation for Children with Leukaemia) Volunteering Meeting".

- Seminar on Substance Use Disorders and Preventing Substance Use

Istanbul Beykent University Nursing Club organised a seminar titled "[OD4]Substance Use Disorders and Preventing Substance Use".

Activities Related to Disadvantaged Groups

Extensive work is carried out at the institution relating to disadvantaged groups. The works carried out are monitored through the "[OD4] Istanbul Beykent University Disability Advisory Unit Activity Report".
The details of the activities are also provided under the heading B.3.4. Disadvantaged Groups.

Activities Related to the United Nations Sustainable Development Goals

The policy, strategic objectives, and goals are defined.

SA5. Increasing the quantity and quality of social service activities

SH5.1. Increasing the number and effectiveness of application and research centres

SH5.2. Supporting research, implementation and academic activities relating to major social problems

SH5.3. Encouraging social responsibility projects

SH5.4. Supporting activities to contribute to cultural and social development

Istanbul Beykent University's Policies and Commitments Towards the United Nations Sustainable Development Goals

As Istanbul Beykent University, we adopt a long-term perspective to meet the needs of current and future generations, address global challenges, and achieve the United Nations Sustainable Development Goals. In this context, our [OD4] policies and commitments are as follows:

- [4] Motherhood Policy
- [OD4]Waste Management and Recycling Policy
- [OD4]Policy Against Sexual Harassment and Mobbing
- [OD4]Diversity and Inclusion Policy
- [OD4] Flexible Working Policy
- [OD4] Ethical Business Policy
- [OD4] Governance Policy with Internal and External Stakeholders
- [OD4] Decent Work and Fair Wage Policy
- [OD4] Water Management Policy
- [OD4] Sustainable Supply and Supplier Policy
- [OD4]Gender Equality Policy
- [OD4]Smoke-Free Campus Commitment
- [4] Modern Slavery Commitment

Under the Istanbul Beykent University Strategic Research Centre;

- [OD3] Urban, Environmental and Climate Studies
- [OD3] Sustainability
- [3] Technology and Innovation
- [O3] Political and Economic Indicators
- [O3] Migration Studies

units have been established and are carrying out studies in alignment with the United Nations Sustainable Development Goals. Istanbul Beykent University reports all its activities related to the United Nations Sustainable Development Goals annually to[OD4] THE Impact Ranking organisation. Based on the data we provided, our position in the THE Impact 2024 ranking is as follows:

General: 1001-1500

1. No Poverty: 301-400
 2. Zero Hunger: 601-800
3. Good Health and Well-being: 801-1000
4. Quality Education: 1001-1500
5. Gender Equality: 1001+
6. Clean Water and Sanitation: 601-800
7. Affordable and Clean Energy: 401-600
8. Decent Work and Economic Growth: 801-1000
9. Industry, Innovation and Infrastructure: 601-800
10. Reduced Inequalities: 601-800
11. Sustainable Cities and Communities: 801-1000
12. Responsible Consumption and Production: 601-800
13. Climate Action: 601-800
14. Life Below Water: 401-600
15. Life on Land: 601+
16. Peace, Justice and Strong Institutions: 601-800
 17. Partnerships for the Goals: 800-1001

Based on the above data, the independent ranking organisation has concluded that our university is engaging in a sufficient level of activities related to the United Nations Sustainable Development Goals.

Some examples of the activities presented within the specified date range in the "THE Impact 2025" report for 2024 are listed below:

- [OD4] Graduate Student Workshop has been organised on the European Union and Sustainable Development.
- Istanbul Beykent University organised an event on "[OD4] Addiction" in collaboration with Green Crescent (*Yeşilay*) Youth Services.
- Istanbul Beykent University organised a [OD4]joint event with the "Çorbada Tuzun Olsun" Association.
- Istanbul University Sustainable Environment and Energy Club has organised [OD4] joint activites with Istanbul Metropolitan Municipality on waste management.
- Istanbul Beykent University Young TEMA Club, in collaboration with the TEMA Foundation, has provided [OD4] awareness training.
- Istanbul Beykent University organised the [OD4]Ecological Literacy Project.
- The Vocational School organised the [OD4] International Congress on

Multidisciplinary Innovative Approaches.

- Student clubs under the Dean of Students Office organised the awareness seminar titled "[OD4]Meeting LÖSEV and Cancer in collaboration with the LÖSEV Foundation.
- Istanbul Beykent University Interior Architecture Club organised the Architectural Design Summit within the scope of SDG 11-Sustainable Cities and Communities.
- The Medical Students' Union Club under the Dean of Students Office organised an [OD4] Awareness Webinar on Breast and Prostate Cancer.
- The Istanbul Beykent University Dean of Students Office organised an event titled "[OD4]Earthquake from a Multidisciplinary Perspective".
- Istanbul Beykent University organised the "[OD4]3rd Sustainability Days Conference" within the scope of SDG 11-Sustainable Cities and Communities.
- Istanbul Beykent University Application and Research Centre for Women and Family Studies organised an event titled "[OD4]Working in a Global, Dynamic, and Evolving Environment" within the scope of SDG 11-Sustainable Cities and Communities.
- Istanbul Beykent University Healthy Living and Nutrition Club organised an awareness seminar titled "[OD4]Zero Waste and Sustainability".
- The Psychology Department of the Faculty of Arts and Sciences organised an awareness seminar on "[OD4]Having a Child with a Disability" to raise awareness about the issues faced by individuals with disabilities.
- Under the coordination of Muğla Provincial Directorate of Culture and Tourism, Balıkesir University and Istanbul Beykent University organised a scientific event titled "[OD4]IVth International Tourism and Cultural Heritage Congress.
- Istanbul Beykent University Economics Club provided a training on "[OD4]Global Climate Change and Türkiye" within the scope of SDG 13-Climate Action.
- İstanbul Beykent University R&D and Innovation Club organised a seminar to provide awareness training on "[OD4] Future Ecosystem" within the scope of SDG 13-Climate Action.
- The Dean of Students Office organised a seminar titled "[OD4]Be a Light in the Darkness" to raise awareness about issues faced by individuals with sight disabilities in society.
- The Istanbul Beykent University Dean of Students Office organised an event titled "[OD4]Significance or Early Diagnosis in Breast Cancer.
- Istanbul Beykent University Nursing Club organised an international symposium titled "[OD4]Effects of Global Climate Change on Health".
- Istanbul Beykent University Sociology Club organised "[OD4]Sustainability, and Ecological Literacy Workshop to provide an awareness training.
- Istanbul Beykent University and Doğuş University jointly organised the "[OD4]. International Conference of Terrorism and Security.

Our university includes stakeholders in process management while fulfilling social contribution activities as well as education and R&D activities. Protocols have been drawn up with many institutions and organisations, including professional organisations, public institutions and private sector enterprises (Evidence files are in the Annex D2.1). With these protocols, social contribution activities are integrated with education and research activities; therefore, issues such as placement of students, internship, updating of course programmes, development of joint projects are also discussed.

For example, Crisis Management, Problem Solving Techniques, Drama Training, SPSS Trainings are given free of charge to the employees of the Provincial Directorate

of Health. Within the scope of the Executive Development Programme for School Principals by the Ministry of National Education, trainings were organised by BÜSEM (Istanbul Beykent University Continuing Education Centre). In addition, BÜSEM organises trainings and certificate programmes in different fields for both internal and external stakeholders.

In addition, within the scope of some of the courses given by our faculty members, collaborations are carried out on the basis of joint projects with various public institutions. Various social contribution activities that create value for the needs of the society and the environment are carried out within the Office of the Dean of Students Coordination Unit.

 Building on our mission, values, and strategic plan goals, our university has increased its social contribution activities each year, and these efforts have been widely adopted in all departments and practices. In addition to institutional sensitivity, the topic of social contribution has been moved to a continuously developed level through monitoring and improvement efforts.

D. Under the SOCIAL CONTRIBUTION heading, the measures taken to address the areas for improvement identified in the Institutional Accreditation Evaluation Report, the improvements achieved through implemented activities, and the current status assessment regarding areas where progress has not been made are detailed in the CONCLUSION and EVALUATION section of the report.

Maturity Level: Social contribution performance in the institution is monitored and improved by evaluating with relevant stakeholders.

Evidence

- [1] (3) D.2.1 - Community_Service_Strategies.pdf
- [2] (4) D.2.1-Activities_of_academic_units_related_to_social_issues.xlsx
- [3] (4) D.2.1 - BEU_AQUALLEY_bilateral_partnership_agreement.pdf
- [4](4)D.2.1-BEU_Deva_bilateral_partnership_agreement.pdf
- [5](4)D.2.1-BEU_DUYAR_VANA_bilateral_partnership_agreement.pdf
- [6](4)D.2.1-BEU_MAN_Turkiye_bilateral_partnership_agreement.pdf
- [7](4)D.2.1-BEU_MISOB_bilateral_partnership_agreement.pdf
- [8](4)D.2.1-BEU_SMS_bilateral_partnership_agreement.pdf
- [9](4)D.2.1-Social_service_activities_carried_out_in_collaboration_with_industry.xlsx
- [10](4)D.2.1-Activity_internet_addiction_feedback_survey.xlsx
- [11](4)D.2.1-Faculty_of_communication_new_media_and_sectoral_partnerships.pdf
- [12](4)D.2.1-Take_care_of_myself_feedback_survey..xlsx
- [13] (4) D.2.1 - Narko_youth_seminar_feedback_survey.xlsx
- [14] (4) D.2.1-Dean_of_Students_Office_activities_for_the_real_sector_smes_ngos_and_similar_organisations.xlsx
- [15] (4) D.2.1 - Dean_of_Students_Office-Number of_activities_carried_out_within_the_scope_of_social_responsibility_projects.xlsx
- [16] (4) D.2.1 - Dean_of_Students_Office-Number of_publicly_accessible_cultural_activities. Xlsx
- [17] (4) D.2.1 - R&D_strategies.docx
- [18] (3) D.2.1-SP_Community_service_activities.pdf

- [19] (4) D.2.1-SP_Social_Service_Activities_Analysis_Report.xlsx
- [20] (4) D.2.1-Social_contribution_research projects.xlsx
- [21] (4) D.2.1 - Activities_relating_to_social_issues
- [22] (4) D.2.1-Activities_of_research_and_application_centres.xlsx

E. RESULT AND EVALUATION

Istanbul Beykent University was included in the Institutional External Evaluation Programme in 2018, in the Follow-up Programme in 2021 and in the Institutional Accreditation Programme in November 2022.

The Higher Education Quality Council (YÖKAK), at its meeting on 26.04.2023, concluded that the practices of Leadership, Management Quality, Education and Training, Research and Development, and Social Contribution at our university are in compliance with YÖKAK - Institutional External Evaluation and Accreditation Criteria (V3.0). Consequently, the council decided to grant Istanbul Beykent University conditional accreditation for two years.

The measures taken to address the areas for improvement identified in the Institutional Accreditation Evaluation Report, the improvements achieved through implemented activities, and the current status assessment regarding areas where progress has not been made are detailed in the attached report (See 2022 Efforts for Improvement Carried out under the Institutional Accreditation Report).

The general evaluation of the 2024 Institutional Self-Evaluation Report is provided below:

Programme accreditations at our university are being successfully are implemented. Programme accreditation is given significant importance in promoting and fostering a culture of quality at our university. A total of 22 programs are accredited at the institution, among which 8 programs were accredited in the 2024 calendar year.

Additionally, the institution holds the following management system certifications:

- *ISO 9001: 2015 Quality Management System Certificate*
- *ISO/IEC 27001:2013 Information Security Management System Certificate*
- *ISO 14001:2015 Environmental Management System Certificate*
- *ISO 21001:2018 Educational Organisations Management System Certificate*
- *ISO 10002: 2018 Customer Satisfaction Management System Certificate*

Leadership, Governance and Quality

Istanbul Beykent University's leadership approach stands out in achieving the institution's vision and strategic goals. Adopting a participatory and transparent management model, the university has established a distribution of responsibilities and effective communication mechanisms in governance. Supported by management structures such as the Rectorate, Board, Senate, and Office of the Secretary General, this management model is also integrated into continuous evaluation, monitoring, and improvement processes through the Quality Committee, Advisory Boards, and various working groups.

Leadership, especially in parallel with peer evaluation and internal evaluation processes of the organisation;
• **Strategy and Quality:** With the improvements made in the management structure

such as strengthening the Office of Strategy and Quality Enhancement, the quality management system between academic and administrative units has been enhanced.

• **Internal and External Stakeholder Participation:** Involving all stakeholders in the processes and supporting feedback mechanisms with a transparent and holistic approach help guide the university, particularly in decision-making processes, and contributes to its success.

• **Dissemination of Quality Culture:** As the fundamental basis of the quality assurance system, improvement approaches have ensured the spread of quality throughout the entire institution.

As part of the internal evaluation process, data obtained through visits to academic units, focus group meetings, surveys, and SWOT analyses have provided a detailed insight into the institution's strengths and areas for improvement. During the evaluation process, through the coordination of the Quality Committee and relevant working groups, systematic steps were taken in line with the established criteria; shortcomings were identified, and suggestions for improvement were developed through the effective use of feedback mechanisms and the PDCA cycle. The process was carried out with the participation of all stakeholders (academic and administrative staff as well as students); as a result, the data obtained has served as a source of information for the implementation of the university's strategic plan and the development of quality management systems.

Education and Training

Istanbul Beykent University adopts a student-centred, innovative approach in education and training, which is open to continuous development. At every stage of the educational process, the focus has been placed on up-to-date curriculum and learning-centred methods, based on a quality assurance system. In addition to the continuity of the national accreditation processes, 14 departments/programmes were evaluated in 2024 by ACQUIN, an international accreditation body, in order to strengthen internationalisation in education and training.

Since the Spring Term of 2022-2023, peer evaluation has been carried out for monitoring and updating programmes at the institution. The peer assessment process is carried out regularly during the fall and spring terms of each academic year. The evaluation is carried out within the framework of the criteria determined by the faculty members prior to the start of the relevant academic term. The practices that continue in each term are carefully monitored. The final reports are being evaluated, and areas for improvement in implementation are being identified. Accordingly, using the PDCA cycle, continuous improvement is ensured each semester by building on the previous semester.

Course curricula are refined based on regulations, as well as feedback from internal and external stakeholders (such as advisory board meetings and surveys), ensuring alignment with the institution's policies, goals, and objectives. The programme and course outcomes for all departments/programmes are transparently shared in the ECTS catalogue.

In 2024, the UN 2030 Strategic Development Goals were internalised by all academic units and aligned with programme and course outcomes. As part of these efforts, course syllabi have been updated, incorporating activities and initiatives related to the SDGs.

Research and Development

The institution's research and development policy has been updated in line with the new mission and vision, taking into account innovations and developments. Research activities are monitored through the institution's strategic plan indicator reports and are tracked by the Research Working Group under the Quality Committee through SWOT analyses.

The 2022 Institutional Accreditation Report includes a recommendation for improvement, which involves monitoring the one-day research leave for academic staff. Academicians are asked to plan their publication goals before each academic year. Faculty members who prioritise being engaged in teaching activities over research activities in the relevant year may reserve the right not to use a research leave.

In 2024, the Istanbul Beykent University Academic Staff Performance Assessment and Evaluation Directive was established. The purpose of this directive is to increase the efficiency of educational, scientific research, and academic and administrative services by determining the performance of academic staff at Istanbul Beykent University based on objective criteria, thereby enhancing the university's institutional achievements at both national and international levels.

Istanbul Beykent University has developed an academic performance assessment and evaluation system to assess the educational, publication, and administrative duties of its academic staff in a comprehensive manner. This system collects data from various academic and administrative processes on a single platform to analyse and report the performance of the academic staff based on objective criteria. The system works in integration with YÖKSİS, the internal automation system, and the document management system, ensuring the flow and currency of academic data across systems. Additionally, with the ability to perform multiple simulations throughout the year, the system provides dynamic analyses of faculty performance and generates digital reports highlighting any identified gaps.

Social Contribution

Taking into consideration the current developments at our institution and the responsibilities of higher education institutions arising from the legislation within the scope of the recommendations for our institution as provided in the 2022 Institutional Accreditation Report, the [OD4]Social Contribution Policy has been updated. Following this update, it has been incorporated into the [OD3]Quality Organisational Chart, and it has been ensured that the process is followed on an institutional level. Social contribution activities are carried out across the institution, particularly within the academic units and the Dean of Students Office, and the process is monitored through the Strategic Plan Indicator Report.

In order to extend the social contribution activities conducted by the Dean of Students Office, as a successful example in the Institutional Accreditation Report, to the academic units, and to coordinate the social contribution processes, a[OD4]Social Contribution Working Group has been established under the Quality Committee.