



# **INSTITUTIONAL SELF EVALUATION REPORT (ISER)**

**BEYKENT UNIVERSITY**

***2021***

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## SUMMARY

Beykent University 2021 Institutional Internal Evaluation Report has been prepared with the contributions of the Quality Commission, Quality Commission Working Groups, Office of Strategic Development and Planning and all relevant administrative and academic units within the scope of Article 17 of the “Regulation on Higher Education Quality Assurance and the Higher Education Quality Council”.

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.

Beykent University was included in the Institutional External Evaluation Programme in 2018 and the Follow-up Programme in 2021. The summary of the evaluation made in the *2021 Institutional Follow-up Report* regarding the strengths and areas for further development identified in the Institutional External Evaluation Feedback Report in 2018, and the precautionary measures taken to eliminate the areas for further development are included in the **Conclusion and Evaluation** section of the Report.

## INFORMATION REGARDING THE INSTITUTION

### 1. Contact Information

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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, Beykent University is a foundation university with a public legal personality.

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 337,094.3 square meters of purposeful indoor and outdoor areas at four different campuses, which are Beylikdüzü, Hadımköy, Ayazağa-Maslak and Taksim. These campuses are comprised of 10 faculties, 2 colleges, 1 vocational school, 1 institute, 13 research centres, 62 undergraduate departments, 76 associate degree programmes (44 of which provide formal education while 32 of which provide evening education), and total of 46 thesis and non-thesis master's and doctoral degree programmes.

With its distinguished academicians, Beykent University provides education and training to a total of 22,401 students at associate, undergraduate and graduate levels with its world-class technical equipment and application areas.

Scholarship students made up 58 percent of Beykent University students in the 2020-2021 Academic Year. Our university offers departments and programmes providing Turkish, English, Turkish-English (bilingual) and Russian as mediums of instruction.

In addition, English and Russian are used as mediums of instruction in Applied English and Translation and Applied Russian and Translation Programmes, as well as in preparatory classes at the School of Foreign Languages.

Detailed information on the historical development of the institution is available in the [Milestones](#) section under the quality web page. The basic data table summarising the last four years of the institution is attached to folder A.1.1.

## **A. LEADERSHIP, MANAGEMENT AND QUALITY**

### **A.1. Leadership and Quality**

The institution's management system policy has been defined and published on the [Quality Web Page](#).

The provisions regarding the establishment, operation and duties of the academic and administrative units of Beykent University have been specified in the [Beykent University Statute](#) which has been prepared in accordance with the Law on Higher Education no. 2547 and the Additional Article 45 of the Law on the Organisation of Higher Education Institutions no. 2809. Organisational chart of the institution:

<https://kalite.beykent.edu.tr/images/default-source/kalite/organizasyon-yapisi>,

Academic Administration:

<https://www.beykent.edu.tr/beykent-hakkinda/universite-yonetimi/akademik-yonetim>

Rectorate, Executive Board and Senate:

<https://www.beykent.edu.tr/beykent-hakkinda/universite-yonetimi/ректорluk>

can all be found in the websites below them.

The administrative organisational structure of the institution and the duties of administrators, academic units, boards, the General Secretariat, Research and Application Centres and academicians are defined in the Beykent University Statute. 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 our university, the distribution of authority among the Board of Trustees, the Administrative Board and the Senate is determined within the framework of the [Regulation on Foundation Higher Education Institutions](#) and the Law on Higher Education no. 2547.

The university's administrative procedures have been defined and uploaded to the [Quality Management System \(QDMS\)](#) and opened to access. In addition, a participatory management model that supports organisational assignment is implemented at Beykent University. The Commissions and Boards established in this context play an active role in academic functioning. [Commissions and Boards](#):

- Commission of Scientific Research Projects (BAP)
- Commission for Supporting Scientific and Artistic Activities (BEDEK)
- Bologna Coordination Commission (BEK)
- Scholarship Commission
- Education Development Commission
- Quality Commission
- Evaluation Commission of Criteria for Promotion and Appointment to Faculty Members

- Internship and Workplace Practices Commission
- Ethics Committees
- Advisory Boards

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 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 Members](#)*
- *[Beykent University Directive on Promotion and Appointment to Faculty Members](#)*
- *[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 (Evidence: A.1.1 - Job Description Example).

Processes are defined in a way to cover the activities of all units in the institution.

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.):

- Handbook of Educational Processes
- Strategic Plan Designing Process

Apart from these, a large number of processes and procedures are defined.

In order to develop the competences of the staff and to effectively fulfil the responsibilities required by the position, in-service trainings are organised and the effectiveness of the trainings is evaluated through training evaluation forms. In addition, necessary unit-specific trainings such as teamwork, process management, time management, and communication management are provided by experts to our administrative staff. The staff showing high performance have the opportunity to be promoted. Surveys are carried out to obtain the opinions of the stakeholders, the results are evaluated and necessary precautionary measures are taken. In this context, Academic and Administrative Staff Satisfaction Surveys are regularly conducted (Evidence in A.1.4.).

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

The institution has mechanisms ensuring it to be ready by taking into account the changes, global trends, national objectives and stakeholder expectations in the higher education ecosystem. In this context, analyses can be found in the institution's [2019-2023 Strategic Plan](#) under the following headings.

- Situation Analysis
- Regulatory Analysis
- Analysis of Top Policy Documents
- Stakeholder Analysis
- Higher Education Sector Analysis
- Institutional Self Analysis
- Human Resources Competences Analysis
- Institutional Self Analysis
- Financial Resources Analysis
- Information Resources, Technology and Informatics Infrastructure Analysis
- SWOT Analysis
- Information Resources, Technology and Informatics Infrastructure Analysis

Based on the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council, an Internal Quality Assurance System has been established at our university.

In this context, the Quality Commission and the organisational structures affiliated to the commission have been established.

(<https://kalite.beykent.edu.tr/hakkimizda>).

Job descriptions of the Quality Commission have been defined within the scope of the Article 17 of relevant Regulation and announced on the quality website.

(<https://kalite.beykent.edu.tr/hakkimizda/komisyon-gorevleri>).

[Quality Commission Working Subgroups](#) have been established to assist the Quality Commission.

Educational Development Working Group

Quality Assurance System Working Group

Research and Development Working Group

Management System Working Group

Assessment and Evaluation Working Group

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:

[University Advisory Board](#),

[Department Advisory Boards of the Faculty of Arts and Sciences](#),

[Department Advisory Boards of the Faculty of Fine Arts](#),

[Advisory Board of the Faculty of Law](#),

[Department Advisory Boards of the Faculty of Economics and Administrative Sciences](#),

[Department Advisory Boards of the Faculty of Communication](#),

[Department Advisory Boards of the Faculty of Engineering and Architecture](#),

[Advisory Board of the Faculty of Medicine](#),

[Department Advisory Boards of the Faculty of Health Sciences](#),

[School of Applied Sciences](#),

[Programme Advisory Boards of the Vocational School](#),

[Advisory Board of the School of Foreign Languages](#)

Quality Commission Working Groups and Advisory Boards play an active role in the establishment of the Quality Assurance System. Department/Programme Advisory Board

meetings are held regularly (Evidences A1.4).

The institution has implementation and control mechanisms for the internal quality assurance system covering all operational processes (See A1.4 for Evidences). Within this framework,

- Education and training activities are carried out according to the [Academic Calendar](#).
- Quality Processes Schedule is defined in the annex of [Beykent University Quality Assurance Directive](#) and activities are carried out in accordance with this schedule.
- Beykent University Quality Handbook, which includes institutional processes and procedures, has been prepared.
- Objectives and performance indicators regarding all fields of activity are defined in the 2019-2023 [Strategic Plan](#). Target and performance indicators are regularly monitored and in this context, [Strategic Plan Performance Indicator Reports](#) covering all fields of activity are prepared annually.
- The Academic and Administrative Performance System is implemented in the institution. Details and schedule of performance processes are defined in the [Beykent University Procedures and Principles on Academic Staff Performance Assessment and Evaluation](#) and the [Beykent University Procedures and Principles on Administrative Staff Performance Assessment and Evaluation](#).
- A SWOT analysis is carried out in the Quality Assurance System Situation Assessment Report, which covers all fields of activity and is prepared annually.
- The requirements of the ISO 9001 Quality Management System Certificate, which is obtained within the scope of the quality assurance in the institution, are fulfilled and the control mechanism is expanded by preparing the Institutional Self Evaluation Report every year.
- All quality processes are supported by [Information Management Systems](#).
- [Diji-bu](#) web portal has been created to enable the integration of Information Management Systems.
- Surveys are regularly conducted to obtain the opinions and suggestions of internal/external stakeholders in the institution. Accordingly, surveys are analysed, areas for further development are identified and necessary improvements are made.
- Mechanisms such as the [Feedback Centre](#) and [Solutions Centre](#) are used in the institution.

#### [Regulation on Higher Education Quality Assurance and the Higher Education Quality Council](#)

Reports prepared under Article 17 are submitted to the Senate. When necessary, decisions are taken for regulatory and preventive actions and are implemented. In this context, some examples of regulatory and preventive activities carried out in 2021 are given below.

Regulatory and Preventive Activities:

RPA 1: *Extensive accreditation activities were carried out in 2021.*

In this context, many departments and programmes have completed pre-assessment activities within the scope of accreditation preparations and have made applications to the relevant accreditation bodies. As a result of the evaluations, programmes listed below have been accredited by [TURAK](#), the only accreditation body authorised for tourism by the Council of Higher Education and the Turkish Higher Education Quality Council.

Faculty of Fine Arts	Gastronomy and	01 January 2022 – 31 December 2023
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	Culinary Arts	
Vocational School	Cooking Programme (Formal Education)	01 January 2022 – 31 December 2027 (with mid-term evaluation in 2024)
Vocational School	Cooking Programme (Evening Education)	01 January 2022 – 31 December 2027 (with mid-term evaluation in 2024)

The accreditation status of English Preparatory Programme, School of Foreign Languages, Beykent University, which was accredited by the Pearson Assured, an international accreditation organisation, in 2018 has been extended in 2021 for another 1 year.

RPA 2: *Digitalisation Efforts* have been implemented to cover all fields of activity and in this context, the digital web platform [digi.bu](#) has been created to ensure the integration of information management systems.

RPA 3: *New Academic and Administrative Performance Management Systems* have been established.

RPA 4: Pursuant to Senate Resolutions, the *Handbook of Education and Training Quality Processes* was updated on 28.06.2021.

RPA 5: Activities regarding the PDP Law have been completed.

RPA 6: Activities regarding the PDP Law have been completed.

In terms of informing the public and accountability, our [Strategic Objectives](#) include:

- SH6.2. Ensuring a participatory, transparent, accountable approach to management and service
- SH6.4. 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 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 Public Affairs and Communications 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.

Meetings, in which all activities are periodically discussed and evaluated, are held at the university. In addition to the Senate, University Administrative Board, Faculty/Vocational School/Institute/School Board, and Administrative Board meetings; institutional and programme advisory board meetings are held, and the opinions of external stakeholders are taken. 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://twitter.com/beykentunv>
- <https://www.youtube.com/channel/UCULzYqMKA-EL6hXuCsmUzKQ>
- <https://www.instagram.com/beykentunv/>
- <https://www.linkedin.com/school/beykent-university/>

## A.2. Mission and Strategic Objectives

The [mission and vision](#) of the institution are defined.

- **Quality Policy:** 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. Our policy documents prepared in line with this core principle are published on <https://kalite.beykent.edu.tr/kurumsal/kalite-politikasi>.
- **Core Values:** <https://kalite.beykent.edu.tr/kurumsal/temel-degerler>

**Strategic Plan:** In the 2019-2023 [Strategic Plan](#) of the institution (pages 63-94), Strategic Objectives, Targets, Activities, Performance Indicators and Performance Indicator Target have been determined in all areas of the Quality Assurance System, Education and Training, Research and Development, Social Contribution and Management System. All targets are monitored and analysed by the [Strategic Plan Performance Indicator Reports](#), and improvements are made when necessary (Evidence in A2.2).

The Strategic Plan targets and the practices in the institution are directly related to the United Nations Sustainable Development Goals. In this context, in the ranking made by *The Times Higher Education* ranking organisation according to the United Nations Sustainable Development Goals, Beykent University was included in the ranking of eleven goals out of seventeen.

An exemplary **Performance Management System** has been established in the institution, and the Targets and [Performance Indicators](#) related to the defined processes in all fields of activity have also been defined (See [Strategic Plan](#)). Target and performance indicators are regularly monitored and in this context, [Strategic Plan Performance Indicator Reports](#) covering all fields of activity are prepared annually. The reports are analysed and necessary measures are taken in areas where we cannot reach the targets.

Institutional web portal [digi.bu](#) includes numerous performance management systems and modules.

Performance Management Systems and [Modules](#) Applied in the Organisation:

1. Academic Staff Performance Management System.



Academic Staff Performance Management System has been designed on the basis of “[Beykent University Directive on Academic Staff Performance Assessment and Evaluation Procedures and Principles](#)”. Accordingly, the contributions of all academicians to annual research, education and management activities are evaluated and they are awarded according to the criteria set forth in the Directive.

#### 2. Administrative Staff Performance Management System

Administrative Staff Performance Management System has been prepared on the basis of “[Beykent University Directive on Administrative Staff Performance Assessment and Evaluation Procedures and Principles](#)”. Accordingly, the performance of all administrative staff is measured in a hierarchical structure and quarterly periods.

#### 3. Strategy and Quality Management System is a system consisting of multiple modules.

#### 4. Institutional Research Performance Assessment and Evaluation Module

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.

#### 5. 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.

#### 6. 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.

#### 7. Strategic Plan Performance Indicators Module

It is a module in which the strategic aims, strategic objectives, performance indicators and performance indicator targets that make up the strategic plan of the university are found, annual realisation levels are monitored, dynamic analyses are made and these are reported to the senior management.

#### 8. ÖSYM (Centre for Assessment, Selection and Placement) Data Analysis Module

Annual analyses are carried out by taking the ÖSYM placement results as a reference. It is a module in which the information such as rankings of students, quota availability, scholarships, etc. are monitored by the analyses.

#### 9. Survey Evaluation Module

It is a module in which all the surveys provided to the students at the university within the scope of the Quality Assurance System are included and relevant survey results are analysed and reported.

In addition, the Key Performance Indicators are defined in the institution and the results are constantly monitored and announced under the title of “[Beykent in Numbers](#)” on the quality website.

Academic Staff Research Performance Assessment and Evaluation System, Administrative Staff Performance Management System and Survey Evaluation Module, which are among the

Performance Management Systems, were developed and improved in 2021.

### A.3. Management Systems

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, academicians 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 basis 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.

**Blackboard Collaborate and ZOOM:** Live courses covered on Pusula were covered through Blackboard Collaborate in the Spring Term of the 2020-2021 Academic Year and are covered via ZOOM in the following semesters. Several activities done in a class environment can be done by academicians 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 academicians 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 have been successfully covered on the Pusula platform that is combined with Blackboard Collaborate.

**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 have been tested with projects/assignments, and exam types such as multiple-choice, open-ended and take-home.

**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.

**Pusula Document Sharing:** It functions as an archive platform on which all activities conducted beforehand are stored to prevent any possible density in the system after the decision to switch to online education. It has been a supplementary platform for the students to submit their internship documents.

**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 Big Blue Button 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.

- **Electronic Document Management System**

**EnVision EBYS Information Management System:** It is used to manage the processes such

as dispatching, initialing 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.

**Learning Management System - Formal Education (Pusula-Moodle):** In addition to the face-to-face education activities of the diploma programme courses created based on the student workload, the courses prepared as e-courses in the informatics environment, educational resources and other course learning materials are also offered to the students 24/7 through the e-learning management system. In addition, the in-term quizzes of the courses can be held online through this system within the framework of the rules set forth in the legislation.

**Synchronous Distance Education Platform (Perculus):** Virtual courses of the distance education programmes are broadcast in live course format on this platform in accordance with the announced program. Archived live course recordings are available to students 24/7.

**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**

Institutional Web Portal is an integrated management system. Under the Institutional Web Portal, there are numerous quality, process and performance management systems and modules. In the surveys conducted to measure the adequacy and quality of Information Management Systems, there are questions about 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.).

In [surveys](#) conducted to measure the adequacy and quality of the Information Management Systems, there are questions about information systems (Evidences: A.1.2).

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

**Our policy includes:**

- Improving human knowledge, skills, and competencies,
- Improving the facilities and competencies in administrative and service processes, and
- Facilitating and fostering harmony and coordination among units

### **Our Objectives with regard to the Human Resources Management**

- **SH6.1.** To strengthen the sense of belonging in the institution
- **SH6.2.** SH6.2. To ensure a participatory, transparent, accountable approach to management and service
- **SH6.3.** To strengthen management processes with the help of information technologies
- **SH6.5.** 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.

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 by the [Beykent University Directive on Procedures and Principles of Budget Implementation](#), and the procedures and processes prepared on the basis of 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 General Secretariat, and these requests are met on the basis of the [Beykent University Purchasing and Tender Regulation](#). All embezzlement transactions of the academic and administrative staff of the university are carried out and followed up through forms and signatures.

Budget requests of academic and administrative units are carried out according to the [Beykent University Directive on Procedures and Principles of Budget Implementation](#) and the Budget Preparation and Implementation Procedure. Requests within this scope are collected from all academic and administrative units with *Budget Request Forms* (Evidences: A.3.2), and are submitted to the Secretariat General for consolidation, evaluation, and initiation of approval processes.

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, Academic and Administrative Staff Satisfaction Surveys are regularly conducted (Evidences in A.1.2).

In the 2019-2023 Strategic Plan, objectives and performance indicators related to the aim of "[improving institutionalisation and quality culture](#)" have been defined, and these indicators are monitored by the annual [Strategic Plan Performance Indicator Report](#).

Financial resources management is carried out by on the basis of:

- [Beykent University Directive on Procedures and Principles of Budget Implementation](#)
- [Beykent University Purchasing 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.

The university's administrative procedures have been defined and uploaded to the [Quality Management System \(QDMS\)](#) and opened to access. Process and Performance Management System (Ensemble) is used to define the processes.

In addition, all management processes at 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.

#### **A.4. 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. To this end, The Senate adopted the [Beykent University Directive on the Formation and Functioning of Advisory Boards](#).

In the Strategic Plan, [Aims and Objectives](#) have been set to increase cooperation with stakeholders. The determined objectives are regularly checked, and a report on the results is prepared.

##### *Advisory Boards*

The participation of external stakeholders in decision-making and improvement processes is usually ensured through meetings and surveys conducted with the University Advisory Board and Department/Programme Advisory Boards. In this context, the Advisory Boards continued to increase their activities and numerous [Department/Programme Advisory Board meetings](#) were organised in 2021. [Stakeholder collaboration](#) and Performance Indicators are regularly monitored.

##### *Alumni Collaboration*

Our alumni are among the most important stakeholders of our university. Alumni relations are handled by the Office of the Dean of Students. Events are organised, and surveys are conducted within this scope. Feedback tools are also used by the alumni. In our university, there is an [Alumni Relations Office](#) under the [Alumni Association](#) and the [Office of the Dean of Students](#).

In 2021, there are numerous [activities and events](#) organised by the Alumni Association.

#### *Surveys*

The institution regularly conducts surveys to seek opinions and suggestions from internal/external stakeholders. Through the analysis of these surveys, the areas for further development are identified, and necessary precautionary measures are taken to improve them.

Mechanisms such as the [Feedback Centre](#) and the [Solutions Centre](#) are used in the institution. In addition, the President of the Student Council participates in Senate meetings on relevant issues. Likewise, student representatives attend the relevant unit meetings.

### **A.5. Internationalisation**

Beykent University's internationalisation policy, [objectives and performance indicators](#) are defined in the institution's Strategic Plan, and the practices carried out within this scope are monitored and evaluated systematically in accordance with the institution's international quality assurance system.

Internationalisation processes within the institution are carried out by Beykent University's [Directorate of International Relations](#).

Encouraging participation in student, academic and administrative exchange programmes, and developing international academic collaborations are among our priorities in terms of internationalisation. 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 [Beykent University Erasmus Directive for Student and Staff Mobilities](#).

According to the report prepared in 2021, Beykent University had:

- 1348 international students,
- 6 international academicians,
- 0 incoming academician through Academic Staff Exchange Programmes,
- 1 outgoing academician through Academic Staff Exchange Programmes.
- We are in agreement with 125 universities as part of Erasmus+.
- There were 23 outgoing students, while the number of incoming students was 10.
- 
- We are in partnership agreement with a total of 23 universities (MofU).

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 prepare annual activity reports. According to the annual reports, the performance of the relevant units is monitored and evaluated and used in decision-making processes.

In this context, information regarding the resources allocated in 2021 are as follows:

- All activities of the Directorate of International Relations are supported by the institution.
- The grant amounts allocated and spent for Erasmus activities and the rate of expenditure are regularly monitored ([Report on Grant and Utilisation Rate](#)).
- SCI/SSCI/AHCI publication incentive expenses: 602,013.38 TL
- Scientific activities organisation expenses: 409,838.87 TL
- 5 externally funded international projects are carried out at our university.



- The institution's physical and technical infrastructures are used in all areas of activity.

[Internationalisation activities](#) defined in the Strategic Plan Performance Indicator Report, and in this context, international publications, international projects, collaborations, international scientific activities and [all other activities](#) are regularly monitored.

## **B. EDUCATION AND TRAINING**

### **B.1. Programme Design, Evaluation and Updating**

Education and Training Quality Policy, [Strategic Aims and Objectives](#), and processes and procedures to ensure fulfilment of these objectives are defined at Beykent University.

Our [Education and Training Quality Policy](#) is published on the website of the institution.

There are defined processes used for programme design and approval.

The institution has prepared [Handbook of Education and Training Quality Processes](#), and the necessary updates have been made in accordance with the [Senate decision](#) in 2021. The following processes and subprocesses relating to the design, evaluation and updating of the programme are defined in the Handbook of Education and Training Quality Processes.

#### **Process and Subprocesses:**

**ET1.** Preparation process of education and training programmes

**ET1.1.** Subprocesses to improve the standards of education and training programmes

**ET1.2.** Subprocess regarding design and approval of education and training programmes

In this context, the profile of the programmes, their aims, the relationship between programme competences and NQF-HETR, course plans, ECTS workloads and course outcomes, the relationship between course outcomes and programme competences have all been defined in accordance with the National Qualifications Framework for Higher Education in Turkey, and they are published on the institution's website under the [Course Catalogue](#) section.

Due to COVID-19, distance education began in the first half of 2021, with the exception of a few practical courses, and it was partially implemented during the Fall Term of 2021. The institution's distance education assessment and evaluation system is evaluated according to the existing qualification-based assessment and evaluation system. However, necessary precautionary measures and [decisions](#) have been taken to ensure that the distance education assessment and evaluation system, and the system implemented in formal education maintain the same standard, and are compatible with the general education policy of the institution.

In the 2020-2021 Academic Year, all departments and programmes completed their pre-assessment activities within the scope of accreditation preparations. These activities were carried out based on the pre-assessment forms prepared in line with the criteria of the relevant accreditation bodies. The pre-assessment reports were evaluated by the relevant faculty/school/vocational school boards, and the programmes meeting the criteria were identified. The files covering the accreditation activities are attached to the evidences section.

Programmes' course distribution balance complies with the accreditation criteria, and it has an important role in completing the competences defined within the scope of the NQF-HETR.

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

Accordingly, there are compulsory, elective, area and non-area courses in the curriculum. The course distribution balance of programmes is monitored and improved. In addition, one of the objectives defined under the Strategic Plan SO1.2 is “to provide students with a sufficient number of compulsory and elective courses to provide the necessary knowledge, skills and competences within the scope of the NQF-HETR”. All objectives are regularly monitored and evaluated. The relationship matrix of course and programme competences is defined and is included in the [Course Information Package](#).

The compatibility of course outcomes with programme outcomes is monitored and improved. Different methods are used for this purpose. One of them is the *Course and Instructor Evaluation Surveys for Students*.

#### Sample Survey Questions

Number	Questions
1	The course was conducted in accordance with its purpose and content.
2	The content of the course 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 gained from the course were in line with the department/programme’s learning outcomes.
5	The weekly hours and ECTS of the course were in harmony with the course content.
6	Activities provided in the course such as assignments, projects, case studies, etc. contributed to my success.
7	The information provided in the course was necessary for my professional development.

Courses are designed according to student workloads. Rules regarding the design of courses and curricula based on student workloads are defined in the [Beykent University Undergraduate Education and Training Regulation](#) (Article 12). All curricula are designed according to these rules, and are published under the ECTS Catalogue section on the institution's website. Student workload practices used in all programmes, are decided with stakeholders, and systematically monitored.

Diploma Supplement is prepared within the framework of the established rules.

Beykent University’s Directive for Recognition of Prior Skills, Directive for Credit Transfer, and Directive for Articulation Processes, are implemented at our university regarding the transfer and recognition of workload-based credits.

Monitoring and updating of the programmes are among the main goals of our university. The aims, objectives, as well as the activities required to fulfil these aims and objectives are defined in the Strategic Plan. The processes for monitoring and updating programmes are defined. The activities are regularly monitored through the Strategic Plan Performance Indicator Reports, covering the field of [Education and Training Activities](#).

Activities carried out in 2021:

- [Department/Programme Advisory Board Meetings](#) were held with the participation of external stakeholders.
- In the last three years, including 2021, significant [updates](#) have been made to the course plans and structures of all programmes.

- In the 2020-2021 Academic Year, all departments and programmes completed their pre-assessment activities within the scope of [accreditation preparations](#). The pre-assessment reports have been evaluated by the relevant Faculty/School/Vocational School Boards, and the programmes that meet the criteria have been determined, and [applications](#) have been made to the relevant accreditation bodies.
- The accreditation status of the English Preparatory Programme of Beykent University's School of Foreign Languages, which was accredited by Pearson Assured, an international accreditation body, in 2018, has been [extended](#) in 2021 for another year.
- In 2021, the following programmes of Beykent University [were accredited](#) by the accreditation body [TURAK](#).
  - 1) Faculty of Fine Arts, Department of Gastronomy and Culinary Arts
  - 2) Vocational School, Cooking Programme (Formal Education)
  - 3) Vocational School, Cooking Programme (Evening Education)
- Within the scope of the [Annual Reports](#), self-evaluation reports of the programmes are prepared. The report includes all the activities of the programmes.
- Whether the programme and course outcomes as well as the compatibility of the course outcomes with the programme outcomes are achieved or not are being monitored and improved. Different methods are used for this purpose. One of them is the [Course and Instructor Evaluation Surveys for Students](#).

Education and training processes are carried out according to the [Academic Calendar](#), and quality processes are carried out according to the Quality Processes Calendar in the annex of [Beykent University Quality Assurance Directive](#).

All quality processes are supported by [Information Management Systems](#).

## B.2. Execution of Programmes

The Process of Executing Education and Training Programmes and subprocesses are defined in the [Beykent University Handbook of Education and Training Quality Processes](#).

Aims, Objectives, Activities, Performance Indicators and Performance Indicator Targets regarding the [student-centered learning, teaching and In Assessment Phaseevaluation](#) student-centred learning, teaching and evaluation process are defined in the Beykent University Strategic Plan. Performance Indicator Objectives are regularly monitored, and necessary precautionary measures are taken according to the results.

Taking into account the NQF-HETR field-specific competences, we have implementations that encourage projects, thesis and interdisciplinary studies in course plans.

➤ [ECTS Catalogue](#)

In 2021, education was mainly continued via distance education. Blackboard and Zoom learning systems are used for distance education in the institution. Necessary precautionary measures and [decisions](#) have been taken to ensure that the distance education measurement and evaluation system and the system applied in formal education maintain the same standard and are compatible with the general education policy of the institution.

The needs of our students with disabilities are identified, and necessary support is provided in their midterm and final exams.

These practices are integrated with the PUSULA, Learning Management, and Student Information Systems developed by the institution.

➤ <https://pusula.beykent.edu.tr/giris.html>

- <https://obs.beykent.edu.tr/>

Other information management systems used in the institution:

- Teaching Management System - Distance Education (ALMS)
- Faculty of Dentistry and Faculty of Medicine Learning Management System-KEYPS
  - <https://www.beykent.edu.tr/beykent-hakkinda/bilgi-sistemleri>

For the assessment and evaluation of students' success, necessary arrangements have been made, and relevant regulations and directives have been prepared accordingly. Regulations and directives implemented in the institution in this context:

[Beykent University Regulation on Associate and Bachelor's Degree Education and Training](#)  
[Beykent University Directive on Assessment Activities and Examination](#)  
[Directive on Faculty of Dentistry Principles of Assessment, Evaluation and Examination](#)  
[Directive on Faculty of Medicine Principles of Assessment, Evaluation and Examination](#)  
[Relative Evaluation System Implementation Directive](#)  
[Beykent University Regulation on Graduate Education and Training](#)  
[Beykent University Directive on Foreign Language Preparatory Programme Education-Training and Examination](#)

Relative evaluation is carried out automatically via the Student Information System.

Methods used to assess whether course outcomes have been achieved or not include course evaluation surveys (evidences in the annex B.1.3) and analysis of students' exam results.

Surveys, Feedback Centre, Solutions Centre and Call Centre mechanisms are used as feedback tools relating to the services provided to students.

In addition, the President of the Student Council participates in Senate meetings on relevant issues. Likewise, student representatives attend the relevant unit meetings.

In our university, clear criteria for student admissions have been determined.

The criteria for student admissions to the institution excluding central placement are regulated under the relevant regulation/directives:

[Directive on International Student Admissions](#)  
[Beykent University Criteria for International Student Admissions \(Annex 1\)](#)  
[Regulation on the Principles of Vertical Transfer, Double Major, Minor and Credit Transfer Between Institutions](#)  
[Beykent University Double Major and Minor Directive](#)  
[Beykent University Directive on Principles of Special Student Status at Associate and Bachelor's Degree Cycles](#)  
[Beykent University Regulation on Associate and Bachelor's Degree Education and Training](#)  
[Beykent University Regulation on Graduate Education and Training](#)

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

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

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

- [Beykent University Regulation on Associate and Bachelor's Degree Education and Training](#)
- [Graduate Education and Training Regulations](#)
- [Regulation on the Principles of Vertical Transfer, Double Major, Minor and Credit Transfer Between Institutions](#)
- [Beykent University Double Major and Minor Directive](#)
- [Beykent University Directive on the Recognition of Prior Skills, Credit Transfer and Articulation Procedures](#)
- [Beykent University Directive on the Regulation of Diplomas and Other Documents](#)
- [Beykent University Directive on Foreign Language Preparatory Programme Education-Training and Examination](#)

### B.3. Learning Resources and Academic Support Services

[The Aims and Objectives](#) for development of learning resources are defined in the [Strategic Plan](#).

Our university has sufficient resources to conduct educational activities.

#### *Library and Learning Resources*

		2020-2021
Library closed area ( $m^2$ )		8608.92
Individual study/reading spaces ( $m^2$ and number)		1,575.14 $m^2$ 22
Individual study/reading spaces ( $m^2$ and number)		160.77 $m^2$ 2
Library seating capacity (person)		2368
The number of printed books		125,910
The number of electronic books		595,610
The number of printed journal subscriptions		60
The number of electronic journal subscriptions		55,840
The number of subscribed databases		52
The number of multimedia resources		4,070
Weekly total hours of service		168
Total number of library staff		16
The number of staff with the title of librarian		4
The number of students		19,130
The number of library members		25,474
The number of printed library resources		125,970
The number of electronic library resources		651,450
per student	Library space ( $m^2$ )	0.45
	Seating capacity (person)	0.12
	The number of printed library resources	6.58
	The number of electronic library resources	34.05
	Total number of library resources	40.64
per library member	Library space ( $m^2$ )	0.34
	Seating capacity (person)	0.093
	The number of printed library resources	4.95
	The number of electronic resources	25.57
	Total number of library resources	30.52

The library space per student was 0.45 m<sup>2</sup> in the 2020-2021 Academic Year. Additionally, the number of printed books increased from 124,547 to 125,910, and the number of electronic books increased by 22.18% compared to the previous year, from 487,505 to 595,610. Thus, the total number of books increased by 17.89%, from 612,052 to 721,520. The number of journal subscriptions increased from 44,558 to 55,900.

### Physical Resources

Our university meets the standards with 17.62-m<sup>2</sup> closed areas and purposeful open areas per student on all the campuses.

		2020-2021	
BEYLİKDÜZÜ CAMPUS	Library area (m <sup>2</sup> )	109,189.79	Council of Higher Education Standard
	Purposeful open areas (m <sup>2</sup> )	13,660.19	
	Total closed and purposeful open areas (m <sup>2</sup> )	122,849.98	
	The number of full-time students* (person)	5,776	
	Campus area per full-time student (m <sup>2</sup> )	21.27	
AYAZAĞA – MASLAK CAMPUS	Closed areas (m <sup>2</sup> )	41360.12	Council of Higher Education Standard
	Purposeful open areas (m <sup>2</sup> )	60,118.50	
	Total closed and purposeful open areas (m <sup>2</sup> )	101478.62	
	The number of full-time students* (person)	7,711	
	Campus area per full-time student (m <sup>2</sup> )	13.16	
HADIMKÖY CAMPUS	Closed areas (m <sup>2</sup> )	88924.82	Council of Higher Education Standard
	Purposeful open areas (m <sup>2</sup> )	14,946.00	
	Total closed and purposeful open areas (m <sup>2</sup> )	103,870.82	
	The number of full-time students* (person)	4,931	
	Campus area per full-time student (m <sup>2</sup> )	21.06	
TAKSİM / ORTAKÖY CAMPUS	Closed areas (m <sup>2</sup> )	8,495.72	Council of Higher Education Standard
	Purposeful open areas (m <sup>2</sup> )	399.16	
	Total closed and purposeful open areas (m <sup>2</sup> )	8,894.88	
	The number of full-time students* (person)	712	
	Campus area per full-time student (m <sup>2</sup> )	12.49	
VYO Total	Total closed areas (m <sup>2</sup> )	247,970.45	Council of Higher Education Standard
	Purposeful open areas (m <sup>2</sup> )	89,123.85	
	Total closed and purposeful open areas (m <sup>2</sup> )	337,094.30	
	The number of full-time students* (person)	19,130	
	Campus area per full-time student (m <sup>2</sup> )	17.62	

Our university complies with the minimum standards set by the Council of Higher Education with its 295 lecture halls, and 168 [laboratories/workshops](#) used in the 2020-2021 Academic Year.

The number of computers and tablets available to students

	2020-2021
The number of desktops, laptops and tablets	1,767
The number of computers and tablets with internet access	1,767
The number of students	22,401
The number of computers and tablets per student	0.08
The number of computers and tablets with internet access	0.08

Due to the global outbreak of Covid-19, the technological infrastructure required for distance education activities was developed within the institution. In this context, the educational activities were carried out as follows:

- The School of Foreign Languages used the Zoom platform for synchronous learning activities, and the Moodle LMS platform for asynchronous learning.
- The Faculties of Medicine and Dentistry used the Bigblue Button live class platform and KEYPS for asynchronous learning activities.
- In associate degree and graduate courses, as well as all other undergraduate courses, the Blackboard and Zoom systems were used for synchronous classes, and the Moodle LMS (Pusula) system was used for asynchronous classes.

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 [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. Through the analysis of these surveys, the aspects that require improvement are identified, and necessary precautionary measures are taken to improve them.

[The Feedback Centre](#), [Solution Centre](#), and the Call Centre (Tel: 444 1997) are also actively operating.

The sufficiency of resources is monitored regularly with the Strategic Plan Performance Indicator Reports and the results are evaluated. Within this framework;

[The Infrastructure Performance Indicator Report](#) is prepared.

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

- Academic Counselling Services

In this context, academic counselling is crucial. From the start of their university life until the end of their studies, each of our students is assigned by the head of department an academic advisor who is a full-time academician and will help them with registration and educational procedures, as well as problems with their university life.

- Psychological Counselling

Our University's Office of Health, Culture and Sports has a Psychological Counselling Unit. The unit is staffed by 4 psychologists. Students can consult with the Psychological Counselling Unit about their emotional, social, or other issues they experience. The unit conducts "preventive" studies to be more prepared for potential problems. When necessary, students are referred to relevant institutions and organisations to find solutions to their problems. During the break in educational activities due to the Covid-19 pandemic that has affected the whole world, our counselling services continued online.

- Social Counselling Support

[The student clubs](#) carry out activities under the guidance of advisors. Students determine the faculty member who will be advising in club activities. The advisor of a student club has a guiding and supportive role in club activities.

- [Support for Career Planning](#)

Every year, [The Office of the Dean of Students](#) organises “Career Days,” in which the student clubs participate. During the Career Days, senior managers from leading and established organisations, Beykent University’s academic staff, and those from other institutions who have experience in their fields help students to plan their career by sharing information about their professional lives. These activities enable students to become familiar with post-graduation work and internship processes, participate in the industrial and corporate promotional events, become acquainted with the current market conditions, and to exchange information with expert managers.

- [Career Counselling](#)

Trainings on CV preparation and interview processes are provided. Additionally, companies from different sectors have given practical training on CV preparation and interview processes. The Office of the Dean of Students also organises a variety of activities, such as technical and company visits.

- [Support for Alumni](#)

The Alumni Office aims to equip alumni with the necessary experience and skills which will help them be prepared for their professional lives by supporting their personal and academic development after graduation. To this end, mentorship programmes and certificate trainings, as well as trainings in CV preparation and pre-interview techniques, and elocution and communication methods are organised.

Additionally, the Office of the Dean of Students has established a number of [support units](#) to provide support for our students on a variety of topics.

- [International Student Events Office](#)

Abroad related problems of international students, requests and suggestions are discussed and relevant projects are designed through this office.

- [Social Responsibility Projects Coordination Unit](#)

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.

- [Student Club Activities, Events and Support](#)

We offer a wide range of quality student societies and clubs organising various activities and events at Beykent University. In 2021, the number of active student clubs in the institution climbed to 88, and the number of students actively participating in the activities increased. Student clubs organised quite a few [events](#) in 2021.

Other services offered by the institution: Facilities and infrastructure

- Food Services

Our staff and students are provided with food service on campuses.

The total area of the canteens, cafeterias and lunchrooms is 10,261.81 m<sup>2</sup>, with a capacity of 6,178 people.

- Accommodation Service

Services offered to the students of Beykent University include accommodation. Within this scope, we have a student dormitory with a capacity of 242 people. Each room has a fridge, air



conditioning, television, telephone and a bathroom, and 24-hour internet connection.

- Health Services

Beykent 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

- Services for Disadvantaged Groups

The aim is to provide support services for students with disabilities who are studying at Beykent University to ensure that they can continue their studies under favourable conditions and have access to university facilities. To this end, [the Disability Advisory Service](#) strives 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, Beylikdüzü, and Hadımköy libraries have computers with special software and equipment for students with visual impairment.

The [Directive on Beykent University Disability Advisory Service](#) was issued. Our university's Disability Advisory Service prepares an annual activity report every year. In 2021, various [events](#) were held at our university for disadvantaged groups.

- 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.

Sports Facilities:

Beykent University Outdoor Sports Facilities			
Order	Campus	Building - Facility	Area/m2
1	Ayazağa	Ayazağa Outdoor Sports Facility	500
2	Beylikdüzü	Annex Building Outdoor Sports Facility	496
3	Beylikdüzü	Sports Complex Basketball Court	301
4	Hadımköy	Hadımköy Outdoor Basketball Court	1,000
Total Number of Outdoor Sports Facilities			2,297

Beykent University Open Sports Facilities			
Order	Campus	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 Number of Indoor Sports Facilities			6,997.41

### Cultural and Art Venues:

Beykent University Cultural and Art Venues				
Order	Campus	Building	Facility	Area/m2
1	Ayazağa	Central Building	Conference Hall	1,074.19
2	Ayazağa	Central Building	Foyer-Exhibition-Kiosk-Cocktail	384.68
3	Ayazağa	Central Building	Event Hall	78.02
4	Ayazağa	Central Building	Indoor Sports Facility and Grandstand	1012.00
5	Ayazağa	Central Building	Theater Hall - Small Stage	112.96
6	Beylikdüzü	Central Building	Conference Hall	189.00
7	Beylikdüzü	Avalon - D Block	Conference Hall	420.00
8	Beylikdüzü	Avalon - B Block	Conference Hall	536.00
9	Beylikdüzü	Avalon - C Block	Museum - Event Hall	119.00
10	Beylikdüzü	Annex Building	Arts Centre	214.51
11	Hadımköy	New Building	Meeting/Conference/Event Hall	210.06
12	Hadımköy	New Building	Meeting/Conference/Event Hall	1,198.70
13	Hadımköy	New Building	Adem Çelik Conference Hall	1,797.11
14	Hadımköy	New Building	Foyer-Exhibition-Kiosk-Cocktail	1,400.00
15	Hadımköy	New Building	Foyer-Exhibition-Kiosk-Cocktail (Central Area)	1,000.00
16	Taksim/Ortaköy	Central Building	Conference Hall	172.1
Total				9,918.33

In 2021, the events were usually held on digital platforms as part of the precautionary measures against the pandemic. In this context, online activities were held in various areas such as e-sports, sailing, rowing, Zumba, yoga, and Pilates. 215 sporting activities were carried out and 8 sports degrees were gained in 2021. The number of [social and cultural activities](#) was 799 in 2021.

The number of student clubs has increased in the last year. There is a 13% increase in the number of students ,who have joined the student clubs. The number of events held by the student clubs has increased by 14.62%. The fund allocated to and expenses incurred on the student clubs and increased by 10%. The incurred expenditure increased by 9.88% compared to the previous year's total amount of income.

	2019-2020	2020-2021 (b)	Rate of change
Total number of student clubs	86	88	2,33
The number of students who joined the student clubs	15,793	17,846	13,00
Total number of students	22,103	22,401	1.35
The ratio of the number of students who joined the student clubs to the total number of students	0.71	0.79	11.27
The number of events held by the student clubs	691	792	14.62
The number of students who attended the events	303,493	342,990	13.01
Fund allocated	3,500,000.00	3,874,000.00	10.69
Expenditure incurred	2,633,518.85	2,896,874.20	10.00
Fund allocated/total income	0.0109	0.0119	9.17
Expenditure incurred/total income	0.0081	0.0089	9.88

[Surveys](#) are conducted on a regular basis to gather feedback on the services provided by the institution. Through the analysis of these surveys, the aspects that require improvement are identified, and necessary precautionary measures are taken to improve them.

#### B.4. Academic Staff

Within the scope of the 2019-2023 Strategic Plan of our university, a new set of [objectives](#) were developed for recruitment, appointment, and promotion processes as well as supporting and improving the academic proficiencies of staff members.

The following processes and subprocesses are defined in the [Beykent University Handbook of Education and Training Quality Processes](#).

- Academic human resources assessment subprocesses
- Subprocess of appointment and promotion to faculty member
- Subprocess of academicians' academic performance development
- Subprocess of academicians' teaching performance assessment
- Subprocess relating to work processes of the academic year
- Subprocess for assigning course coordinators and academicians to courses
- Subprocess of in-term activities
- Subprocess of 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 Member](#)
- [Beykent University Directive on Appointment to Faculty Member](#)
- [Regulation on the Procedures and Principles of the Central Exam and Entrance Exams for Appointment to Academic Positions Excluding Faculty Member](#)

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 resources.

[The course assignment processes for academicians](#) are defined in the handbook. Course assignments are based on academicians' area of expertise. 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).

Academicians' foreign language proficiency must be considered when assigning courses taught in a foreign language.

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 institution organised training programs to help academic staff maintain their professional development and improve their teaching skills. Training is provided to support the use of technology by faculty members 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 faculty members are systematically [monitored and evaluated through the Strategic Plan Performance Indicator Report](#). To this end, the institution has developed performance management system modules. Surveys conducted regularly also help in receiving feedback as well.

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

- Supporting scientific activities
- Supporting faculty members' educational and research activities at a foreign university
- Increasing the number of partnership and preliminary agreements (MofU) with foreign universities.
- Increasing the number and effectiveness of Erasmus and Erasmus+ agreements
- Increasing collaboration with universities around the world

Incentives and rewards are given under the [Beykent University Directive on Procedures and Principles on Academic Staff Performance Assessment](#).

## C. RESEARCH AND DEVELOPMENT

### C.1. Management of Research Processes and Resources

The institution's research policy, [research objectives and strategy](#), priority research areas and [R&D management and organisation chart](#). The Research, Development, and Social Contribution Policy of Beykent University can be found at <https://kalite.beykent.edu.tr/kurumsal/kalite-politikasi>.

Research strategies are being implemented through different methods.

Our university's research activities are conducted by all academic units, the [Technology Transfer Office](#), and application and research centres. The Scientific Research Projects (BAP) 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 ([Strategic Plan](#) page 18, 21, 52). In this context, our aim and objectives include:

SH4.9 - Supporting socially beneficial research

S.A5 - Increasing the quantity and quality of social service activities

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

SH5.5 - Increasing the quantity and quality of social service practices

Beykent University has sufficient research resources. The basic data for the last four years are listed in the table below:

<b>BASIC INFORMATION ON R&amp;D ACTIVITIES</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Total Library Expenditures	2,887,076.15	3,804,946.12	3,730,578.30	3,115,911.74
Expenditure on internal resources and scientific publications (excluding course books, lecture notes, and text books)	1,429,382.26	1,555,494.88	586,607.97	227,703.75
Expenditure on Self-funded Scientific Research Projects	598,423.95	2,567,881.27	4,685,661.55	352,516.9

Support for Researcher Mobility (including support for national/international conferences)	121,141.75	533,116.48	738382.79	367,257.22
Self-funded R&D Expenditures	2,740,350.16	5,682,594.86	8,086,475.42	3,249,100.44
Self-funded R&D Expenditures	126,351.71	202,820.65	814,453.82	814,152.20
Self-funded R&D Expenditures	2,866,701.87	5,885,415.51	8,900,929.24	4,063,252.64
<b>INFRASTRUCTURE</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Laboratories and Studios</b>	Number	151	171	171
	Closed areas (m <sup>2</sup> )	15,659.79	16,411.07	16,527.22
	Capacity	4,850	4,375	3,645
Area of Research Laboratory (m <sup>2</sup> )	1,277.4	3,135.08	3,411.10	3,569.75
Library Area (m <sup>2</sup> )	7,542.87	8,704.03	8,749.60	8,608.92
<b>LIBRARY RESOURCES</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Total Number of Printed and Electronic Books</b>	<b>462,746</b>	<b>528,176</b>	<b>612,052</b>	<b>721,520</b>
Printed Books	103,549	120,176	124,547	125,910
E-books	359,197	408,000	487,505	595,610
Subscriptions to Printed Journals	28	54	63	60
E-Journals	35,000	42,666	44,495	55,840
Databases	33	42	49	52
<b>INFORMATION ON UNIVERSITY PUBLICATIONS</b> <i>(Data last updated on 10.02.2022)</i>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Number of Web of Science	222	244	236	214

Publications				
Number of Scopus Publications	199	171	175	194
Number of References (Web of Science)	1,546	2,712	2,781	4,060
Number of H-Index Value (Web of Science)	34	35	39	50

The institution supports all sorts of research activities. The institution's research-related expenses surpass the Council of Higher Education's minimum standards for [supporting R&D activities](#). Additionally;

- In accordance with the criteria set in the [Beykent University Directive on Supporting Scientific and Artistic Activities](#), the fundamental aim is to evaluate and reward scientific works (scientific articles, patents/utility models/designs, books published by an internationally prestigious publisher) of the academic staff, and to support their participation in scientific/artistic activities. In 2020, a significant revision was made to Beykent University's Directive on Supporting Scientific and Artistic Activities to increase research performance, and the scope of the directive was extended.
- The institution supports scientific research projects as well. All processes relating to the scope of support and research projects are defined in the [Beykent University Directive on Scientific Research Project Implementation](#).
- The university conducts academic performance assessment procedures based on objective criteria in order to improve the efficiency of education, scientific research, academic/administrative services, and the university's domestic and global success. Within this framework, it adopted the [Beykent University Directive on Procedures and Principles on Academic Staff Performance Assessment](#).
- The university is regularly expanding the existing research-related resources and infrastructure) [laboratory facilities](#), library resources, databases, other supports).
- The university also encourages [participation in externally funded projects](#), and when requested, provides support for such projects.
- Student-involved projects are supported as well.

Beykent University has embraced the approach of educating its own prospective faculty members, and has been encouraging researchers to participate in master's and doctoral studies at Beykent University as well as various universities in Istanbul for years, allowing them to participate in graduate 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 member. We offer [6 PhD and 1 Doctor of Fine Arts \(DFA\) programmes](#) at the university. The number of students and graduates over the last five years is as follows:

Year	Number of PhD/Doctor of Fine Arts Students	Number of Graduates
2021	118	54
2020	146	26
2019	185	39
2018	269	11
2017	181	14

## C.2. Research Competence, Collaborations and Support

The Strategic Plan defines the objectives for improving faculty members' research competence and the activities required to achieve these objectives (attached evidence in C.2.1). Within this framework,

Procedures for appointment and promotion of the academic staff are carried out in accordance with:

- The Law no. 2547
- The Regulation on Appointment and Promotion to Faculty Member
- Beykent University Directive on Appointment to Faculty Member
- 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.

- In accordance with the criteria set in the *Beykent University Directive on Supporting Scientific and Artistic Activities*, the fundamental aim is to evaluate and reward scientific works (scientific articles, patents/utility models/designs, books published by an internationally prestigious publisher) of the academic staff, and to support their participation in scientific/artistic activities.
- Scientific research projects are supported as well. All processes relating to the scope of support and research projects are defined in the *Beykent University Directive on Scientific Research Project Implementation*.
- Academicians are encouraged to carry out scientific studies abroad through the Erasmus exchange programme. Currently we have Erasmus+ agreements with 125 universities. Additionally, we have signed partnership agreements with 23 universities (MofU).
- We regularly provide academicians with training in the Learning Management System (LMS). Trainings in the use of technology in classes are also available throughout the year.
- The academic staff is given a day off every week to conduct research.
- The university also encourages participation in externally funded projects, and when requested, provides support for such projects.

There are currently [5 research projects](#) carried out within the institution in collaboration with international organisations. These projects are supported by the important funding organisations listed below:

UNICEF

CERN (Switzerland), Fermi National Accelerator Laboratory (Fermilab - ABD)

TÜBİTAK (The Scientific and Technological Research Council of Turkey) - 2232 International Fellowship for Outstanding Researchers

The distribution of [all projects](#) conducted within the institution based on the type of support is as follows:

Total number of projects: 76

The number of projects funded by the institution 22

The number of projects funded by international organisations: 5

The number of projects funded by TÜBİTAK: 16

The number of projects funded by other institutions and organisations: 33

[Basic broadcast statistics](#) are monitored regularly. According to 2021 data, 41 of the 214 institution-addressed publications were published with international collaboration.

### C.3. Research Performance

The university conducts academic performance assessment procedures based on objective criteria in order to improve the efficiency of education, scientific research, academic/administrative services, and the university's domestic and global success. Within this framework, it adopted the *Beykent University Directive on Procedures and Principles on Academic Staff Performance Assessment*.

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 faculty members at Beykent University is monitored regularly. To this end, the Performance Management System and its sub-modules were established.

To this end, the Performance Management System and its sub-modules have been established in accordance with the

- Academic Staff Performance Management System, and

the Academic Staff Performance Management System has been developed in line with the “Beykent University Directive on Procedures and Principles on Academic Staff Performance Assessment”. Accordingly, the contribution of all faculty members to annual research, academic and administrative activities is evaluated and rewarded based on the criteria set out in the Directive.

- [Academic Staff Research Performance Assessment Module](#)

This module tracks research performance.

- [Academic Staff Research Performance Assessment Module](#)

The module automatically retrieves data from the Higher Education Information System (YOKSIS) of institution-addressed articles, abstracts, projects, books, advised graduate theses and dissertations, rewards, patents, artistic endeavors, and so on, and analyses the relevant data in real time.

- [Faculty/School/Vocational School/Institute Research Performance Assessment Module](#)

The module automatically retrieves data from the Higher Education Information System (YÖKSİS) of institution-addressed articles, abstracts, projects, books, advised graduate theses and dissertations, rewards, patents, artistic endeavors, and so on, and analyses the relevant data in real time.



Research activities are regularly monitored and evaluated at the institution. In this context, [the R&D Performance Indicator Report](#), [Strategic Plan Performance Indicator Report](#), and [Annual Activity Reports](#), all of which covers all of the annual activities are being prepared. Additionally, periodical reports on [WOS Publications](#), [Research Projects](#), [Externally Funded Projects](#), [Industrial Collaboration Projects](#), [Socially Beneficial Projects](#), [Organised Scientific Activities](#), [Technology Transfer Office's Activities](#), and [Institutional Research Activities](#) are being prepared and evaluated.

In order to improve research performance in 2020:

*The Beykent University Directive on Supporting Scientific and Artistic Activities* has been updated, and the scope of incentives has been expanded.

*The Beykent University Directive on Principles and Procedures on Academic Staff Performance Assessment* has been adopted.

## D. SOCIAL CONTRIBUTION

### D.1. Management of Social Contribution Processes and Social Contribution Resources

Our university's [policy on socially beneficial activities](#) and [Strategic Objectives](#) are defined. Social Responsibility is one of the institution's [core values](#). [The Office of the Dean of Students](#) has a [Social Responsibility Projects Coordination Unit](#). 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. In this context, several [events](#) were organised in 2021.

Our primary goal in terms of social contribution is to support projects that will help the country's technological, economic, social, and cultural development.

The university's units in charge of social contribution processes are defined in the [organisational chart](#).

Our university's [social contribution activities](#) are carried out through the academic and administrative units, as well as:

[Beykent University Technology Transfer Office Application and Research Centre](#),  
[Application and Research Centres](#),  
[Office of the Dean of Students](#),  
[Social Responsibility Projects Coordination Unit](#), and  
[Unit of Support Services for Student Societies, Clubs and Events](#)

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

The following table shows the expenses incurred for student club activities (including community service practices):

	2019-2020	2020-2021
Total number of student clubs	86	88
The number of students who joined the student clubs	15,793	17,846
The number of events held by the student clubs	691	792
Fund allocated	3,500,000.00	3,874,000.00
Expenditure incurred	2,633,518.85	2,896,874.20

## D.2. Social Contribution Performance

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

- [Strategic Plan Performance Indicator Report](#)
- [Social Contribution Performance Indicator Report](#)
- Quality assurance system status assessment report
- [Annual activity reports](#)
- [Socially beneficial research projects research report](#)
- [TTO activities,](#)
- [TTO events,](#)
- [The activities of the application and research centres,](#)
- [Activities organised by the Social Responsibility Projects Coordination Unit,](#)
- [Activities organised by the student clubs](#)

[Strategy and Quality Management System Module \(SKYSIS\)](#) and [Strategic Plan Management Module](#), which will serve as an example for other universities in the Strategy and Quality Management System, were prepared to monitor and evaluate the Strategic Plan Performance Indicator Report.

The Strategic Plan Management Module covers strategic aims and objectives, performance indicators, and performance indicator objectives, and helps in assessing six-month and annual realisation, making dynamic analyses, and reporting to the upper management.

## RESULTS AND EVALUATION

The institution uses the Quality Assurance System, which is based on regular monitoring and evaluation with the aim of continual development in all areas of activity.

Be Kent University was included in the Institutional External Evaluation Programme in 2018 and in 2021 in the follow-up programme. The following is a summary of the assessment made in the 2021 *Institutional Follow-up Report (IFuR)* regarding the strengths and areas for further development identified in the 2018 *Institutional External Evaluation Feedback Report*, and the activities carried out by the institution and those planned to be carried out concerning the areas for further development identified in this context.

## QUALITY ASSURANCE SYSTEM

### Strengths

The strength identified in the 2018 Institutional Feedback Report:

1. The existence of a declared quality policy and the dissemination of this policy document to stakeholders through the institution's website

Evaluation of the 2021 Follow-up Report:

“This condition remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

2. The strategic plan and internal control (annual activity reports and ISER) systems are ready and being implemented.

Evaluation of the 2021 Follow-up Report:

“It is observed that this strength is growing.”

The strength identified in the 2018 Institutional Feedback Report:

3. The managerial staff at the institution has a high level of awareness, motivation, and ownership concerning the Quality Cycles.

Evaluation of the 2021 Follow-up Report:

“This condition remains as a strength.” “It has been observed that quality awareness has become widespread in the institution, as have related activities and their diversity.”

The strength identified in the 2018 Institutional Feedback Report:

4. Integration of the institution's Quality Management processes with Strategic Management via various software

Evaluation of the 2021 Follow-up Report:

“The software solutions used in the external evaluation process in 2018 have been developed and diversified. The list of software used in the institution is also included in the attachments.”

The strength identified in the 2018 Institutional Feedback Report:

5. The institution has identified performance indicators that must be followed in line with the strategic plan, and has established mechanisms to monitor these indicators

Evaluation of the 2021 Follow-up Report:

“The institution's performance indicators and monitoring mechanisms have been established and have been in operation since 2018.”

The strength identified in the 2018 Institutional Feedback Report:

6. The internationalisation strategy has been established and is being implemented

Evaluation of the 2021 Follow-up Report:

“The institution’s strategic plan provides international activity reports and international activity performance indicator reports. According to the reports, the institution has met its strategic plan objectives to a greater extent.”

The strength identified in the 2018 Institutional Feedback Report:

7. The institution has established the quality board/commissions to which all units are represented to promote quality activities.

Evaluation of the 2021 Follow-up Report:

“This condition remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

8. The institution has feedback mechanisms that are regularly used to obtain opinions and suggestions from internal stakeholders

Evaluation of the 2021 Follow-up Report:

“The institution continues to conduct evaluation surveys to obtain opinions and suggestions from internal stakeholders. Additionally, the office of the secretary general holds meetings almost every week with the administrative staff, and decisions made during these meetings are critical for the institution's functioning.”

### **Areas for Further Development**

The area for further development identified in the 2018 Institutional Feedback Report:

1. Insufficiency of practices indicating the institution's adoption of Quality Policy

Evaluation of the 2021 Follow-up Report:

“Implementations identified as areas for further development during a field visit around 3 years ago have spread widely and become a strength in the institution.”

The area for further development identified in the 2018 Institutional Feedback Report:

2. The institution's defined Quality Management processes (the system, approach, mechanism, etc.) carried out with periodically with an ever-growing perspective are in the early stages, and they are not implemented equally in each unit.

Evaluation of the 2021 Follow-up Report:

“This condition, which is an area for further development, has become a strength over time as the university's activities have improved and expanded.”

The area for further development identified in the 2018 Institutional Feedback Report:

3. The lack of examples of how the PDCA cycle works in education, training, research and development, and community service processes

Evaluation of the 2021 Follow-up Report:

“Various improvements have been made to this condition, which was identified as an area for further development during a field visit.” The institution analyses data gathered from both internal and external stakeholders and conducts improvement procedures by sharing it with higher-level boards. For example, the processes of updating Course Plans and determining of learning outcomes in education and training are carried out within the framework of the advisory board reports. The pertinent evidence is presented herein. Additionally, the application processes concerning the application processes for department and programme accreditation have begun, and a remarkable progress has been made in the institution concerning the need for department accreditation. Although a systematic and significant progress has been made in updating programmes in educational processes through advisory boards at the institution, this does not seem to have become widespread in all programmes yet.

It will also be appropriate to provide any explicit information on the location and status of the advisory board's external stakeholder members when needed.

Remarkable improvement is observed in research and development processes. The number of faculty members and research assistants has increased satisfactorily. Additionally, the budget for the Scientific Research Projects (BAP) has increased, and the number of projects supported by the BAP has increased by 4 times. The Technology Transfer Office (TTO) was established to provide systematic support for research. This unit also contributes to the enhancement of community service practices. Publications and scientific projects are supported under the

Directive on Supporting Scientific and Artistic Activities (BEDEK). The application and research centers are actively conducting research.

Community service practices have been improved. Patient admissions have commenced at the health facilities, which are associated with the Faculties of Medicine and Dentistry and were not operational during the external evaluation three years ago. The activities of the Technology Transfer Office, university-industry cooperation, and entrepreneurial activities are also supported, and relevant projects are being designed.”

The area for further development identified in the 2021 Follow-up Report:

Although a systematic and significant progress has been made in updating programmes in educational processes through advisory boards at the institution, this does not seem to have become widespread in all programmes yet. It will also be appropriate to provide any explicit information on the location and status of the advisory board's external stakeholder members when needed.

In this context, the institution defines the Process of Improving the Standards of Education and Training Programmes, and the updating process of the programmes is scheduled to be carried out regularly for each programme, taking into account the criteria of relevant accreditation institutions, according to the Quality processes Schedule.

The area for further development identified in the 2018 Institutional Feedback Report:

4. Although the institution has communication with external stakeholders and exchanges opinions on occasion, there is no clear framework in place to guide decision making and process improvement.

Evaluation of the 2021 Follow-up Report:

“The institution expanded its contacts and communications with external stakeholders over time, and it also developed a specific calendar and a system for exchanging ideas.” Each academic unit has an advisory board. Unit meetings with external stakeholders are held, and the minutes of these meetings are reported, so the advisory board's views contribute to the improvement processes.”

## **EDUCATION AND TRAINING**

### **Strengths**

The strength identified in the 2018 Institutional Feedback Report:

1. The university has a well-established system for developing education programmes.

Evaluation of the 2021 Follow-up Report:

“This condition remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

2. The institution conducts activities supported through projects to allow students at all levels of education to develop research competence.

Evaluation of the 2021 Follow-up Report:

“It has been determined that this condition remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

**3. Supporting programmes that aim for accreditation**

Evaluation of the 2021 Follow-up Report:

“The institution prepared and implemented a calendar for accreditation studies.”

The strength identified in the 2018 Institutional Feedback Report:

**4. The institution implements policies on student-centered (active) learning**

Evaluation of the 2021 Follow-up Report:

“The University prepared and implemented the Student-Centered Learning, Teaching and Assessment Process. Though certain trainings were offered using digital facilities to allow instructors to follow and apply student-centered innovations, teacher training practices are expected to be carried out in a more systematic way in educational processes.”

The area for further development identified in the 2021 Follow-up Report: “Face-to-face teacher trainings planned are expected to be more systematic in educational process.”

The institution organised training programmes to help academic staff maintain their professional development and improve their teaching skills. Training is provided to support the use of technology by faculty members during the distance education process. Following the institution's return to face-to-face trainings, these training sessions are planned to be carried out face to face.

The strength identified in the 2018 Institutional Feedback Report:

**5. Experiential learning programmes planned outside of the university, such as internships and workplace training, are carried out effectively.**

Evaluation of the 2021 Follow-up Report:

“This condition remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

**6. Students have easy access to academic and administrative staff, as well as upper management at the university.**

Evaluation of the 2021 Follow-up Report:

“This condition also remains as a strength.”

The strength identified in the 2018 Institutional Feedback Report:

**7. The academic advising system is well-implemented**

Evaluation of the 2021 Follow-up Report:

“The institution’s academic advising system continues to function effectively.”

The strength identified in the 2018 Institutional Feedback Report:

**8. The institution has the necessary mechanisms to gather, evaluate, and give feedback on student complaints.**

Evaluation of the 2021 Follow-up Report:

“A fast and effective feedback system is implemented with the help of the Office of the Dean of Students, Solutions Centre and Distance Education Support Center”

The strength identified in the 2018 Institutional Feedback Report:

9. Although there are shortcomings in variety and quantity in some disciplines, there is a good academic staff who have generally field-specific competency.

Evaluation of the 2021 Follow-up Report:

“Significant improvements have been observed concerning the academic staff since 2018.”

The strength identified in the 2018 Institutional Feedback Report:

10. Although not systematic, the opportunities provided to maintain the academic staff’s vocational development and to improve their teaching skills are sufficient.

Evaluation of the 2021 Follow-up Report:

“The institution provides a variety of support and incentives for academic staff to maintain their professional development and improve their teaching skills.”

The strength identified in the 2018 Institutional Feedback Report:

11. The university administration supports the participation of the academic staff in international and international academic events and activities.

Evaluation of the 2021 Follow-up Report:

“The amount of support has been increased since 2018 and the scope of incentive has been extended.”

The strength identified in the 2018 Institutional Feedback Report:

12. Although the settlement of campuses is disorganised, and the facilities are limited by the congestion at the Ayazağa campus and the library and student facilities at the Taksim campus, the physical facilities of the Beylikdüzü and Hadımköy campuses are excellent.

Evaluation of the 2021 Follow-up Report:

“It has been stated that the physical areas per student at all campuses in line with the minimum standards set by the Council of Higher Education (YÖK).”

2018 The strength identified in the 2018 Institutional Feedback Report:

13. The university supports social, cultural, sporting activities for students’ personal development.

Evaluation of the 2021 Follow-up Report:

“Social, cultural and sporting activities, which have been identified as a strength of the institution, are successfully conducted online despite the negative effects of pandemic.”

## Areas for Further Development

The area for further development identified in the 2018 Institutional Feedback Report:

1. There are no procedures concerning the stakeholder contributions for programme design and approval processes

Evaluation of the 2021 Follow-up Report:

“It appears that Beykent University has met a particular standard and methodology in the academic procedures, as evidenced by the Strategic Plan, Institutional Self-Evaluation Reports, and Activity and Analysis Reports.” The university prepared the “Beykent University Handbook on Education and Training Quality Processes,” and defined the Design and Implementation Processes of Education and Training Programmes. It carries out its activities

according to the processes defined herein. The Institutional Self-Evaluation Report and other documents highlight the importance of external stakeholder contributions to education and training procedures and programmes through Advisory Boards. THE HANDBOOK ON EDUCATIONAL AND TRAINING PROCESSES was prepared for this purpose. It has been observed that programme design and improvement processes have been defined. After the evaluation of the evidences presented by the institution in the Institutional Self-Evaluation Report, it has been found out that relevant advisory boards were established in several units. The establishment of advisory boards is a positive initiative. However, it is difficult to say that the advisory boards can systematically contribute to improving educational and training activities and that the contributions are not inclusive for all programmes. When reviewing the advisory board minutes of some of the units and departments mentioned above, it's difficult to say that the advisory boards were founded with a complete knowledge of their primary mission and responsibilities. On the other hand, it is unclear whatever improvements or contributions various advisory boards have made to the educational process."

**Note:** The necessary studies relating to the activities of advisory boards are carried out in the 2021 Monitoring Report to address the above-mentioned areas that need to be improved.

The area for further development identified in the 2018 Institutional Feedback Report:

2. There is a lack of student feedback on determining student workload-based credit values, and objective criteria for course hours and workload in ECTS calculations. The situation causes a problem with course articulation procedures (change of major/university).

Evaluation of the 2021 Follow-up Report:

“The ECTS workloads are calculated according to the procedures outlined in the Beykent University Handbook on Education and Training Quality Processes. In this context, student surveys' self-assessment questions are used to collect feedback from students, and the results are used to calculate ECTS workloads. As a result, engaging student opinions in the learning and teaching systems improves student feedback processes on the learning and teaching systems. Accordingly, it is difficult to state that student feedback processes through self-assessment surveys are sufficient for calculating ECTS workloads. Monitoring whether students have achieved relevant learning outcomes or not via student feedback, and ensuring the improvements in the learning and teaching systems have not been completed yet.

Comprehensive studies have been carried out to update course plans in the 2019-2020 and 2020-2021 Academic Years. Changes have been made to the course hours/credits/ECTS as well as compulsory/elective course pools. The criteria for student admissions to the institution excluding central placement are regulated under the relevant regulation/directives.”

**Note:** In order to address the above-mentioned areas for further development, the 2021 Follow-up Report conducts the necessary studies for assessing the accomplishment of learning outcomes.

Different methods are used for this purpose. One of these *is the Student Course and Teacher Evaluation Surveys*. Another method is assesment of student success based on exam questions associated with course/programme outcomes. However, this method has not yet become widely used in the institution.



The area for further development identified in the 2018 Institutional Feedback Report:

3. The congestion at the Ayazağa Campus and limited opportunities to meet the needs of students at the Taksim Campus

Evaluation of the 2021 Follow-up Report:

“According to the information presented in the institution's documentation, certain improvements to the university library's facilities were made.

The relevant table indicates that the square meter per student is in compliance with the standards for physical facilities set by the Council of Higher Education (YÖK) (ISER 2018, p. 25-28). Due to the global outbreak of COVID over the last 2 years, it is understood that the university took the necessary precautionary measures to ensure students continue their studies online. It is also understood that social, cultural, sports activities for students' personal development are supported by the institution.”

### **RESEARCH AND DEVELOPMENT STRENGTHS**

The strength identified in the 2018 Institutional Feedback Report:

- 1) The existence of a research strategy and support for research activities within the institution

Evaluation of the 2021 Follow-up Report:

“The institution continues to support research activities.”

The strength identified in the 2018 Institutional Feedback Report:

- 2) The institution's management is engaging in exemplary activities to improve the research competence of research staff members (1 day-off a week for academic studies, support for conference participation, publication incentives, support for book ordering, etc.).

Evaluation of the 2021 Follow-up Report:

“The institution's support and institution-specific practices to improve the teaching staff's research competence and performance are in progress.”

The strength identified in the 2018 Institutional Feedback Report:

- 3) The effectiveness and performance of the research and development studies in the institution are evaluated.

Evaluation of the 2021 Follow-up Report:

“SKYSIS (Strategy and Quality Management System) and sub-modules are used for monitoring and analysis of research activities in the institution. The research and development performance of faculty members is also monitored regularly via the “Performance Management System”. Additionally, Annual Activity Reports and Strategic Plan Performance Indicator Reports and the research objectives of the institution are monitored, evaluated and publicly shared.”

### **RESEARCH AND DEVELOPMENT AREAS FOR FURTHER DEVELOPMENT**

The area for further development identified in the 2018 Institutional Feedback Report:

- 1) The institution's research-development, educational-training, and social contribution processes, and the areas in which these processes are integrated as well as the policies followed accordingly are not systematic.

Evaluation of the 2021 Follow-up Report:

“The institution has objectives for research and development processes and areas in which education and contribution processes are integrated in the strategic plan (2019-2023) (Strategic Plan pp. 65-66). Additionally, the institution’s mission, in accordance with these objectives, is to be a university that educates individuals who produce, develop, and transform information and technology into professional skills to use to contribute to society. As for the quality policies, the aim is “to contribute to the business world, local communities, and society by conducting research activities.”

These objectives stated in the institution’s Strategic Plan are monitored and evaluated periodically via the Strategic Plan Performance Indicator Report (ISER 2020 evidence A. 1.2). In general, although not mentioned in its main strategies, it is observed that the university is moving toward specialisation in the field of health and engineering, while striving to maintain its current strong position in the fields of Economics and Administrative Sciences, Arts and Social Sciences.”

The area for further development identified in the 2018 Institutional Feedback Report:

2) There is a lack of interface structures that provide industry-society integration, such as the Technology Transfer Office, Teknopark, Incubator, Innovation, and Entrepreneurship Centre.

Evaluation of the 2021 Follow-up Report:

“One of the important points noted as an area for further development in the 2018 external evaluation was that the TTO had not been established yet. However, at this point, the University has established the TTO ([tto.beykent.edu.tr](http://tto.beykent.edu.tr)), which is actively operating. Under the TTO:

Promotions, Information and Awareness Unit

Support Programmes Unit

University-Industry Cooperation Unit

Intellectual Property Rights Management Unit

Beykent Route Entrepreneurship and Incubator Unit

were established and put into operation. Since the units' establishment, 7 patents and 11 project applications have been filed.”

The area for further development identified in the 2018 Institutional Feedback Report:

3) During the Institutional Evaluation Visit, it was discovered that some departments had no research assistants and some others had only one research assistant. However, the institution later reported that job openings for research assistants were announced and recruitment processes were completed.

Evaluation of the 2021 Follow-up Report:

“Beykent University has recently undergone an important hiring process to boost its academic staff numbers and has employed many research assistants, lecturers and faculty members. The academic staff’s (including research assistants) proficiency is monitored regularly, taking into account the minimum requirements set by the Council of Higher Education. To this end, the institution implemented the “Academic Staff Proficiency Management System”. This system provides regular monitoring.

The number of research assistants in the institution in the 2017-2018 Academic Year was 80, and reached to 167, nearly doubling in the last 3 years.”

The area for further development identified in the 2018 Institutional Feedback Report:

4) The library area allocated to Hadımköy and Beylikdüzü Campuses is adequate; however, the number of books is insufficient.

Evaluation of the 2021 Follow-up Report:

“According to the 2019-2020 CoHE Audit Guide, Beykent University has significantly increased the number of digital and printed books. The number of printed publications, which was 48,912 in 2018, increased to 50,852 in 2021. The total number of publications and resources, which was 501,956, including online resources, increased to 585,984 in 2021. The number of books in the Hadımköy Campus Library has increased since its establishment in 2018. According to the audit report data presented to the Council of Higher Education, the total number of associate and bachelor’s degree programmes in the Hadımköy and Beylikdüzü Campuses is 10,251, and the number of students at the university is 18,769. 54.6% of students are studying at Hadımköy and Beylikdüzü Campuses. As for library resources, electronic resources and databases are in common use, and there are 82,589 pieces of 125,547 printed books, 65.8% of which are located at these two campuses. According to this data, the number of printed books per student is 10% higher than the university average at these two campuses. Also, the number of printed and electronic resources per student at the university is also sufficient.”

## **SOCIAL CONTRIBUTION**

The areas for further development in terms of social contribution identified in Beykent University’s 2018 External Evaluation and Institutional Feedback Report can be found in the “Research and Development” section. The area for further development in this context is “The institution’s research-development, educational-training, and social contribution processes, and the areas in which these processes are integrated as well as the policies followed accordingly are not systematic.”. The institution’s studies in this context can be found in the “Research and Development” section.

In general, evaluation of the Follow-up Report on the activities carried out by the institution in terms of social contribution is as follows.

“Our follow-up team has found out that the PDCA cycle has closed its cycles, from the Plan stage to the Act stage in social contribution processes, and this is one of the institution's strengths.”