



**INSTITUTIONAL INTERNAL AUDIT
REPORT
2021**

KADIR HAS UNIVERSITY

01.04.2022

SUMMARY

This section should contain brief information on the purpose, scope and preparation process of the report. It should summarize the key findings of the self-assessment studies carried out for the institution.

This Institutional Audit Report for Kadir Has University applies to all the efforts planned and performed between January 1 and December 31, 2021 including those improvements concerning “weaknesses” detailed on the “Institutional Feedback Report” submitted to us after the visit by the Turkish Higher Education Quality Council External Audit Team on December 2018.

As of 2021, our university started to monitor the figures concerning the indications on the strategic plan and, the target realization ratios on a semi-annual and annual basis. As a result of these monitoring and measuring efforts, problems with the achievement of the targets were identified and necessary measures were taken. Our university ensured that it is now possible to monitor and complete the PDCA cycle concerning our university’s strategic plan.

Another important step is that the Core Program started to be put into practice across the university for all newly enrolled students. The Core Program underlies our University’s approach of the New Education Model together with the Project Based Education. Our students well equipped with universal competences and humanitarian values during the Core Program have both theoretical and practical education in the field of their specialization through undergraduate syllabuses redesigned with the **Project Based Education Model**. As of 2021, the Core Program was put into practice across the university, while the Project Based Education started to be applied at 3 faculties and 14 departments.

With this new education model, the external stakeholders become an inseparable part of the education system taking on various tasks such as syllabus design, project design, mentorship etc. Contributions and feedbacks from both academic and industrial stakeholders were taken into consideration for all the processes. Each of the external industrial stakeholders is the representatives from the strongest companies in their respective areas, who share their industrial experience and knowledge with students that are provided with internship and job opportunities and have a chance of making use of infrastructures of these global companies. This makes it possible that industrial and academic knowledge and experience is transferred to students who will then be well-equipped graduates from Kadir Has University.

The Education Self-Assessment System designed to be the first pillar of our Internal Quality Assurance System was completed and released to the Deans and Department Heads. The 2021 Education Self-Assessment Reporting Process consisting of the reports and presentations from all the department heads was evaluated at the Academic Council held with the participation of Deputy Presidents, Deans and Academic Directors, and the PDCA cycle was closed accordingly. The Research Self-Assessment System was mainly completed in 2021 and, the reporting of this system will be completed in 2022. The Financial Self-Assessment System will be completed and applied accordingly in 2022. Allowing the administrative personnel, lecturers and students to assess the contributions of our administrative units to the strategic targets, the Service Self-Assessment System was successfully implemented for the third time and this become a systematic approach.

2021 was a milestone of our university in respect of its vision to be an international research university. The total number of articles reached 185 in the indexes of SCOPUS/SCIE/SSCI/AHCI, and the total number of publications on the database of SCOPUS became 222 exceeding the cap of 200 for the first time. In the field of research projects, the total project budget size of our university in 2021 reached the level of TL 147,450,946, which is a great leap. In 2021, 1001 projects from 15 faculty members were accepted; we achieved to reach the highest success rate of 83% among foundation universities TUBITAK 1001 Earthquake Special Call; we managed to obtain a support of TL 1.26 million from the Istanbul Development Agency under the scope of the project “DESIGNHUB-IST Design Training and Practice Center”; and we maintained the rank of 8th among more than 200 universities successfully bringing foreign funds to Turkey within the scope of Horizon 2020.

INTRODUCTION

1. Information on the Institution

This chapter should provide information on the historical progress, mission, vision, values, goals, organizational structure and improvement areas of the institution.

Kadir Has University aims to be a research university at international standards, where students with universal competences are trained with the **New Education Model** addressing the today's requirements. Within this scope, the Strategic Plan 2020-2024 was completed and announced to all the stakeholders of the university. Our mission, vision and basic values as well as historical progress are detailed below.

Historical Progress

The foundation phase of our university was started in 1992 under the leadership of late Kadir Has by the Kadir Has Foundation (HASVAK) and it was officially founded by the law no. 4263 of 28.05.1997. The construction of the Selimpaşa Campus started in 1998 and, the restoration of the historical Tekel Cibali Cigarette Factory located on the coast of the Golden Horn, which constitutes a significant part of the Central Campus, was started in 1999. The University started to use the Bahçelievler Campus in the academic year of 2000-2001 and, the education activities started to be carried out across all the campuses in Cibali, Selimpaşa and Bahçelievler as from 2001-2002. The modern Block D was constructed as of the end of 2007 enlarging the Cibali Campus. The Gym and the related facilities were constructed in 2008 in cooperation with Fatih Municipality. The Cibali Campus renamed as the Kadir Has Campus as of March 28, 2007. Prof. Dr. Ergür Tütüncüoğlu, the founding president of our university, was succeeded by Prof. Dr. Yücel Yılmaz in 2002, who was then succeeded by our third president Prof. Dr. Mustafa Aydın as of February 2010. Prof. Dr. Mustafa Aydın was succeeded as of March 2018 by the fourth president Prof. Dr. Sondan Durukanoğlu Feyiz.

As of the end of 2021, Kadir Has University has 5 faculties, 1 graduate school, 1 school, 2 vocational school and 9 associate's degree programs, 27 bachelor's degree programs, 38 master's degree programs and 14 PhD programs. Our university conducts academic activities with 5023 active enrolled students – 3 for associate's degree, 4334 for bachelor's degree, 459 for master's degree and 227 for PhD degree – as well as 291 lecturers and 195 administrative personnel.

LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

The institution should have a management model allowing for an institutional transformation, apply leadership approaches, create internal quality assurance mechanisms and, internalize a quality assurance culture.

Kadir Has University uses a holistic approach to develop its leadership practices and quality policy in a way that covers all the academic and administrative processes in consistent with its objectives of being a **research university** at the highest national and international quality standards, and implementing the **New Education Model** consisting the **Core Program** and the **Project Based Education**. For this purpose, an institutional reorganization processes was carried out in order to reorganize the title structures and processes in a way that supports the academic units.

The quality efforts are coordinated based on our **strategic plan** and the **Self-Assessment Systems** within the scope of the Quality Assurance Directive of our university by the **Academic Council** and the **Institutional Research and Assessment Directorate (KADED)**. The Academic Council meet on a regular basis with the participation of the President, Deputy Presidents, Deans, School Principals and Head of Department of Core Academics and, also assumes the tasks of the Quality Commission. Forming the backbone of the quality assessment system, **KADED** operates to monitor the goals, organizational data and quality assurance system within the scope of the strategic plan, identify the possible improvements, analyze this information and report the results thereof to the President's Office, the Academic Council and the Board of Trustees, and put into practice such improvements as may be deemed necessary by the senior management as a result of its final assessment. The **Directorate of Educational Policies and Monitoring** in order to support and strengthen the leadership and quality practices in the field of education as of 2022.

The reports on the main targets and, the realization percentages thereof are submitted to the Academic Council once every two months, and to the Board of Trustees once every four months on a regular basis, which makes it possible to monitor the current status in a systematical manner and the improvement policies are identified by the senior management.

The **Secretary General** coordinates the administrative processes of the leadership and quality efforts. The Secretary General held a coordination meeting every week in 2021 in order to ensure coordination among the respective units for daily operations. During these meetings, business plans are reviewed, topics and recommendations from the respective units under the agenda scope are discussed, and necessary improvements are made. Basically, there is only one purpose of all the administrative units, which is to lighten the administrative load on the academic employees. Administrative appointments are made in a way which will leave no administrative on the lecturers. In addition, the administrative structuring has been settled on a dynamic foundation in a way as to ensure that a problem notified to a unit is solved by that unit. This makes it possible to avoid bureaucratic vicious cycle by continuously directing a complainant to a different unit.

The Internal Quality System of our university is planned under four main headings in the form of self-assessment systems: education, research, financial processes and administrative services. The purpose of our self-assessment systems is to monitor the indicators in line with the goals as set forth on the strategic plan, and ensure that all the units adopt these strategic goals and actively contribute thereto. It will be ensured that our academic units carry out self-assessments through the education, research and financial self-assessment systems, analyze the goals that have been achieved and the weaknesses that have been identified, and develop necessary improvement policies.

Through the 360 Degree Service Improvement System designed peculiarly for our university to ensure that all the administrative employees contribute to the strategic goals of our university, identify the weaknesses at our administrative units and improve all the services that are rendered within the organization of the university, the administrative units assesses themselves and the units they work together, and also are assessed by students and faculty members. This makes it possible to identify weaknesses to improve in respect of services and, necessary policies are developed accordingly. The system was used in 2021 for the third time making it systematically. Additionally, the comprehensive digitalization processes carried out in order to enhance the efficiency of the academic and administrative

business processes and, reduce the level of bureaucracy at our university continued at a faster pace due to the affect from the distance education and telecommuting. Detailed information is shared on the chapter called “Management System”.

Our university has completely renewed its management system through a corporate restructuring process started in 2018. In 2020, necessary updates were made considering the pandemic conditions, distance learning started to apply as much as possible not only in the educational processes but also in the administrative processes in order to protect the health of all the students and employees, and necessary measures were taken in terms of telecommuting / shifts working / flexible working hours ensuring the campus started to be active again considering the course of the pandemics.

The switch to a mechanism of a gradual title structure has been completed, which will increase the motivation of our administrative employees. Accordingly, the titles used in the administrative are as follows:

1. Director
2. Executive
3. Competent Specialist
4. Specialist
5. Assistant Specialist

This gradual structure is used for all the new recruitments for the administrative staff. As stated on the strategic plan, it is our priority to ensure that all the administrative employees are of qualified personnel. It was planned that a program prepared to ensure that all the employees have a good command of a foreign language will be put into practice by the end of 2021. During the pandemic process, the employees continued to make use of the licensed online platforms of our university to improve their foreign language. A telecommuting guidance has been prepared in Turkish and English and, sent to all the employees.

The in-service training programs started by means of sessions for each person separately under telecommuting conditions in 2020. In line with the incoming requests, it is ensured that the administrative employees receive training that they need to professionally improve themselves through online platforms. All the personnel are provided with opportunity to attend seminars and workshops organized at the university for free of charge. In line with the internationalization goal, the administrative personnel are encouraged to participate in the Erasmus Mobility Programs.

An occupational safety specialist is employed at the university. This occupational safety specialist trains the university members in respect of occupational safety, first aid, fire and earthquake. Please click [this link](#) to watch the training film prepared relating to what to do during an earthquake.

The Security Office at the university employs 8 personnel on the permanent staff: 1 security office manager, 2 officers to intervene in natural disasters, sabotages and accidents, 5 internal security officers, and there are 60 security personnel outsourced from a security company.

The academic and administrative management units at our university are designed as set forth under the Regulations on Academic Organization at Universities and Kadir Has University Main Regulations. The Boards, Committees and Councils are formed and operate in line with the applicable provisions of the law no. 2547. With the current administrative organizational structure, our university serves with an efficient and people oriented approach in all the units and areas. In this context, competence based interview techniques, personality inventories and English tests as well as our university specific innovative practices are used during the recruitment processes for administrative personnel. The improvements and contributions of the units in the process of attaining these strategic goals of the university are indicated on the system and these contributions are measured across the institution by means of questionnaires conducted on an annual basis.

2. Mission and Strategic Goals

The Institution should plan and implement accordingly its strategic goals and targets created in line with its respective policies in order to achieve its vision, mission and objectives, monitor and evaluate the results under the scope of the performance management and, publicly disclose the same.

The texts for the vision, mission, values and strategic goals that are stated on the Strategic Plan 2020-2024 are shared below.

Mission

Kadir Has University's mission is to:

- Educate students with a research oriented approach, who adopt fundamental humanitarian and universal values, are equipped with individual and professional competences for the necessities of the time, and able to produce solutions for local, national, regional and global problems that people may encounter;
- Offer highly affecting research deliverables of international qualities by means of providing our academic staff and students with education and research infrastructure at internal levels;
- Act in cooperation with all the stakeholders to put into practice all social projects intended to make sure that all information and resources produced at our university are useful for our country and the world;
- Develop an institutional structure based on the principle of continuous improvement on all the services rendered to the students, employees and society;
- Create a financial structure that feeds our strategic objectives and ensures financial sustainability.

Vision

Kadir Has University aims to educate students, who are able to produce sustainable solutions based on universal and humanitarian values for local, national, regional and global problems that people may encounter, and who are equipped with individual and professional competences in their respective areas of specialization, and be a research university at international standards, which is capable of producing highly affecting research deliverables, offering people oriented and innovative solutions for social problems and, transferring the information it creates to the society in all aspects thereof.

Values

Education

Our university's education philosophy is based on the New Education Model training students, who have fundamental and universal values, who are capable of thinking independently and expressing what they think of, who know different worldviews, who are able to keep pace with change questioning, who possess advanced skills of leadership and teamwork with the sense of social responsibility and, who obtain competences required for the area of their specialization through research and practice oriented, interdisciplinary approach.

Research

Our university adopts a research culture based on the principles of academic freedom, academic ethics and integration, interdisciplinary studies, teamwork, innovation, creativity, entrepreneurship and university & industry cooperation as well as social benefits, where all students and lecturers at every levels are able to study together in an efficient manner adopting these fundamental values.

Serving the Public

Based on the knowledge it accumulates, the students it trains and the innovative projects it develops in interaction with the society for local, national, regional and global problems, our university has an approach of serving the public grounding on the values of social benefits, accessibility, social responsibility and awareness.

Organizational structure

Our university adopts a dynamic organizational structure, which is engaging, inclusive, based on the equal opportunity principle across all the administrative processes, which is reflecting the idea of continuous improvement and stakeholders' satisfaction, which arise funds with a financial sustainability approach, and which uses its own resources in line with its strategic goals.

Strategic Goals

Our strategic goals stated on the Strategic Plan 2020-2024 and the sub-goals thereof are detailed below. The indications which will allow us to reach these strategic goals will be monitored through the education, research, financial and service self-assessment systems detailed in the next chapter named "Internal Quality Assurance".

1. Strategic Goal: Education

Develop a common core program in which all the students from all the departments at our university will participate in order to adopt universal humanitarian values and obtain universal competences as a social individual. Update its syllabus for specialization education in a way that will ensure that the graduates therefrom will be trained through the core program capable of addressing the needs of the time and individuals in order to accept the process of learning as a life style of a world citizen, which is based on professional research and practices.

Sub-Goals

- 1.1. Ensure that the Core Program is put into practice across the university within the scope of the New Education Model.
- 1.2. Ensure that the Project Based Education becomes widespread over the years within the scope of the New Education Model.
- 1.3. Update the current syllabus for all the programs in a way that is in line with our philosophy of the New Education Model.
- 1.4. Train students and graduates who have an advanced level proficiency of English through qualified English teaching within the organization of the School of Foreign Languages and the Preparatory Program.
- 1.5. Attract qualified students to our university at all the educational levels.
- 1.6. Become international in the field of education.
- 1.7. Develop student oriented extra-curricular facilities and, establish academic and career focused supporting mechanisms.
- 1.8. Ensure physical improvements in the locations where educational activities are carried out with the philosophy of green campus. Ensure that the buildings are reinforced against earthquake and natural disasters.

2. Strategic Goal: Research

Offer a cooperation based research culture, physical research infrastructure, intellectual property operations and university & industry collaboration to become a research university at international standards. Make sure our university is recognized at the national and international rankings.

Sub-Goals

- 2.1. Develop a research culture at our university.
- 2.2. Improve the physical research infrastructure of the university.
- 2.3. Improve intellectual property operations and university & industry collaboration.
- 2.4. Be on the national and international rankings for universities.
- 2.5. Become international in the field of research.

3. Strategic Goal: Serving the Public

Ensure that the knowledge and values produced at our university are accessible to the society by means of an approach based on social responsibility and availability.

Sub-Goals

- 3.1. Enhance and diversify those efforts intended for sustainable development, social responsibility and serving the public; organize events intended to enhance the awareness of our students and employees for sustainable development goals and, the efficiency of our university in respect of national, regional and global sustainable development strategies.
- 3.2. Make efforts intended to minimize the effects of the global climate change and, maximize the energy efficiency and readiness for natural disasters.
- 3.3. Be an accessible and affordable university.

4. Strategic Goal: Organizational Structure

Achieve a structure that will ensure continuous improvement with a people and life oriented approach for all the services rendered at the university through a strong software infrastructure. Accordingly, ensure improvements that could be adopted by all the stakeholders for all the services rendered at the university and create a digital environment which makes all the employees to be a qualified employee by means of minimizing the operational working load on the employees making use of such software programs that are developed with the own resources of the university.

Sub-Goals

- 4.1. Restructure the organization in a way that motivates the academic and administrative employees.
- 4.2. Ensure student, people, life and quality oriented improvements and stakeholders' engagement in the services rendered by the units at the university.
- 4.3. Develop software programs that are intended to minimize the working load of our employees for organizational processes.
- 4.4. Ensure that digitalization efforts become widespread for organizational processes.

5. Strategic Goal: Financial Sustainability

Create a sustainable growth plan in line with our strategic goals by means of a financial structure that is capable of developing its own resources.

Sub-Goals

- 5.1. Develop policies that prevent waste of resources.
- 5.2. Develop a sustainable scholarship policy in respect of financial balances.
- 5.3. Diversify current sources of income in order to ensure a balance of income and expenses in line with the growth plan and, develop new sources of income.

3. Management Systems

The institution should have a system to manage its financial, personnel and information sources for the purpose of ensuring qualitatively and quantitatively that its strategic targets are achieved.

We could classify the management systems applied at our university in two parts: self-assessment systems designed to ensure the quality assurance and, information management systems used during operational processes.

The main logic of each self-assessment system is that the respective units or departments assess themselves based on the data and graphics available in the system, identify weaknesses and report these assessments to the senior management. This makes it possible to make plans for the next year in line with the respective feedbacks and, close the PDCA cycle.

- 1. Education Self-Assessment:** This assessment is a method that the units and departments assess themselves by means of producing analyses in a way that includes the weaknesses for the current status and solution suggestions for the future based on the student admission data from the Higher Education Institution Examination, the number of students, lectures given, internationalization levels, success statistics (grade point averages) and details about graduates. Currently, all the educational indicators are monitorable and made available to the Department Heads and Deans. With the participation of all Deans and Department Heads, the system was applied for the first time as of the end of 2021 as detailed in the chapter “Design, Assessment and Updating of the Programs”.
- 2. Research Self-Assessment:** This assessment is designed on certain indicators such as the number of lecturers from whom research is expected, and the number of publications and projects per faculty, department and lecturer as well as the amounts of national/international funds, the number of Q1 and Q2 publications, and the number of researcher, PhD, master and undergraduate students supported by external funds. In addition, the performance indicators for each lecturer may also be monitored. This system will make it possible that all the departments and Application & Research Centers conduct their own annual assessments and, monitor the research deliverables. The system was made ready for use as of July, 2021.
- 3. Financial Self-Assessment:** This assessment designed in a way that applies to the financial aspects such as profit & loss account statements, the expenses made per student at the faculties and departments, and cost items. The financial self-assessment is made by the faculties and the President’s Office and submitted to the Board of Trustees. Based on this data, the areas that need to be improved are identified and plans are made accordingly. The software infrastructure required for the financial analysis system has been completed, and the Financial Self-Assessment System will be completed as of 2022.
- 4. Service Self-Assessment System:** This system was designed as a service improvement and self-assessment system to assess the contributions of our administrative units and employees under the scope of the strategic goals, which is peculiar to our university and, denies the performance assessment approach applied in the business world, with the aim of ensuring that all the administrative units operate in line with the strategic goals as set forth under the strategic plan. With this system, the services offered by all the administrative units at the university are measured through competence based questionnaires completed by the administrative employees, academic staff and students, and the results thereof are used to identify the respective weaknesses to improve these services. Among the competences measured are such characteristics that all the employees need to possess in this age such as people oriented approaches, analytical thinking, continuous learning and acting. Through these questionnaires, the academic employees assess themselves, their managers, teammates and other units they work together with, and thus the administrative units are assessed at 360 degrees. And our lecturers and students assess the administrative units in respect of the services they receive. These assessments made at the end of each year are intended to identify weaknesses to be improved in the next year. In addition, this system has been transformed into a tool that allows us to set the salary increases of our administrative employees according to the satisfaction levels for the services they offer. The system started to be used in 2019 for the first time and then 2021 for the third time making it systematically.

The self-assessment systems prevented the sole responsibility of a single commission for the quality processes at the university. This made it possible that the strategic goals are adopted and monitored and target-oriented efforts are made across the university.

Our Self-Assessment System will be completed when the indicators pertaining to the Research and Financial Self-Assessment Systems and the School of Foreign Languages, such as the School of Foreign Languages Self-Assessment System, which will be prepared based on e.g. the percentages of students who successfully complete the Preparatory School, the number and percentages of students who

complete different levels, and the scores obtained by students from the Level Identification and Placement Test (STYS) are completed.

Another heading in respect of the management systems is the use of integrated information management systems. Our university uses the software **MyKHAS** developed within the organization of the university as an integrated information management system for operational and managerial activities. The internal processes of the university are carried out through forms on the respective system. MyKHAS operates in a way that is integrated with other applications within the organization of the institution. An integrated information management system approach has been developed for all the respective procedures such as applications for and admission to postgraduate programs, appointment of lecturers to classrooms and courses, purchasing transactions etc.

As integrated with MyKHAS, the following systems are used within the organization of the institution:

- Student Information System (SAP SLCM (Sparks)),
- Human Resources System (SAP HR),
- Help Desk (GLPI),
- Learning Management System (KHAS Learn),
- Financial Affairs Software (SAP FI),
- Electronic Document Management System.
- In addition, a portal was specially designed for the students to follow all the procedures concerning diplomas etc.

Besides those listed above, in 2021:

- A two-factor authentication system was commissioned for all the administrative personnel,
- New improvements and developments for the self-assessment systems were completed,
- SIEM was put into use for cyber security,
- NAC was put into use for network security,
- A purchase order module was developed,
- Developments and improvements for a MyKHAS additional model were completed,
- A password management system was purchased and customized.

The efforts are in progress to ensure all the applications used within the organization of the institution are integrated with a single platform. As of 2021, the Financial Affairs and Human Resources processes previously managed at different platforms were transferred to SAP as a significant and comprehensive step in terms of an integrated resource management. The Student Information Systems, the Human Resources System, the Performance Assessment Systems and the Learning Management Systems operate in a way integrated with one another. The system usages are monitored and, periodic improvements are made.

The access authorizations are defined in proportion to the position of the respective user at the university. No unauthorized access is permitted. Measures have been taken against possible internal and external attacks making use of security technologies such as Firewall, IPS, DDOS blocking systems.

A VPN infrastructure is used to provide a secure access and encrypted data transfer from outside the campus. Data access is achieved through a SSL protocol. The operating system and software on the servers are updated on a regular basis. Protection is assured by updated security software programs on the server systems and the network.

The systems are backed up according to the defined schedule. Backups for the critical systems are kept in two different areas. The internet activities are time stamped pursuant to the pertinent provisions of the law no. 5651 on the regulation of broadcastings on Internet and fight against crimes through these broadcastings. Penetration tests are carried out by third party companies to identify possible weaknesses to be improved.

4. Stakeholder Engagement

The institution should ensure that internal and external stakeholders engage in and contribute to the quality assurance system.

Based on the contributions and opinions from the academic and administrative staff, students, graduates, advisory boards and other external stakeholders, the Board of Trustees identify weaknesses and adopts a participatory management approach. The Strategic Plan 2020-2024 was prepared based on opinions and contributions received through an online feedback system, about which well-attended meetings were held for the introduction thereof.

The self-assessment systems designed on the strategic goals are made use of in order to ensure stakeholder engagement at our university. The Service Self-Assessment System ensures that all the academic staff, administrative employees and students express their opinions about and contribute to the university services every year on a regular basis. And the stakeholders of our Education and Research Self-Assessment Systems are the departments. Through these systems, all the internal stakeholders are allowed to express their feedbacks and solution suggestions about and, contribute to the respective processes, and weaknesses to improve in the next period are identified accordingly.

In respect of external stakeholders, we place special emphasis on the **New Education Model** consisting of the **Core Program** that underlies the educational philosophy of our university covering the first year of the students and, the **Project Based Education** that starts to apply for the second year students. The Project Based Education within the scope of the New Education Model was designed based on the approach of university & industry cooperation. Concerning all the programs that are opened within this scope or that are transformed according to the project based education model, the principle of stakeholder engagement is an integral part of both the processes of designing the programs and the processes of organizing lectures.

While they were under the design and redesign phase, the programs that started to be applied under the project based education have been prepared with the contributions from both the lecturers from other universities and the industry representatives based on certain methodologies. While these project based programs are designed, first of all, lecturers and corporations engaging in the fields concerning the programs are carefully selected considering the participation from international individuals and organizations. Thereafter, workshops are organized with lecturers from other universities and industry representatives, with the aim of identifying the competences that students need to have as a result of the respective programs. These workshops are intended to analyze the deficiencies of the respective graduates, the industry's expectations and project recommendations and ensure the contributions from lecturers to the respective education, research and project processes, and these programs are designed based on an intensive level of stakeholder engagement.

The students attending these project based programs study in teams for certain projects assigned to them for each course and learn to be specialist in their own fields under a mentorship process based on the pool of projects developed by the industry representatives during the said workshops. These industry representatives takes an active role not only in the preparation of projects, but also in the implementation and assessment thereof during the courses. Protocols are also entered into with the leading industry representatives in a way as to ensure that students have a chance of doing long-term internship at these corporations, which are expected to contribute to the pool of projects at our university and the mentorship process during the courses. Currently, there are 21 companies to which a protocol is entered into, and 24 companies for which the protocol process is in progress.

A new strategy has been developed in particular for professional programs concerning the design of postgraduate programs in addition to undergraduate programs. The needs of the respective industries were identified at the professional programs, and the syllabus was updated as a result of a joint efforts of the program coordinators and industry representatives.

Graduate exit surveys and one-year graduate surveys are organized on a regular basis in order to strengthen the stakeholders' contributions and our graduates' satisfaction. Under the scope of the meetings between the President and Graduates, our President talks face to face or online to our graduates

invited within a certain program. These talks ensure that our graduates keep in touch with and provide feedbacks to the university on a regular basis. In addition to the meetings between the President and Graduates, the meetings between Deans and Graduates started to be held accordingly as of 2021. The Graduate School started to participate in these events as of 2021 and held meetings with graduates from different programs.

5. Internationalization

The institution should periodically monitor and continuously improve the activities it carries out in line with the internationalization strategy and goals.

The international aspect of each goal as stated on the 2020-2024 Strategic Plan which sets forth the main strategy of our university was taken into consideration. Our university aims to enhance the level of intercultural sensitivity by means of increasing the level of international experience of its members and developing policies that will transfer multicultural values.

Our goals for internationalization under 4 main headings are as follows:

Research: Be a research university that is worldwide recognized.

Education: Bring an international dimension to the development of the New Education Model by means of keeping the education quality at the highest level.

Interaction with the society: Encourage the KHAS students and members to participate in international cooperation projects through by means of enhancing the level of social responsibility.

Administrative Structuring: Establish the necessary supporting structures and a quality assurance system in order to achieve our internationalization goals.

Our internationalization goal for education is that we want to attract 250 students every year and, 1000 international students in a period of 4 years. There were 248 international undergraduate and postgraduate students at our university within the academic year of 2020-2021. The number of international students increased by 30% reaching 320 within the academic year of 2021-2022.

Under the scope of the internationalization efforts, our university carries out an Erasmus program with 102 partners in 21 European countries, exchange programs with 93 partners in 27 countries, dual degree programs, integrated programs, summer programs, KA107 exchange programs and international agreements. Students are supported by the **Erasmus and Exchange Office** during the process of application to these programs. The organizations for international students are carried out by the International Office. A **Student Handbook** prepared in Turkish and English is provided to all the students during the enrollment in addition to the orientation services intended to help them accommodate themselves to the respective processes at the university.

New universities were added into the list of universities with which we organize exchange programs. We have attended the international education fairs in order to increase the number of international students within the academic year of 2021-2022 namely NAFSA: Association of International Educator, virtually organized on June 1-4, and EAIE: European Association for International Education, virtually organized between September 28 and October 1, visited partners, increased the level of our visibility promoting the services of our university. In addition to these efforts, Erasmus and Exchange promotion days, orientation meetings and social activities have been organized in order to inform the students about the international activities of our university.

Our institution received a total grant of €225,050 for the Erasmus + KA 103 Europe Mobility Project within the academic year of 2020-2021. In addition, within the scope of the 2020-2021 Erasmus+ KA107 International Credit Mobility Project, our university was entitled to a grant of €96,460 in total for Azerbaijan, Georgia, Ukraine, Israel, Morocco and Russia. The European Commission did not accept any application for this project in 2021. Our university continued consortium activities within the academic period of 2021-2022 and will benefit from a grant of €9,950 in the respective period.

EDUCATION AND TRAINING

1. Design, Assessment and Updating of the Programs

The institution should design the education programs in consistent with the Turkish Higher Education Qualifications Framework and in line with the education objectives and learning outcomes, and periodically assess and update it to ensure that it address the needs of the students and the public.

The program design become one of the priority areas to change and improve for our University as of 2018. The New Education Model consisting of the Core Program and the Project Based Education developed by our President Prof. Dr. Sondan Durukanoğlu Feyiz underlies the education vision of our university. Independently of the main program, the Core Program aims to ensure that all the first year students has the competencies necessary for the 21st Century in additional to the universal and humanitarian values. Aiming to ensure that students gain the respective specialties starting from the second year, the Project Based Education started to be applied with 14 programs at 3 faculties as from 2021. The programs are designed at our university based on a wide platform of cooperation and stakeholders' engagement together with the leading academic and industry representatives. Additionally, the recommendations concerning the new programs, double major and minor programs designed at the facilities are discussed at the Education Commission in line with the strategic goals of our University and, submitted to the University's Senate for review and approval.

The assessments and evaluations within the scope of the New Education Model are based on student oriented methods such as research & presentations, discussions, project developments, preparation and submission of midterm and final reports encouraging students to take an active role instead of classic exams that keep students under a passive position. The Core Program uses a syllabus consisting of new and peculiar courses designed with the contributions from the Department of Core Academics and the faculties for the students. In addition to a limited number of compulsory courses aiming for teaching about basic skills, this syllabus consisting of a wide pool of elective courses provides a comprehensive scope of education considering the interests of students. Under the leadership of faculty members each acting as a mentor and with the support of English lecturers who continue to teach English after the completion of the Preparatory School, the students have a chance to receive education each as an active subject. This education supported by social responsibility projects offers a content that grows students as world citizens who are sensitive to the society and the planet we are living in. With the Core Program, all the students achieve to be skillful at the competences required for the 21st century such as learning to learn, analytical and critical thinking, putting into practice what is learned etc. Due to an increase in the number of the students of the Core Program in 2021, 20 new elective courses are opened based on universal and humanitarian values in line with the program's structure. These courses made it possible for our students to know well many different disciplines. New courses are being designed towards different disciplines considering the respective requests of our students.

The syllabus of the Core Program extensively focuses on the academic improvement and feedbacks of the students in addition to the student oriented courses based on active engagement. Meetings are held with the students and feedbacks are received from them at regular intervals. Further, a new assessment system based on the concept map to measure the success of the education model was formed at the end of 2019 and, started to be implemented in 2020. In 2020, the Directorate of Information Technologies automated this assessment method and, data inputs started to be made on MyKhas. In addition, a control group analyzed in 2020 (the first year students not taking the core program courses) was added to the analysis this year. This progress that is currently being analyzed will become an academic publication. Data continued to be collected in 2021.

Our students start to receive the Project Based Education as of the second year. For the programs which have switched to the project based education model, there are industry representatives as detailed in the chapter named "Stakeholder Engaging". These industry representatives continuously take active roles in the design of the programs, and during the process while the project pool is enriched, implemented and evaluated. During the project based education, where there is no classic examination, the students

are not learning by heart but they improve themselves by means of experiencing the projects developed by the industry representatives. The project based education model is intended to be implemented for all the programs at our university by the end of 2024.

Significant improvements were made for the undergraduate which have not yet switched to the project based education model, and a new student oriented syllabus started to be followed. In order to allow the students to improve themselves on the subjects they are interested in by means of elective courses while they get specialized in their respective fields, the number of compulsory courses within the program decreased and, the number of the area elective and free elective courses increased. The percentage of the compulsory courses decreased from 80% to 50%, ensuring that the remaining 50% of the program requirements consists of elective courses. A student may take all the courses approved by their advisors as area elective and free elective courses. This makes it possible for our students to form a versatile and interdisciplinary model of education and, support the course of their education with double major and minor programs.

The syllabuses for the double major and minor programs have been accordingly renewed. A simplification took place for the syllabuses of the double major programs, which used to be developed as dual arrangements among the departments, ensuring that each program offers a single double major syllabus open for all the other departments. The requirements for the completion of the double major programs have been announced making it possible to complete the double major programs within the desired periods thanks to the enlarged pool of area elective and free elective courses.

A significant improvement was made for the minor programs, and instead of the past practice, where each program has a single minor program, a new practice was put into practice ,where a program is allowed to develop more than one interdisciplinary minor programs or those focusing on certain specializations. This practice started as of 2020 continued to be applied in 2020 and, the number of interdisciplinary minor programs increased. A minor program is designed in a way that a student could complete it by means of taking not more than 6-7 courses. A dynamic website was created, where there are detailed explanations concerning all the processes to be considered in respect of double major and minor programs, which become a source of which our students may make use.

In addition to the improvements for the undergraduate education, some certain efforts were made in the design of the postgraduate programs in 2020 so that the new syllabuses are prepared based on the needs of the respective industries and with the contributions from the industry representatives. Syllabus efforts completed as of 2021 and, all professional postgraduate programs became active. It is aimed to increase the number of the respective programs considering the needs of the industries. Syllabus for the thesis master's degree and PhD programs was reviewed in 2021 and, the policy to make all thesis programs free was put into practice, and decisions were made at program levels to ensure that these programs have a deeper level of interdisciplinary structure. 65 postgraduate programs were reviewed and, decision was made to identify which programs to accept students considering the number of applications, acceptances and enrollments in the previous years. As a result of an analysis, an approval was obtained from YÖK so that 5 new programs in addition to the existing 41 programs were opened.

The “Education Self-Assessment System”, for which efforts started to monitor and update the programs at the university before the pandemic, was put into practice as of 2021. As of September 2021, all the departments started to carry out their own self-assessments. Under the Education Self-Assessment Systems, the departments assess themselves considering the YKS achievement statistics, number of students, courses, students' success analyses, internationalization data and graduate statistics. The departments carried out these self-assessments within the framework of a reporting system monitored by the Dean, President and Board of Trustees, ensuring that PDCA cycle is completed by means of identifying the weaknesses to be improved and, the solutions through analyses carried out on an annual basis.

For the departments with an accreditation from the Association for Evaluation and Accreditation of Engineering Programs (MUDEK), the programs are monitored pursuant to the MUDEK rules. The

realization ratio of the program deliverables are calculated by means of using the **GEM (Grade Evaluator for MUDEK)** designed by the academicians of our University. With the GEM, the success rates of the questions on all the activities of the students who succeed in a course such as examinations, assignments, projects etc. for which grades are given. Thereafter, the ratio of the realization of the course learning deliverables is calculated by means of the course learn deliverable associated with the respective questions. This makes it possible to calculate the realization ratio of the program deliverables by means of using the course learning deliverables and the program deliverables.

The Department of Psychology at the Faculty of Economics, Administrative and Social Sciences (İİSBF) was accredited by Turkish Psychological Association (TPD). Efforts concerning international accreditations will continue.

For the programs with no accreditation, the program deliverables prepared pursuant to the Turkish Higher Education Qualifications Framework (TYYC) and regularly reviewed are measured by means of tools such as exams, assignments, presentations and book reviews as identified on the forms available on the Bologna page at the website of our University (<https://bologna.khas.edu.tr/>). And the departments, where course assessments filed are kept, monitor the programs through these forms. The common online course design (syllabus) formed during the distance learning period has been used for the most of the courses.

Course assessment questionnaires are used for all the courses on a regular basis in each semester. The respective boards of the faculties and schools discuss these course assessment questionnaires, decisions are made on the improvements as may be deemed necessary for each course. The results from these course assessment questionnaires are also considered on the academic personnel performance assessments as an attempt to encourage improvements in education-training activities.

Online questionnaires are used at the School of Foreign Languages to receive feedbacks from lecturers and students for one or two times a year and, the results thereof are analyzed. The program coordinators review the results and, identify weaknesses to be improved on the program, if any. In addition, the classroom representative student and the program coordinator meet on a regular basis.

The Alumni Affairs Office conducts a “Graduate Exit Survey” and a “1-Year Graduate Survey” every year on a regular basis. Besides, the Alumni Affairs Office makes sure that the graduates’ data and contact details are kept up-to-date. Additionally, the graduates attend social, cultural and scientific events organized by the Alumni Association (HASMED). Meetings between President & Graduates and, Deans & Graduates in order to maintain the relationships with the graduates. In line with the feedbacks from these meetings, the graduates meet the respective units and they monitor the possible opportunities to work together. Sense of belonging and common values between the graduates and the university are to be strengthened including them into the current projects. The Alumni Affairs Office acts as a bridge between the graduates and students and facilitates the development and announcement of the opportunities for internships and jobs. As applied in the education self-assessment system, the basic indicators we monitor concerning our graduates are the ratios of employment within one year, and the ratios of admissions to the education programs at worldwide known qualified universities.

2. Programs Being Carried Out (Student Oriented Learning, Teaching and Assessment)

The institution should make use of a student oriented and competency based education, measurement and evaluation methods in order to reach the graduate competencies it aims for. The institution should specific explicit criteria to recognize the diplomas, degrees and other qualifications of the students and, provide certifications for them and, implement the predefined and announced rules in a consistent way.

The most important difference of our New Education Model from the conventional education approaches is that this vision completely denies the classic approaches for exams and, adopts a philosophy of education allowing students to learn by means of experiencing such as research, case

studies, in-class discussions, project development and, the preparation of interim and final reports for these projects. Both the Core Program and the departments switching to the project based education have been created with these new philosophy of education focusing on the improvement of students.

Faculty members who are responsible for the contents of the Code Program courses and, lecturers who aim to improve the competency of the students in English language work together. Thus, independently of the departments, it is ensured that all the students of Kadir Has University achieve to have a high level of English that they will need during their entire education and professional lives.

The courses at the programs switching to the project based education model are based on projects developed by the industry representatives in line with the design of programs with the contribution of industries as detailed in the chapters “Stakeholder Engagement” and “Design, Assessment and Updating of the Programs”. Depending on the learning deliverables of the courses, there are varying number of projects that a student is expected to complete for each course. For example, a student is allowed to complete 4 or 5 projects with a certain theme in groups for a course. Based on the knowledge and experience obtained from each project, they become more ready and competent for the next project. The projects developed for the courses follows the same processes as the real world projects. For example, each project starts with a kick off meeting. Then, a process starts during which the students make necessary preparations concerning the project and improve themselves accordingly. In this process, the academic and industrial mentors for the course as well as all the learning resources made available at the university are of a critical importance. During and at the end of the process, the students develop practices within the scope of the project and, submit the same on interim reports and a final report. The projects are assessed and evaluated by the academic and industrial mentors. A specially prepared assessment template is used for the assessment procedures. The process followed on the project based education model is supported by long term internships provided by our industrial partners in addition to the practices within the content of the courses.

For the programs which have not yet switched to the project based education model, and the postgraduate programs, the balance of compulsory/elective courses of all the programs was improved by the new syllabuses in order to deliver a student oriented approach. A student oriented syllabus approach was created by means of ensuring that not more than 50% of the courses are of compulsory ones for the undergraduate programs. According to the new arrangement, a postgraduate program has only 2 compulsory courses. This makes it possible for the students to choose their specialization area together with their advisories.

The process for the student admission and the recognition of formal education is achieved by means of regulations and directives of Kadir Has University and, the up-to-date documents are available on the page [Regulations](#) at the website.

In the field of student admission and progress, our university aims on the strategic plan 2020-2024 to improve our base success ranking at the Higher Education Institution Examination and, perfect the proficiency level of English for all the students not only within the scope of the English Preparatory Program, but also the Core Program and the undergraduate programs. Under the scope of the postgraduate programs, it was ensured that all the thesis postgraduate programs are free, and the practice of additional life support to ensure that all the students take parts on projects supported by external funds continued with more beneficiaries. Please read the chapters “Learning Resources” and “Research Resources” to get more information on the additional life support.

Thanks to the rational quota policy that the university follows, the occupancy rate of our university was 91.4% according to the results of the Higher Education Institution Examination for 2021. The base success ranking is one of the areas to be improved at the university. In order to enhance the base success ranking by means of improving the quality of education at the university, the New Education Model has been developed and, continued to be implemented in such a way that was shared at the respective departments.

Students are admitted to the undergraduate programs at our university based on the result of a central selection and placement examination held by OSYM. Students are admitted to the Department of Theater at the Faculty of Art and Design by means of a special talent exam. The applications submitted by the international students are assessed and admitted upon the proposal of the International Promotion Office, the opinion of the respective Unit and, the approval of the Deputy President responsible for Education. The stages of carrying out the student admission procedures and the respective directives are monitored by the Student Affairs Directorate, Dean's Offices / School Heads' Offices and International Office.

3. Learning Resources and Academic Support Services

The institution should possess appropriate resources, infrastructures and environments to reach the level of graduate qualifications it aims for and carry out teaching & education activities ensuring that the learning opportunities are sufficient for and accessible to all the students. The institution should provide support services for the academic development and career planning of the students.

Our university with its academic and administrative units create and form rich and accessible resources for the students. An important aspect of the New Education Model is that it is intended to establish research laboratories at the respective departments and, ensure that the syllabus focuses on the competences obtained from the projects that are to be put into practice in these laboratories. To that end, efforts to build the new departments and laboratories are in progress.

Workshops and studios available among the current resources were kept for 24 hours, laboratory studies were conducted through simulations, and software programs necessary for all the education processes were put at the disposal of the academic staff and students.

All the classrooms were ergonomically renewed during the pandemic period. The classrooms used for the Core Program courses were formed by means of dividing the large classrooms in a way that each classroom has a capacity of not more than 25 students. In addition, 25% of the classrooms at the university is equipped with camera & microphone systems suitable for hybrid education.

Founded to ensure that all the services and opportunities offered at our university are accessible to all the students, the KHAS Disabled Student Unit functions to create a campus with no obstacles that may prevent our students from enjoying these services and opportunities. The most recent effort in this respect was that perceivable/guiding surfaces, direction-information signboards and other auxiliary measures were taken at the floor laboratories in the Block B Basement for the visually impaired people. Further, among the efforts carried out so far in order to create a campus with no obstacle were elevators, ramps, turnstiles and sensor doors.

Our university continued to make investments on the **Information Center** (Library) to enhance the level of printed and electronic collections in line with the strategic academic and research goals of the university. In 2021, the budget allocated to purchase and subscribe for publications increased by **25%** reaching an amount of **TL 3,729,996**. The number of source of information offered for use at the collection was expanded by 49% (*Source: Information Center Statistics - 2021*).

- **Circulation-Loan Service:** During this period, the circulation-loan service continued uninterrupted in order to meet the needs of our students for publications available at the library collections. **1305** sources in total were sent by courier to the addresses of **473** students who had made a request from the collections of printed books, magazines and visual-audio sources. It was ensured that the students could return the sources making use of the same courier service. That we sent students sources via a carrier service and students returned them making use of the same service was a value-creating exemplary service at a national level protecting the health of students under the pandemics conditions and allowing them to access the sources of information in an uninterrupted manner. (*Source: Information Center Statistics - 2021*).

- **Research and Academic Support:** The library personnel continued to offer support by phone and online (through Microsoft Teams and Zoom) during the whole week (Monday to Sunday) from 08.30 to 24.00 so that the library members could efficiently make use of the respective services and resources for the purpose of continuing the information and education services. During the year, **3182** questions from **958** students for consultancy, information and research were answered (*Source: Information Center Statistics - 2021*).
- **Provision of Publications (Purchase and Borrowing from Other Libraries):** In order to ensure that our students access such resources that they need for their academic and research activities but that are not available at the collection, the service of purchasing and borrowing from other libraries continued. During this period, the needs of **281** students for **1057** sources of information (books, chapters, articles and theses) were met from the local and international suppliers under the scope of the said services and, these sources were sent to the respective students via a courier service and/or electronically (*Source: Information Center Statistics - 2021*).
- **Access to E-sources outside the Campus:** Infrastructure continued to be developed for access to electronic sources from outside the campus, and all the members were provided with uninterrupted access at 24/7. **4448** students accessing electronic sources from outside the campus in 2021 signed on **73130** sessions in total (*Source: OCLC EZ Proxy - Analytics - 2021*).
- **Training and Orientations:** The library alone planned and implemented 75 online training, webinars and orientations in order to ensure that students efficiently make use of the respective services and facilities and, support their academic and research processes. **781** students made use of these training facilities (*Source: Information Center Statistics - 2021*).

During the pandemic period, the needs of all the personnel and students for physical books have been met through a courier system and, thus accessibility is no longer a problem for them. To access the digital resources and distant learning courses, the students with no computer were provided with 300 laptops in total and, the students with no internet connection were provided with mobile internet connection.

Through the system called KHAS Learn developed by the Directorate of Information Technologies and used for distance learning activities of our university during the pandemics period, our students were provided with a learning management system developed and managed by the own sources of our university. <https://learn.khas.edu.tr/>

The International Office supports the international students during their entire education lives including the orientation process. The Erasmus and Exchange Office informs the students of the respective exchange programs and guides them accordingly.

The practice of additional life support started to support the postgraduate students and provided to those students involving in products supported by external funds continued in 2021. The number of the students who made use of this additional life support increased by **100%** in 2021 compared to the previous year reaching **136** students. This practice also covers the undergraduate students involving in research projects. Among those who made use of this service were 40 undergraduate students, 44 postgraduate students and 40 PhD students as well as post-doctoral students.

The percentage of the students provided with a full scholarship equivalence in the student placement at our university for the academic year of 2021-2022 was **62.84%**. In addition to the scholarships from the Student Selection and Placement Center (OSYM), our students are provided by our university with various scholarships. Developed in 2019, the White Doves Scholarship Program is an example for these scholarship programs. 3 and 5 students from the White Doves Scholarship Program started to study at our university in 2020 and 2021 respectively:

- Scholarships from Kadir Has University: <https://aday.khas.edu.tr/burslar>
- White Doves Scholarship Program: <https://beyazguvercinler.khas.edu.tr/>

The White Doves Scholarship Program is an important education opportunity granted to the successful young students of our country so that the candidates living under restricted economic conditions are able

to make use of the best education opportunities to improve themselves and, contribute to their respective areas and the country. Those who failed to grasp a chance of enjoying a scholarship due to reasons beyond control will benefit from the chance of receiving a scholarship at Kadir Has University within the scope of the White Doves Scholarship Program with the contributions from donators and the Kadir Has Foundation. This scholarship does not cover only the exemption from education fees, but also allowances for accommodation, books and pocket money. Under the scope of the White Doves Scholarship Program:

- 50% of the student's expenditures on education was met by the sponsors and, 50% by Kadir Has University.
- Besides the exemption from education fees, the students are paid an amount of TL 2,000 as pocket money for 10 months during the academic year.
- Free accommodation is provided in the dormitories of the university.
- An amount of TL 5,000 per year as book support scholarship to meet the books costs is within the scope of the White Doves Scholarship Program.

Ads for internships and jobs are monitored by an online system through the website of Career Office. In order to ensure that the students gain professional knowledge and experience and get answers to their questions about the business life, events have been organized and, a mentor & mentee program continued with the graduates who are actively working at the sector so that the students could get benefit from this program.

Under the scope of the peer learning activities, the "KHAS Buddy Program" continued in order to ensure those students with knowledge and experience about the university transfer their experiences to the first class students and help them solve their possible problems.

Between January 2021 and December 2021, 3 part-time specialist psychologists and 1 full-time specialist psychologist continued to serve at the psychological consultation center at the Cibali campus. By making an appointment on the Student Information Management System (SPARKS), our students may talk online to our specialist psychologists.

The student club activities continued with 75 online and 33 face-to-face events in 2021 and, in addition thereto, 164 online student events were organized. The elections for the Union of Clubs took place in October, 2021 and, the elections for the Student Council in November, 2021. Our sports teams held 132 organizations in 5 branches.

4. Teaching Staff

The institution should be fair and open at all the processes concerning the recruitment, appointment, promotion and assignment of the lecturers. In order to reach the graduate qualifications it aims for, it should offer such facilities to ensure that teaching staff is capable of continuously improving their qualifications in the field of education & training

Employment and performance processes are defined at our university to guarantee that all the departments employ academic staff capable of fulfilling the Program Qualifications as detailed on the National Qualifications Framework for Higher Education in Turkey (TYYC), and delivering a high level performance in the fields of publications and projects as expected within the scope of our university's strategic goals. The Academic Personnel Employment Directive was updated in 2020 in line with our university's strategic goals and, "minimum appointment and promotion criteria" were identified for each faculty. In 2021, the "Candidate Pre-Assessment Committee" put into practice on the updated directive is responsible for ensuring that all the candidates are in line with our university's vision for education, research and serving the public. The candidate pre-assessment committee consists of members from different faculties (at the committee consisting of 6 persons in total, 1 member should be from a different department of the same faculty and, 2 members from different faculties) in order to avoid possible different practices and injustice during the process of recruitment ensuring that a versatile point of view is developed focusing on the strategic goals of the university. A merit-based process of employing teaching staff was defined and put into practice so that all the assessment reports are discussed at the Academic Council consisting of the President, Deputy Presidents, Deans and Academic Directors.

Through the updates on the Academic Personnel Performance Directive as well as improvements and new practices in terms of employment, in addition to the annual performance, there will be a “Periodic Performance Assessment” for 3 times a year for Assistant Professors and, 4 times a year for Associate Professors and Professors, and periodic performance criteria have been identified. Besides, our lecturers considered “High Achiever” based on the annual performance assessments for 2019 and 2021 were awarded the Kadir Has University Academic Awards, and such practices intended to motivate high performance continued.

The need for additional staff is separately identified for each program, department, faculty, school, and directorate; and the process is carried out upon the approval of the senior management. For the said academic staff, our university conducts a fair and open process concerning the recruitment, appointment and promotion of the lecturers in accordance with the applicable regulations in force. Job posting for the vacant staff is published on the official gazette and the website of our university. All the candidates applying to the job posting are assessed and evaluated in line with the Academic Personnel Employment Directive clearly indicating the appointment & promotion criteria and implementing an objective appointment & promotion system. In line with the requests of the faculties, part time lecturers may be recruited in particular for specialization areas concerning industrial and practical processes.

The criteria set forth on the Academic Personnel Employment Directive have been updated in line with the strategic goals of our university aiming to form academic staff that will increase the qualification and impact of our university in the field of education and research by means of prioritizing the publications, projects, patents and postgraduate education. Ads prepared to that end were made accessible to all the potential candidates at a national level by means of announcements on Official Journal, and in order to announce these job positions at an international level, the President’s Office regularly contacts those academicians working abroad and provide information about academic ads published by our University by means of professional career websites. Besides, the President and the Deputy President travel abroad to have a face to face talk with researchers and lecturers in line with our goal concerning the reverse brain drain.

The first orientation to the academic personnel at the start of each term (in two groups, one covering those on the permanent staff, and the other covering those paid for each course hour) is conducted by the President and the Deputy President. During this orientation, they are informed about our university’s strategic objectives and goals and the expectations from them in respect of research, education and serving the public. The processes carried out at our university are explained. These orientations were planned to be implemented at the start of each term for the current academic personnel in the form of a contact meeting. The second orientation is about the administrative processes and, carried out by the Directorate of Human Resources, the Directorate of Student Affairs and the Directorate of Information Technologies. Each academic personnel newly employed is told about the university culture by the Directorate of Human Resources under the scope of a program called “First Job Day Orientation” so that they could easily adopt to our university. An Orientation for the Units is organized to introduce the academic and administrative units of the university. It is ensured that information is provided by the respective unit personnel concerning how the units operate. Further, an orientation on the Student Information Systems (**KHAS Learn, SAP and SPARKS**) is organized for the faculty members by the Directorate of Information Technologies and the Directorate of Student Affairs for the introduction of the Student Information Systems that are to be used by them during the education period.

There are various arrangements and practices intended to continuously improve the academic competences of the lecturers. The Lecturers at Kadir Has University are given opportunities to participate in local and international academic studies and carry out projects and research by means of allocating a certain amount of funds to each lecturer and, the activities intended to continuously improve them scientifically by means of providing necessary permissions and authorizations under the Directive on Support and Permission to Participate in Local and International Events and Studies.

The education-training and research activities of the personnel at our university are monitored and administratively supported not only by the Faculties, but also the Information Center, the Institutional Research and Assessment Directorate (KADED) and the R&D Directorate. Academic studies are collected on the **AKA-DATA** system and, fairly assessed under the scope of the Academic Personnel Performance Assessment Directive at Kadir Has University. This system called **AKA-DATA** is an academic data management system on which all the activities carried out by the lecturers in respect of education, research and services are monitored under the scope of both the annual performance system and the self-assessment mechanism. This system also employs a module, through which the lecturers upload the publications they study on allowing our university to conduct analyses concerning the publication performance expected to be achieved in the future, in addition to the annual performance.

In order to ensure that the academic staff spare more time to the research processes that are of a great importance pursuant to the strategic goals of our university and considering that there was an excessive course load on the lecturers in the past practices, a new arrangement has been made ensuring that each faculty member has a course load of not more than 2 courses during one term. Another important practice in respect of the project performance is the internal panel peer review process as detailed on the chapter “Research Strategy”. This practice is intended to increase the project acceptance percentage of our lecturers.

Among the supports to improve the education & training processes of the academic staff are the services such as the provision of digital links of the resources used for the respective courses on the physical and electronic resources as well as publication databases from the Information Center as well as the contents of the course designs (*syllabus*). Besides, the Directorate of Information Center supports the academic personnel by means of organizing periodic education programs within the scope of the research lifecycle.

Under the scope of the performance efforts within the organization of the School of Foreign Languages, the Directive on Performance Assessment for Lecturers at the School of Foreign Languages was updated, and a performance assessment mechanism was designed with transparent criteria and prioritizing the areas intended to be improved at the School of Foreign Languages. This was implemented through an online system called **SFL-DATA** established as of the end of 2020.

The weaknesses to be improved at the School of Foreign Languages are identified ensuring that the lecturers attend national and international training programs as may be deemed necessary in their respective fields. In 2021, 13 lecturers attended an international training program accordingly. A weakness to be improved at our university in this respect is that weaknesses should be identified also for the faculties and necessary training programs need to be offered.

Efforts were made in 2021 for the reduction of the number of lecturers paid based on Number of Courses, which is an aspect of weakness to improve, and it was managed to achieve a reduction by 30% in the academic year of 2021-2022 compared to the previous academic year.

RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Sources

The institution should manage the research activities focusing on the academic priorities specified in line with the strategic plan framework, in consistent with the local, regional and national development goals and, in a way as to produce values and turn them into social benefits. The institution should form appropriate physical infrastructures and financial resources for these activities and, ensure that they are efficiently used.

The basic research strategy of our university is to be a research university at international standards. In line with this strategies, our university aims to be ranked the first 500 on the Times Higher Education (THE) World Universities Rankings, the first 100 on the Times Higher Education Impact Rankings, and the first 50 on the regional rankings.

The specified **key indicators** were monitored in order to follow up the output quality of the research on **an annual basis**:

- Increase the number of PhD students, which is the driving motor of research, to 1000 in 5 years by means of enrolling 200 new PhD students who are to study on the big problems of humanity every year, The number of master's degree and PhD students funded to attain this goal – reach the number of 800 PhD students and 400 master's degree students supported under the scope of the TUBITAK research projects by the end of 2024 (112 postgraduate students benefitted from these supports in 2021),
- Ensure that our undergraduate students get included into the research ecosystem based on the approach of learning by experiencing – to that end, 200 new students in the group of newly enrolled students will be able to study in the research groups of the faculty members by the end of 2024 (85 students in total studies in the research groups in the academic year of 2020/21),
- The number of projects supported by non-university funds which will fund our postgraduate students (TUBITAK funds, EU funds such as H2020, funds based on bilateral cooperation) and the amount of funds brought into our university – Manage a project budget of TL 400,000,000 by the end of 2024 (The budget volume in the academic year of 2021 was TL 147,450,946),
- The number of highly impacting publications based on the specified indexes (SCOPUS and Web of Science (SCI-EXP, SSCI, AHCI)) (In 2020, the magazines with 1 and higher Quartile 1 or Impact Factor/CiteScore were encouraged, and in 2021, our university focused on the publications on the magazines within the category “Quartile 1”) – 1000 new articles in 5 years for the period of 2020-2024, and 500 new articles per year by the end of 2024 (**185 articles** were produced in the indexes of SCOPUS/SCIE/SSCI/AHCI, and **222 publications** were produced under the scope of SCOPUS in 2021),
- The number of high achiever lecturers brought into the staff of our university to reinforce the academic staff who will increase the research capacity of the university – Reach the number of 225 qualified lecturers in total by the end of 2024 (The number of the lecturers on the permanent staff was 159 in the academic year of 2020/21).

These targets set on an annual basis started to be regularly monitored for each faculty as from 2019. The targets in respect of publications and projects are reviewed by the Academic Council consisting of the President, Deans and School Principal, which meets once every two months. The achievement of the targets of the faculties is submitted to the Board of Trustees once every four months. The Table 1 shows the targets for publications and projects per person set for the faculties in 2021. The actual number of publications and the actual fund amounts are detailed in the chapter “Research Performance”. In addition, a project system was completed in 2021, through which it is possible to monitor and report all the project and R&D related processes.

Table 1. Publication and Project Fund Targets by Faculties (2021)

Faculty	Number of Lecturers	Publication /person target for 2021	2021 (TL) Fund/person	Total Publications Target	Total Funds Target (TL)
Faculty of Law	24	0.92	0	22	0
Faculty of Economics, Administrative and Social Sciences	54	2.56	150,000	140	8,100,000
Faculty of Communication	21	1.48	150,000	31	3,150,000
Faculty of Engineering and Natural Sciences	43	2.63	250,000	113	10,750,000
Faculty of Art and Design	24	1.29	150,000	31	3,600,000
Total	166	-	-	337	25,600,000

In order to get research oriented high achiever lecturers into the staff of our university, which is among the basic indicators to be monitored as listed above, a practice of *seed fund* started in 2019 and continued in 2021.

A practice of **KHAS Internal Panel** started in January, 2019 within the organization of the Directorate of R&D Resources in order to support the project preparation and development processes and, increase the percentage of acceptance of projects. According to this practice of internal panel developed in particular to contribute to the project proposals submitted to TUBITAK, opinion is received from at least three lecturers studying in the respective fields within the organization of the institution for the project proposals prepared by the researchers. The panel consists of evaluators and project owners aiming for reinforcing the projects by means of proposals submitted accordingly. 110 internal panels were organized in 2021.

The Table 2 shows the revised version of the **Individual Research Fund (IRF)** developed based on the annual performance of our lecturers in the fields of education, research and serving the university and paid on an annual basis as well as the calculation method thereof.

Table 2. Individual Research Fund Calculation Table

Percentile	Fund A	Number of Publications	Fund B: Publication Award*	Number of Projects	Fund C : Project** Award	Internal Panel Reviewer	Fund D
High Achiever	18000	1	2000	1	5000	1	1500
Successful	15000	2	3500	2	8000	2	2500
Sufficient	12000	3	5000	3	10000	3	3500
Limited Performance	5000	4 and higher	7500	4 and higher	12000	4 and higher	5000
Publication formula	Total IRF = [Fund A + (1+Average_EF/2)* Fund A + Fund C] Average EF: An average impact factor and CiteScore from all the publications.						
<i>Remarks</i>	*As from 2020, the publications on the magazines, the CiteScore or Impact Factor of which is not less than 1 or which are in the category Quartile 1, will be accepted. ** The projects that include an Undergraduate/Postgraduate/Post-Doctoral Researcher will be accepted; be assigned to only the project coordinator.						

In addition to the Fund A corresponding to the academic performance, the following funds were added to ensure that the Individual Research Fund account is in harmony with the strategic goals of the university: the Fund B, which is calculated considering the impact factor and based on the number of publications; the Fund C, which considers the number of **external** project coordinators; the Fund D which is based on the number of “Internal Panel Reviewers” in 2020. The practice of Internal Panel Reviewers makes it possible to improve the project applications through the internal panels established to that end and, increase the project competence within the institution.

The project coordinators considered for the Fund C for the calculation of the Individual Research Fund must be related to the projects, which support postgraduate students or post-doctoral researchers, and which are funded by non-university resources.

In addition, the annual performance criteria of the Application and Research Centers have been identified acting together with these centers in order to monitor their operations in line with their founding purposes and, ensure that they contribute to the research goals of the university. The Kadir Has University Application and Research Centers Performance Assessment Directive entered into force as from 2021 (Table 3).

Table 3. Application and Research Centers Performance Criteria Table

Criteria	Minimum Target	Criterion Weighing (%)
Research Criteria		Total: 55
a. The amounts of the funds from the project in which there is a share of KHAS and which support postgraduate students or post-doctoral researchers	TL 1,000,000	20
b. Research articles scanned over SCOPUS or WoS (SSCI, SCI, AHCI) and published with an UAM address	1 research article per associated lecturer	20
c. The number of postgraduate students or post-doctoral researchers supported under the scope of the research projects	2 postgraduate students/post-doctoral researchers/researchers	10
d. Interns	2 interns	5
Criteria for Serving the Public		Total: 45
a. Documents, reports, survey results and datasets focusing on serving the public	2 documents	15
b. Central share amounts of the funds for Non-governmental Organizations/Embassies and events (research funds are also acceptable only for research oriented centers)	TL 250,000	15
c. The number of events including meetings, conferences, campaigns and panels	5 events	10
e. Having an efficient website	An efficient website	5

Table 4. Additional Support for Living Amounts (2021)

Undergraduate Students	TL 250
Master's Degree Students	TL 1000
PhD Students	TL 1500
Post-doctoral Students	TL 2000

It was decided that the scholarship students, who benefit from non-university financial funds, are to be provided with the net amount of additional support for living per month shown on Table 4 for 2021, pursuant to the [Directive on Supporting Scholarship Students Benefitting From Non-University Budget Financial Funds](#) in order to reach the targeted number of postgraduate students in terms of qualification and quantitation. The additional life support amounts are updated upon the resolution of the Board of Trustees.

Established in order to support the strategic goals of our university in the field of research and external resource projects, the [Directorate of R&D Resources](#) consists of:

- Project Development Office,
- Project Management Office and
- Industrial Relations and Technology Transfer Office (TTO).

The **Project Development Office** employs project development specialists for both national and international external financial funds and, specialists in the fields of applied sciences and engineering

& social sciences and humanities. These specialists acts as technical supporters, experts and revivers for our lecturers and researchers during the project development phases.

The national and international supports by the Project Development Office are listed below:

Supports from the Project Development Office

<p>National Supports</p> <ul style="list-style-type: none"> • TUBITAK ARDEB Programs • TUBITAK TEYDEB Programs • TUBITAK BİDEB Scholarship Programs <ul style="list-style-type: none"> ○ Undergraduate/Postgraduate/Post-doctoral Research • TUBITAK Competitions • TUBITAK Science and Society Programs • TUBITAK Scientific Efficiency Programs • Development Agencies (ISTKA) • Other (KOSGEB, TTGV etc.) 	<p>International Projects:</p> <p>Individual EU Projects:</p> <ul style="list-style-type: none"> • ERC • MSCA-IF • COST • Other <p>Consortium Based EU Projects:</p> <ul style="list-style-type: none"> • H2020 (2014-2020) • HEUROPE (2021-2027) • MSCA (ITN-RISE) • ERASMUS+ • Other
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In case of funding a project, the specialists from the **Project Management Office** provides the researchers with necessary support during the project management phase. All the management operations from agreements to financial reports, purchases to correspondences are put into practice by these specialists.

The **Technology and Transfer Office (TTO)** is a dynamic and new generation office serving as a bridge between the university and industrial corporations in the fields of projects, collaborations, incorporation and entrepreneurship and acting as a facilitator, speeder and problem solver in order to transform the respective operations into benefits for the university, the industries and the country's economy. The services rendered by the TTO are listed below:

- Industrial collaborations
- Projects & Funds (Internalization and enhancement of cooperation in TEYDEB Projects carried out in cooperation with the respective industries, 2244 BİDEB Projects and EU Projects).
- Protection of Ideas and Inventions (Patent research and applications)
- Entrepreneurship (efforts to establish Technopark, and supports for entrepreneur academicians and students).

In addition to the project development and management support through the offices of the Directorate of R&D Resources, the researchers are supported in a variety of forms:

- Project preparation techniques,
- Cooperation formation efforts,
- Supports for the foundation of consortiums and/or participation in consortiums,
- New project calls and, training for these calls,
- Efforts intended to construct a profile of the team and share it on the respective platforms by means of forming research teams in line with the project calls from the European Union,
- Efforts intended to produce research and publications suggestions in line with the long-term planning and future project calls for the researchers,
- Efforts intended to further improve the projects through internal reviewing and internal panel methods,
- English proofreading/redaction and academic translation services for article and project applications,
- Efforts intended to enhance the level of university & industry collaborations.

Since the numbers and qualification of publications and projects are considered to identify the IRF amounts, the IRC become a concrete indicator and resource of the research strategy at our university. With the increase in the IRC, the practice of Publication Incentive Fund granted in 2019 to our lecturers to support their publication efforts has ceased to exist as of 2020. Instead of the amount granted per

article in the publication incentive, the number of publications were included into the formula to calculate the IRC ensuring that the financial research supports to our lecturers are completely allocated to the research efforts.

Table 5. Individual Research Fund Amounts and Fund Increases

Year	Fund Amount (TL)	Fund Increase Compared to the Previous Year (%)
2018	1,180,310	-
2019	2,077,591	76%
2020	2,196,680	11%
2021	3,149,433	43%

The total amount set aside for the Individual Research Fund (BAF) in 2021 to support the research & development activities at our university increased by 43% compared to the previous year (Table 5).

Additionally, the **Seed Fund**, a practice developed in 2019 and kept remaining in 2020 at our university, is among the supports that are provided in order to create research supports for the new lecturers.

In the definition of “R&D Projects” used by our university, it is the essential condition that the projects are required to support postgraduate students or post-doctoral researchers. Therefore, it was ensured that the income generated from the projects are used to support postgraduate students. In addition to student supports from the projects, the postgraduate students at our university were given **additional support for living**, resulting in an efficient postgraduate study and research ecosystem.

Table 6. Number of Scholarship Students and Additional Support for Living Amounts in 2020 and 2021

Year	Number of Scholarship Students	Fund Amount Paid (TL)	Fund Increase Compared to the Previous Year (%)
2020	Undergraduate: 2 Postgraduate 62 Post-doc: 4 Total: 68	552,000	52%
2021	Undergraduate: 40 Postgraduate 44 Post-doc: 12 Total: 136	839,000	

68 students in total were given support of TL 552,000 in 2020, while 136 students in total were provided with additional support for living of TL 839,000, representing an increase of **52%** (Table 6).

The syllabus of the departments that have switched to the Project Based Education Model is designed with research laboratories and, a significant amount of research and development investments started to be made.

New buildings were purchased and projects were prepared as an attempt intended to enlarge the area of the research centers and laboratories. The research areas planned to be put into practice in the upcoming years are detailed below:

1. Center Engineering Laboratory Building / Research Laboratory
2. Civil and Mechatronics Engineering Building
3. Teknokent Project
4. Creative Industries Platform – Film Industry Creation Center
5. Students Center /Makerspace (Technology and Design Workshop) Project

The **Creative Industries Platform** has been formed at our university in order to ensure that our students get involved into the research and project processes and supports are provided under the scope of the

university & industry cooperation so that they could produce their own projects. The current details and developments concerning the Creative Industries Platform are mentioned below:

- As of February 2020, the Creative Industries Platform was given an IPA project support in the amount of 5 Million Euros under the scope of the Competitive Industries Program formed by means of a co-funding from the European Union and the Turkish Ministry of Industry and Technology.
- With this support, the Creative Industries Platform will create an ecosystem in an indoor area of 4200 square meters to be established on a land of about 3,000 square meters, where small and medium sized manufacturers are supported. The building of the Creative Industries Platform is under construction and scheduled to be opened at the end of 2022.
- InIDEA project calls were made for 2 times in Fall & Spring in 2020 supporting the innovative and creative projects of the undergraduate students. 7 projects in total during two semesters were entitled to get support under the scope of this program with a budget of TL 77,339 in total. A call for 2021 was prepared for the InIDEA Program which will be repeated on an annual basis.

2. Research Competence, Cooperation and Support

The institution should offer facilities (education, collaborations, supports etc.) to ensure that faculty members and researchers maintain and further improve their competence in the field of scientific research and art.

The number of courses expected from all the lecturers decreased to two pursuant to an amendment to the Kadir Has University Academic Personnel Performance Assessment Directive. This makes it possible that our academic staff spare more time for research.

The Directorate of R&D Resources organized project training programs and workshops in order to enhance the project competence of the lecturers, prepare environments for possible collaborations and provide information about fund facilities. Table 7 shows the information on the training programs and workshops.

Table 7. Training Organized by the Directorate of R&D Resources (2020)

Program name	National/International	Date
İSTKA Innovative Istanbul	National	05.01.2021
İSTKA Children and Young People	National	06.01.2021
İSTKA Entrepreneurship	National	07.01.2021
İSTKA Creative Industries	National	08.01.2021
İSTKA Innovative Istanbul	National	12.01.2021
İSTKA Children and Young People	National	13.01.2021
İSTKA Entrepreneurship	National	14.01.2021
İSTKA Creative Industries	National	15.01.2021
TÜBİTAK ERA-NET Projects Calls Online Information Day	National	11.02.2021
TÜBİTAK ARDEB 1005 and TEYDEB 1505 Online Information Day Event	National	30.03.2021
TÜBİTAK SOBAG Online Information Day Event	National	24.03.2021
TÜBİTAK 1001 Online Project Authorship Training	National	08.03.2021
TÜBİTAK-Malta Science and Technology Council Online Information Day Event	National	09.03.2021
TÜBİTAK ARDEB 1001 Earthquake Research Call Online Information Day Event	National	03.03.2021
National Agency - Central Projects Information Meeting	National	11.03.2021
TÜBİTAK Bilateral Cooperation Programs Online Project Authorship Training	National	12.04.2021

TÜBİTAK 3005 - Social and Human Sciences Innovative Solutions Research Project Supporting Program	National	01.06.2021
TÜBİTAK 1001- Scientific and Technological Research Project Supporting Program "Sports Research" Special Call Information Meeting	National	07.10.2021
TÜBİTAK 1001 Online Information Meeting	National	23.12.2021
COST and Bilateral Cooperation Meeting– İÜ	International	04.02.2021
EMBO Information Day	International	04.02.2021
HE - Cluster 6	International	10.03.2021
Eurogia - AI Event	International	22.04.2021
Cluster 5	International	02.06.2021
Malta Bilateral Cooperation	International	04.06.2021
Twinning Event (TÜBİTAK)	International	29-30.06.2021
MSCA Event (TÜBİTAK)	International	29.06.2021

The practice of Academic Proofreading continued in 2021 in order to encourage the lecturers to conduct research and prepare publications. With this practice, a linguistics specialist makes academic corrections for articles and project texts written in English.

The lecturers are encouraged to benefit from the project preparation and project preliminary assessment supports by international specialists as a service from TUBITAK, and from the travel support to participate in project preparation and networking events organized abroad, and the specialists from the Directorate of R&D Resources help the lecturers apply to these supports. This makes it possible for our university to efficiently benefit from such additional resources provided by TUBITAK.

There are 54 master's degree programs and 14 PhD programs in total within the scope of the strategic goal to increase the number of postgraduate students. In addition to the professional (without thesis) master's degree programs, students are admitted to the thesis master's degree and PhD programs under scholarship.

3. Research Performance

The institution should measure and assess the research and development efforts and publish the results thereof in a data-based and periodic manner. The findings should be used to periodically review and continuously improve the institution's research and development performance.

In 2021, our university attained an important objective in respect of the number of publications reaching a milestone. Our university reached **222 publications** on the database of SCOPUS; which was the first time it reached more than 200 publications in a year. In this way, our university fulfilled an important criterion in line with the strategic goal of being ranked the first 500 worldwide. Even considering only the articles, **185 articles** were published with the indexes of SCOPUS/SCIE/SSCI/AHCI together. As part of our goal of ensuring our students of any level get involved in the publication processes, there are 7 articles participated by undergraduate students, 15 articles participated by master's degree students and 14 articles participated by PhD students in 2021.

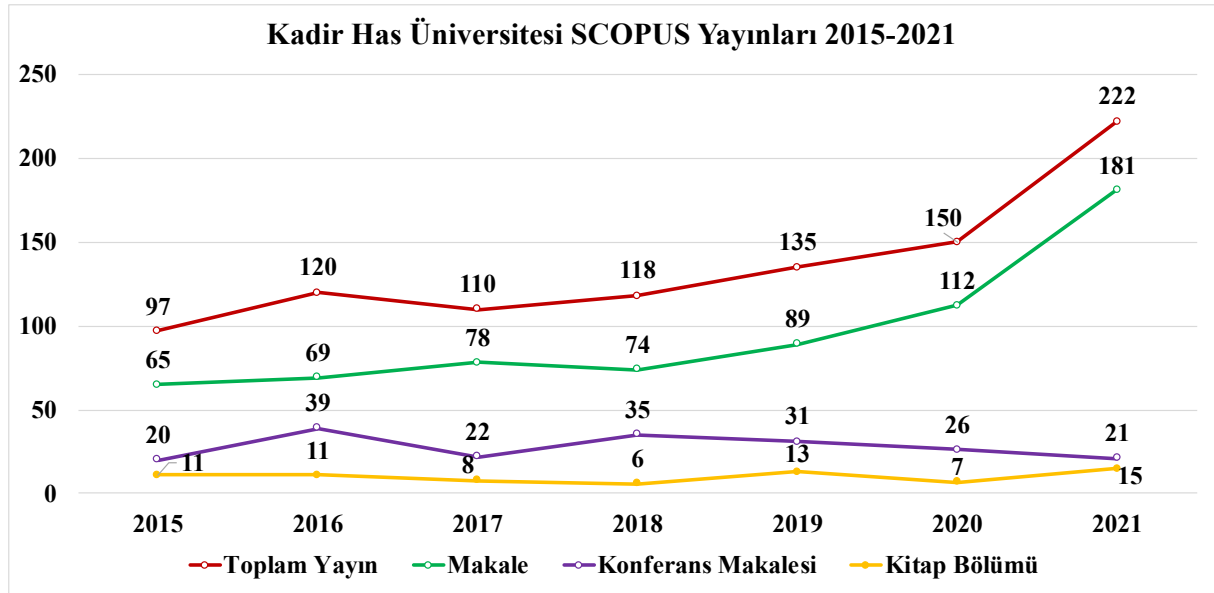


Figure 1. Kadir Has University SCOPUS Publications (2015-2020)

The number of publications at our university has gained an important level of acceleration after 2018. 2021 saw an increase of 48% in the number of publications in total and, an increase of 62% in the category “articles”. Not only about the numbers, but there was also a significant improvement qualitatively. Our *Quartile* article ratio, which was 41% in 2018, reached **61%** in **2021** (Figure 1). Likewise, our *Impact Factor* average, which was 2.2 in 2018, reached **3.66** in 2021 while our *CiteScore* average, which was 2.46 in 2018, reached **4.72** in 2021 (Table 8). This significant increase in the number of magazine publications indicates the success of our university’s research vision and performance approach.

Table 8. Quartile 1 Ratio, and Average of *Impact Factor* and *CiteScore* of the Articles

	Quartile 1 Article Ratio	<i>Impact Factor</i> Average	<i>CiteScore</i> Average
2018	41%	2.2	2.46
2019	44%	2.57	2.6
2020	58%	2.96	4.14
2021	61%	3.66	4.72

Compared to the other universities in our country, our university has significantly improved its position for the number of publications per faculty member in the last three years.

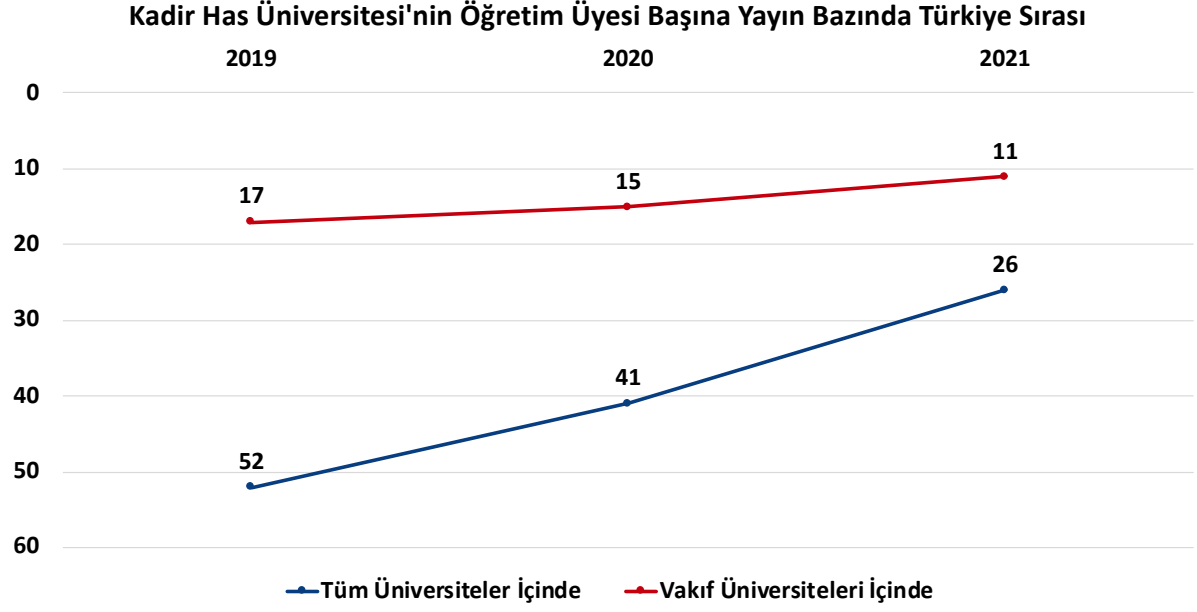


Figure 2. Kadir Has University's Rank in Turkey for the Number of Publications per Faculty Member

As seen on the Figure 2, our university's rank increased from 52 to 26 among all the universities and, from 17 to 11 among the foundation universities based on the SCOPUS data between 2019 and 2021 in terms of the number of publications per faculty member.

Our university maintained the breakthrough in the field of research projects in the academic year of 2021 resulting an important increase in the number of research projects supported and, the total project budget.

Table 9. Number of Completed or Ongoing Projects, and the Budget and Increase Thereof by Academic Years

Year	Number of Projects	Total KHAS Share (TL)	Annual Increase in KHAS Share (%)
2018	16	8,411,431	-
2019	30	16,768,044	99%
2020	53	87,693,127	423%
2021	77	147,450,946	68%

As shown in the Table 9, there was an increase in the research projects in the academic year of **2021** compared to the previous academic year by **4526%** in respect of the number of projects and, by **68%** in respect of the budget.

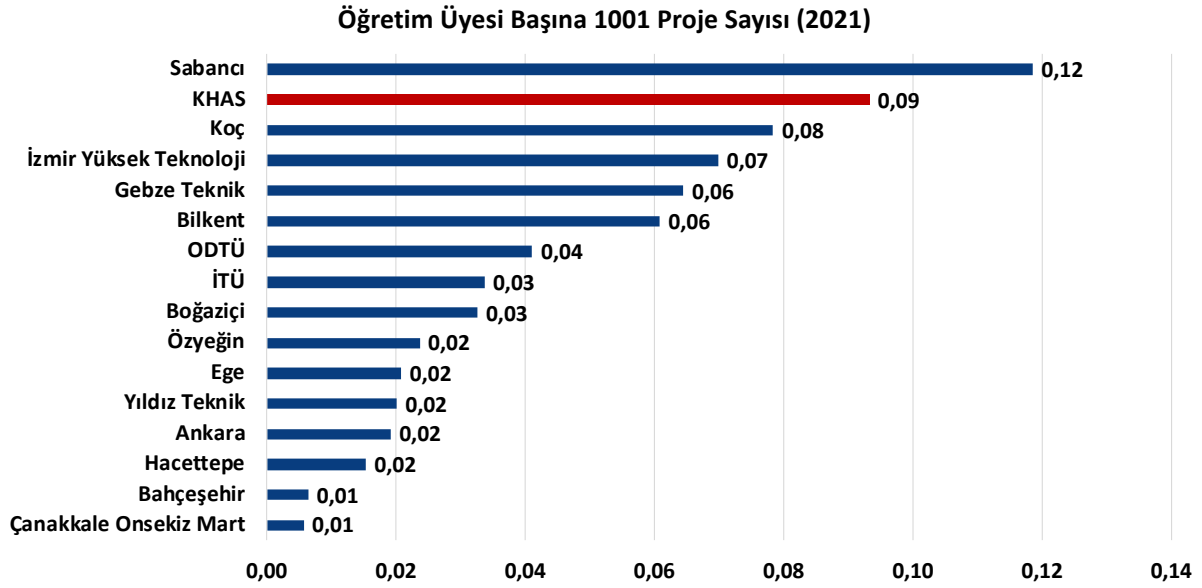


Figure 3. 1001 Number of Projects per Faculty Member (2021)

Compared to the other universities, our university took the second rank in terms of 1001 number of projects per faculty member (Figure 3). Considering the 5-year sum of all ARDEB projects, the achievement of our university is that it is the only university with an increase trend among the leading universities in our country (Figure 4).

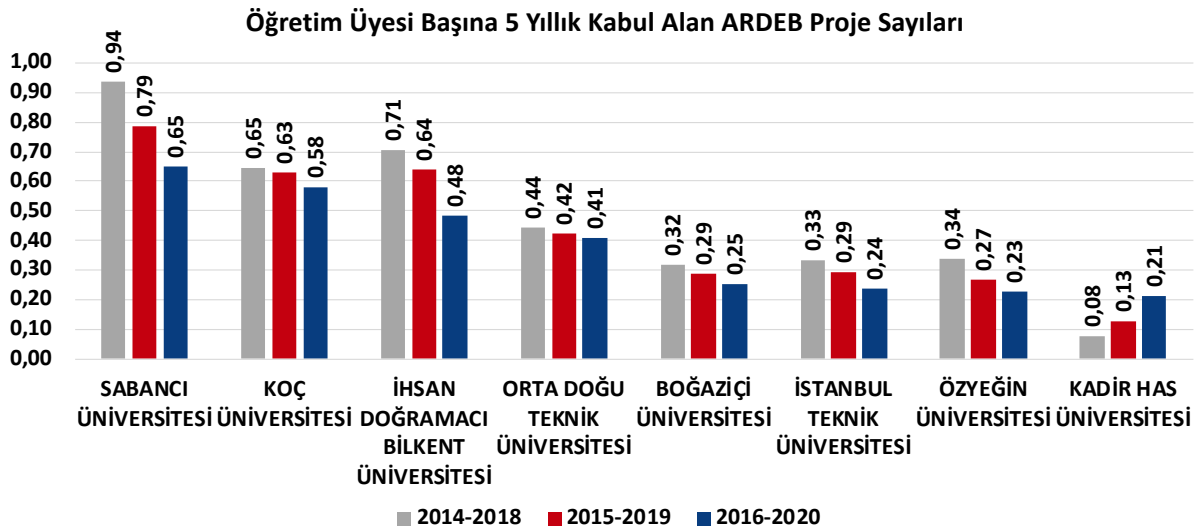


Figure 4. Number of ARDEB Projected Accepted for 5 Years per Faculty Member

The qualified publications and projects in which our faculty members are involved are also mentioned on the respective directives for annual and periodic performance reviews as well as all the employment processes and, encouraged accordingly. In order to maintain the continuity in the research performance, the Academic Personnel Employment Directive and the Academic Personnel Performance Assessment Directive have been updated. This update is intended to provide an incentive for publications on the magazines in the category Quartile 1 for both the employment and performance assessment and, the contribution of the number of international project coordinators and, the projects from the European Research Commission to the annual performance increased for research projects. Our faculty members' achievement for publications and projects are measured against the targets set for each faculty and,

reviewed by the Academic Council once every two months.

Table 10. Faculty Publication Targets and Realization Ratios

Faculty	Actual Publications (2019)	Target (2019)	Target Realization Ratio (2019)	Actual Publications (2020)	Target (2020)	Target Realization Ratio (2020)	Actual Publications (2021)	Target (2021)	Target Realization Ratio (2021)
Law	0	3	0%	0	4	0%	0	22	0%
İİSBF*	30	37	81%	26	38	68%	97	140	69%
Communication	5	21	24%	8	19	42%	11	31	35%
Business Administration	24	24	100%	36	26	138%	-	-	-
Engineering and Natural Sciences	43	62	69%	60	68	88%	69	113	61%
Art and Design	4	15	27%	5	14	36%	5	31	16%
TOTAL	106	167	63%	131	169	78%	185	337	55%

* The Faculty of Economics, Administrative and Social Sciences and the Faculty of Business Administration were merged as of 2021.

Considering the annual publication targets of the faculties, the Faculty of Economics, Administrative and Social Sciences (İİSBF) merged with the Faculty of Business Administration seems to be the most successful faculty in terms of the targets for 2021. İİSBF is followed by the Faculty of Engineering and Natural Sciences (MDBF) . Most of our faculties achieved to get a significant increase in terms of the total number of publications. (Table 10).

Table 11. Faculty New Project Targets and Realization Ratios

Faculty	Total Funds Target (TL, 2019)	31.12.2019 Total Funds	Target Realization Ratio (2019)	Total Funds Target (TL, 2020)	31.12.2020 Total Funds	Target Realization Ratio (2020)	Total Funds Target (TL, 2021)	31.12.2021 Total Funds	Target Realization Ratio (2021)
Law	-	-	-	-	-	-	-	₺816,948	-
İİSBF*	₺4,050,000	₺2,932,106	72%	₺4,050,000	₺7,223,422	178%	₺8,100,000	₺9,822,237	121%
Communication	₺3,150,000	₺3,133,641	99%	₺2,850,000	₺898,174	32%	₺3,150,000	₺1,559,809	50%
Business Administration	₺3,300,000	₺1,532,041	46%	₺3,300,000	₺4,145,368	126%	-	-	-
Engineering and Natural Sciences	₺9,250,000	₺8,082,255	87%	₺10,000,000	₺3,648,462	36%	₺10,750,000	₺3,623,872	34%
Art and Design	₺3,750,000	₺1,765,883	47%	₺3,450,000	₺2,348,385	68%	₺3,600,000	₺1,885,769	52%
TOTAL	₺24,250,000	₺17,445,926	72%	₺23,650,000	₺18,263,810	77%	₺25,600,000	₺17,708,635	69%

* The Faculty of Economics, Administrative and Social Sciences and the Faculty of Business Administration were merged as of 2021.

Considering the new annual project targets of the faculties, İİSBF was the only faculty to achieve the project target with a percentage of 121% in 2021. The total new project fund amount received was less than that received in the previous year (Table 11). With the new project targets set for 2022 and the new teaching staff joining the faculties and the Core Program, it was aimed to increase the level of success in this field.

Considering the faculty targets as a whole, it is assessed that our university is required to gain the success and acceleration not only in the field of social sciences as it happened, but also in the field of engineering and natural sciences, which should be the driving engine at our university in respect of publications and projects; this consideration remain valid, but it was seen that the number of publications in this field started to increase.

The faculty targets realization ratios and the annual performance results have been evaluated at the Academic Council as of the end of the year, and it was ensured that the targets are monitored per person by means of indicating the project and publication rates for each faculty member not for the faculties as from 2021. Further, the publications of our faculty members that are not yet published are monitored by the “Expected Publication Monitoring System” on the AKA-DATA, which makes it possible for us to make a prediction for the future.

It is possible to monitor the success of our academic staff at the university in respect of annual performance making use of the annual performance data. The proportion of the faculty members, who were entitled to be within the categories “Sufficient” or higher by means of fulfilling the minimum requirements in the fields of education and research in the Academic Performance Assessment for 2019, to the total number of faculty members was 44%, which increased to 54% in the Academic Performance Assessment for 2020. Before 2021, the minimum requirement was one Q1 article or project coordination in an research area, but as of 2021, the minimum requirement is at least one Q1 article and at least one efficient project coordination. The percentage of faculty members classified “sufficient” or higher was 48% in spite of this change in the minimum requirement. With this policy applied uncompromisingly, the lecturers are expected to increase their efforts in line with the university’s goal of being a research oriented university, which is one of the main objectives of the university. The ultimate goal is that all the lecturers are classified in the category successful as a minimum exceeding the category sufficient.

Here are the other outstanding achievements in 2021 at our university in respect of research projects:

- Projects from **15 faculty members** of our university were accepted to the **TUBITAK 1001**, Scientific and Technologic Research Projects Supporting Program in 2021.
- 5 of 6 project proposals submitted by our university within the scope of the **TUBITAK 1001 Earthquake Special Call** were supported **resulting in our university reaching the highest success rate (83%) among foundation universities**.
- Projects from 8 young faculty members at our university were accepted within the scope of the **TUBITAK 3501 Career Development Program** in 2021.
- Our university achieved to win the first project in participation with Turkcell from the **TUBITAK TEYDEB 1505 University & Industry Cooperation Program**.
- In 2021, we submitted **80 project proposals in total** to TUBITAK , 69 of which were for TUBITAK ARDEB Programs.
- We obtained support of TL 1.26 million from the **Istanbul Development Agency (IDA)** to establish the **‘DESIGNHUB-IST Design, Education and Application Center’** at our university.
- **4 faculty members** of our university acted as stakeholders for the **COST** (European Cooperation in Science and Technology) Actions.
- **Among more than 200 universities successfully bringing foreign funds to Turkey** within the scope of Horizon 2020, we maintained its rank of **8th (fund amount brought: Euro 2,780,483)**.

In addition to all these efforts and achievements, on the last days of 2021, we signed a protocol with the Municipality of Silivri for a Technopark which will put into practice at our Selimpaşa Campus within the scope of the Technology Development Zone.

SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Sources

The institution should manage its social contribution activities in line with its strategic objectives and targets. The institution should form appropriate physical infrastructures and financial resources for these activities and, ensure that they are efficiently used.

One of our strategic goals set forth under the KHAS Strategic Plan 2020-2024 is stated as “Ensure that the knowledge and values produced at our university are accessible to the society with an approach based on sustainable development, social responsibility and accessibility”. Our target in this scope is to enhance and diversify the efforts in the fields of sustainable development, social responsibility and serving the public. The following initiatives are the examples of this approach: the Code Program intended to ensure that all the students have a sense of social responsibility, the Community Service and Sustainability Committee founded to contribute to the university’s policy and develop new practice recommendations for community contributions, social research operations carried out by the Application and Research Centers on an annual basis, the efforts carried out within the organization of Rezan Has Museum, the research projects focusing on social contribution, the questionnaires organized by the Application and Research Centers, the KHAS Academic Repository managed by the Information Center with the aim of ensuring that the knowledge produced at the university is openly accessible to the public, and the public academy and activities organized by the Directorate of Corporate Communication.

Our university carries out its social contribution operations within a widespread organization structure through the University Senior Management, Faculties, Application and Research Centers, Rezan Has Museum, Directorate of Corporate Communication and KHAS 3414. Our university’s Senior Management follows a policy intended to protect the sustainability of financial, non-financial and physical resources necessary to efficiently use the social contribution operations.

The social contribution operations in the field of education are carried out through the Faculties and the Department of Core Academics. Course designs intended to enhance the social responsibility awareness of the children are reviewed and updated if necessary every semesters. In addition, our lecturers take place in such research projects intended to offer social contribution in the capacity of a coordinator or researcher and, publish scientific articles. These efforts are monitored by the Faculties.

The Core Program made the principles of social responsibility and social contribution part of our syllabus. Among the program qualifications at the Core Program are the statements “Understand the world and current social problems, and have a high level of awareness in respect of universal values, ethics and social justice”, and “Comprehend the importance of engagement and civil responsibility in a multi-cultural and democratic society.” During the course of “Social Responsibility Project” designed for this purpose, the students acting in a group of 5 persons each develop and implement their own social responsibility.

One of the social contribution areas supported by Kadir Has University is gender mainstreaming. Our university ranked 1st in the area of Gender Mainstreaming and, the 3rd in the area of Reduction of Inequalities in our country on the **Times Higher Education Impact Ranking 2021**. 8 online events and 1 face-to-face event were organized in 2021 concerning Gender Mainstreaming. One of the most significant improvements in the area of gender mainstreaming is that the data of our university by gender are publicly shared on the KHAS Social Impact Page on our website. <https://impact.khas.edu.tr/gender-data>

The research programs carried out by the Application and Research Centers at our university are directly supported by the Scientific Research Projects (SRP). Some of the questionnaires conducted across Turkey by the Application and Research Centers at our university in respect of social contribution on an annual basis are as follows:

- Tendencies in Turkey 2021 ([link](#))
- Turkish Foreign Policy Public Perceptions Survey 2021 ([link](#))
- Turkish Society Energy Preferences
- Research on Conditions of LGBTI+ Private Sector Employees in Turkey 2021 ([link](#))
- Research on Conditions of LGBTI+ Public Sector Employees in Turkey 2021 ([link](#))
- Analysis on Subjective Wellbeing Protective Individual Family and Social Factors during the Covid-19 Pandemic Period ([link](#))
- Acting together with the Turkish Economic and Social Studies Foundation (TESEV), the Istanbul Studies Center operates to produce children related policies based on data within the scope of the targets of contributing to the elimination of social inequalities and the production of inclusive social policies. Please free to use the following ink to access the website of this study that is being carried out different cities of Turkey and, view the report for İzmir, one of the selected cities.
<http://harita.kent95.org/>
https://www.tesev.org.tr/wp-content/uploads/Izmir95_Rapor_2020_son.pdf

In cooperation with the Turkish Economic and Social Studies Foundation (TESEV), the Istanbul Studies Center started the project “Monitoring and Mapping of Democratic Governance” under the scope of the MATRA Fund by the Consulate General of the Netherlands. This project was designed as a part of the project Kent95.

One of the basic items of the approach for serving the public at our university is to support cultural and art activities. As the most important representative of this approach, **Rezan Has Museum** has increasingly continued its efforts in both regional and international areas in 2021. Rezan Has Museum, which reached the visitors making use of online tools during the pandemic period, continued to meet the online visitors through the “Google Arts & Culture” platform prepared by Google for virtual environments and sketchfab.com, another important digital platform exhibiting a selection from the works available in Rezan Has Museum under the scope of the efforts intended to create an association synchronously between digital and physical locations. In addition to these efforts under the virtual environments, the museum served from Monday to Friday at 09.00 to 18.00 in accordance with the pandemic conditions and, hosted a conference with its exhibitions continued in 2021 and welcomed about 5,475 visitors at the museum and about 24,583 online visitors under the scope of 22 different Children Education Program.

Rezan Has Museum attracts great attention of the students and employees of our university, the residents in the neighborhood, children and other visitors. Through cultural and art activities, it significantly contributes to the neighborhood where it is located. In particular, by means of online and face-to-face Children Education Programs carried out in 2021, it has expanded and reinforced its links with children, the most important part of the society. About 4500 children benefitted from training activities at Rezan Has Museum for free of charge in 2021.

The research projects and publications at our university contribute not only to the research strategy, but also the serving the public strategy. There are two efforts as an example for social contributions in 2021, which are detailed as follows:

- Analysis on Subjective Wellbeing Protective Individual Family and Social Factors during the Covid-19 Pandemic Period (Assoc. Prof. Aslı ÇARKOĞLU, Prof. Dr. Mary Lou O’Neil ŞİMŞEK) ([link](#))
- Impacts of Global Covid-19 Pandemics Transforming the Contemporary Art in Turkey (Assoc. Prof. Eser SELEN, Dr. Aylin SUNAM, Assoc. Prof. Aslı ÇARKOĞLU) ([bağlantı](#))

The activities carried out by our university's members in line with the United Nations Sustainable Development Goals were turned into a Sustainability Report and published on the website of the university. A Sustainability Report is prepared by the Institutional Research and Assessment Directorate (KADED) on an annual basis and with the contributions from all the units including academic studies carried out in particular at the faculties and the application & research centers, and shared with the public accordingly.

An Academic Open Archive pertaining to our university has been created and maintained on <http://academicrepository.khas.edu.tr/> under the scope of the efforts of open science and open access which will ensure the research deliverables are accessible to the entire society. The archive was visited in 2021 for 450,878 times in total from 193 different countries, and 2621 documents/theses/articles available in the archive were downloaded for 379,190 times in total. (Source: Google Analytics-DSPACE Archive Utilization Data - 2021)

The private archive collections started to be formed under the scope of the National Culture Archive established at our university is intended to record the social and cultural memory of Turkey. Accordingly, an archive was formed consisting of 60,000 printed documents, 14,000 photographs, 254 films, 976 video cassettes, 100 sound records and 364 books witnessing the entire cinema adventure of Ali Özgentürk as owned by Kadir Has University as a result of a 2-year effort and, made available at <http://ukb.khas.edu.tr/>.

The social contribution efforts carried out by the Directorate of Corporate Communication could be classified in two categories as those for high schools and those for everyone. Public academies were organized in order to provide social contribution and support the scholarship fund by means of sharing the scientific studies carried out by our faculty members. In 2021, 30 KHAS Online High School Academies, 3 KHAS Online Teacher Academies, 1 Online High School Summer School and 1 Online Winter High School were organized. 3,782 high school students and teachers attended these academies we have organized. In addition to these events, 423 students attended 4 conversations organized under the scope of our series Online Conversations for High School Students. The High School Summer School was organized online with 500 students and, the High School Winter School with 300 students.

In order to share the artistic and cultural studies of our students, the website FadPort on which the works of the students from the Faculty of Art and Design are exhibited started to broadcast. To access the website updated with the course projects and final projects of the students at the end of each semester, you may visit <https://fadport.khas.edu.tr/>. At the end of every year, the online exhibition of graduation projects is shared on both our corporate website and our social media channels.

Kadir Has Foundation and Kadir Has University gives the Kadir Has Awards to those scientists chosen by an independent Kadir Has Awards Assessment Board every year. All the assessment processes concerning the Kadir Has Awards were completed in 2020, and the Award Ceremony was postponed to March, 2021 due to the pandemic. As a result of the 16th Kadir Has Awards in 2021, Prof. Dr. Murat Günel was awarded High Achievement Award and, Dr. Piray Atsak was awarded the Promising Scientist

With the "Public Colloquium Series" started to be organized in 2019, competent people in their respective fields are invited to our university. These colloquium series are organized publicly with a broad participation. The colloquium series continued to be organized online in 2021 and 18 colloquiums were held. The events within our public colloquium series with and academic perspective were attended by 13,294 participants in 2021.

The Life-Long Education Academy continued organizing training sessions in various subjects on online platforms in 2021.

Our university provide successful students living under restricted economic conditions with education scholarships and financial supports. 3 students within the academic period of 2020-2021 and, 5 students

within the academic period of 2021-2022 were eligible to make use of the White Doves Scholarship Program. 8 students will be added within the academic year of 2022-2023 aiming for a total number of 100 students by the end of 2024. It is one of the Social Contribution Goals of our University to increase the number of successful students benefitting from the White Doves Scholarship. Detailed information on the White Doves Scholarship is available on the chapter learning resources.

Our university considers its strategy of serving the public also in the area of education. An undergraduate student is required to take one of the following courses with a KHAS code in order to graduate: Social Responsibility, Entrepreneurship and Innovation. The course contents of the core syllabus contains concepts such as social contribution, ethics, human rights, free thought, gender mainstreaming etc.

At the store called **3414 KHAS** located in the Kadir Has University, bags manufactured by housewives in a partnership with Marche Istanbul are sold. The purpose of this project is to support the female employment and labor, and contribute to the environmental sustainability. In addition, some specially designed products sold at the store are obtained by means of a recycling method in order to contribute to environment. Our university has a great variety of positions in respect of socioeconomics. Under the scope of the project “Neighborliness Right Project” started as of 2012, bookmarkers designed by the students from Cibali Elementary School continued to be manufactured in 2021 and, put up for sale at our university store called 34/14. All the revenue from this project is donated to Cibali Elementary School in the form of art materials.

An e-trade project was developed in order to ensure that our university store called 3414 remains in touch with the students and university members during the pandemic period for the purpose of maintaining the corporate belonging sense and individual relationships established through self-sacrificing efforts in the last 10 years. The website of the store is actively operating (<https://3414khas.com>).

In order to increase the level of accessibility at the campus and create a barrier free campus environment, the Barrier Free KHAS Commission continued to engage its operations in 2021.

An initiative called Hashaspati was established at our university in order to protect stray animals and deal with their maintenance and treatments with a social sensitivity to the animal rights. Hashaspati is a structure that is based on voluntariness.

Waste at the campus such as paper, glass, plastic, metal, electronics, furniture and hazardous waste (chemical, medical, contaminated etc.) are sorted and sent to the Municipality and the respective authorities for recycling. The temporary waste storage area and the waste collection center will be completed in 2022.

2. Social Contribution Performance

The Institute should periodically monitor and continuously improve the activities it carries out in line with the social contribution strategy and goals.

An Application and Research Center Performance Directive has been created in order to define the operations of the **Application and Research Centers in the field of social contribution**. Questionnaires and reports organized by these centers in an efficient manner on an annual basis were also included to this directive.

The Sustainability Activity Report formed by the Directorate of Institutional Research and Assessment with the contributions from the faculties, research centers and respective units makes sure that the social contribution oriented efforts of our university are periodically monitored. Additionally, the Community Service and Sustainability Committee was founded ensuring that our university’s sustainability efforts are monitored and increased.

CONCLUSION AND ASSESSMENT

1. Conclusion

It is expected the strengths and weaknesses of the institution are summarily presented under the following headings: **Leadership, Management and Quality, Education & Training, Research & Development, and Social Contribution.** In case the institution is externally audited and there is an **Institutional Feedback Report** submitted to the institution, the measures taken to improve weaknesses specified on that report, the improvements achieved as a result of the respective activities and, the points about which no progress is made should be clearly indicated, and a detailed situation assessment should be provided.

As stated on the Strategic Plan 2020-2024, our university extensively and dynamically continued its efforts in 2020 in line with the vision of President Prof. Dr. Sondan Durukanoglu Feyiz to be a research university at international standards and implement the New Education Model.

In respect of the **Quality Assurance System**, the following activities were carried out at our university:

- The Strategic Plan 2020-2024 continued to be applied with the contribution from all the stakeholders through a feedback system established for this.
- A Strategic Plan Tracking System continued to be applied in order to track and monitor the progresses of the strategic goals based on the indications as specified on the strategic plan,
- Improvements were made in the field of reporting on AKA-DATA, an academic performance assessment system created making use of the own software infrastructure of our university,
- The performance criteria for the Deans and Departments Heads as well as the Application and Research Centers and, it was ensured that PDCA cycle was closed and systemized in respect of faculty performance at the end of 2021.
- The process of Education Self-Assessment System was successfully completed, and offered to the Deans and Department Heads for use, and put into practice for the first time accordingly.
- Meetings between President & Students, President & Graduates and Deans & Graduates were held to reflect the contributions from students and graduates on the quality processes.
- Updates on the Quality Assurance Directive were completed adding articles concerning advisory board thereto.

Among the weaknesses to be improved in respect of Quality Assurance are the establishment of self-assessment systems in the fields of research, financial and School of Foreign Languages, the establish of an efficient University Advisory Board, and the formation of basic policies and quality documents in respect of academic principles and sustainability.

In respect of **Education & Training**, our university continued in 2021 its extensive transition process to the **New Project Based Education Model** covering the issues with respect to the Core Syllabus and Project Based Education. In this context,

- The departments of the Faculty of Engineering and Natural Sciences, the Faculty of Art and Design, and the Faculty of Communication were redesigned considering the Project Based Education.
- For the course designs considering the New Education Model and the Project Based Education, a high level of university & industry cooperation was achieved and guaranteed by means of protocols,
- A new course process continued to be implemented, where there is no classic exam and, the students focus on learning by experiencing, under the scope of the Core Program and the Project Based Education,
- All the new students took the courses from the Core Program during the fall semester.
- All the necessary technical infrastructures were prepared and made available to the employees with training programs thereon in order to avoid possible problems with the distance learning.
- A common online course design (*syllabus*) was formed across the university.

- Employment and performance directives were updated to ensure that candidates for the position of lecturer at our university are in compliance with our education, research and serving the public vision, and an “Candidate Preliminary Assessment Committee” was established by means of updating the minimum criteria for the appointment and promotion processes.
- In addition to the annual performance, there will be a “Periodic Performance Assessment” for 3 times a year for Assistant Professors and, 4 times a year for Associate Professors and Professors.
- KHAS Learn, a Learning Management System developed within the organization of the Directorate of Information Technologies, was adapted to the distance learning conditions and, further improved accordingly.
- 25% of the classrooms was equipped with camera & microphone systems in order ensure that our university is ready for hybrid.
- Total 8 successful students with limited financial opportunities were provided scholarship through the White Doves Scholarship.
- Academic performance assessment criteria were identified and applied for the lecturers at the School of Foreign.
- Construction efforts continued in order to create new laboratory and education areas.
- High Achieving lecturers in respect of academic performance were given the respective Academic Awards.

Among the weaknesses to be improved in respect of Education & Training are the enhancement of our base success ranking at the Higher Education Institution Examination, the transition of all the programs to the project based education model and, the identification of the needs of the lecturers at the faculties for education & training and, the provision of necessary education & training programs accordingly.

In the field of **Research and Development**, with the vision of becoming a research university, our university aimed for both quality and quantity for its publications and research projects and, reflected this target on all the regulations and practices of the university. Within this scope;

- The targets for publications and projects were identified for each faculty and, monitored at an interval of two months and, the year-end assessment was completed, the PDCA cycle was closed.
- The system AKA-DATA continued to be used for monitoring, assessing and archiving the scientific efforts of the lecturers in particular for their publications and projects and, the system was updated in line with the updated directives.
- A Research Self-Assessment System was established and, released to the use by the academic staff.
- According to the SCOPUS data, in 2021, the total number of publications reached 222, the total number of publications per faculty member reached 1.38 and, the number of articles under the indexes of SCOPUS/SCIE/SSCI/AHCI reached 185, and the number of these articles per faculty member reached 1.11 if only the articles were considered.
- In 2021, the number of research projects eligible for support concerning the project proposals submitted by our faculty members was 38, and the total fund obtained from these projects was TL 25,093,432; the total number of the active research projects coordinated by our faculty members in 2021 reached 77, and the total fund obtained from these projects reached TL 147,450,946.
- Projects from **15 faculty members** of our university were accepted to the **TUBITAK 1001**, Scientific and Technologic Research Projects Supporting Program in 2021.
- 5 of 6 project proposals submitted by our university within the scope of the TUBITAK 1001 Earthquake Special Call were supported **resulting in our university reaching the highest success rate (83%) among foundation universities**.
- Projects from 8 young faculty members at our university were accepted within the scope of the **TUBITAK 3501 Career Development Program** in 2021.
- Our university achieved to win the first project in participation with Turkcell from the **TUBITAK TEYDEB 1505 University & Industry Cooperation Program**.

- In 2021, we submitted 80 project proposals in total to TUBITAK , 69 of which were for TUBITAK ARDEB Programs.
- We obtained support of TL 1.26 million from the **Istanbul Development Agency (IDA)** to establish the ‘DESIGNHUB-IST Design, Education and Application Center’ at our university.
- 4 faculty members of our university acted as stakeholders for the **COST** (European Cooperation in Science and Technology) Actions.
- **Among more than 200 universities successfully bringing foreign funds to Turkey** within the scope of Horizon 2020, we maintained its rank of **Universities 8th (fund amount brought: Euro 2,780,483)**.
- On the last days of 2021, we signed a protocol with the Municipality of Silivri for a Technopark which will put into practice at our Selimpaşa Campus within the scope of the Technology Development Zone.

An important milestone was left behind in 2020 by our university in respect of Research and Development;. Nevertheless we need to over perform and, increase the publication and project amounts to the level of the world-standard universities in order to attain our strategic goals. It will thus remain one of our basic strategic targets that we will create academic staff capable of reaching the level of at least 500 publications and a project volume of at least TL 400,000,000. In addition to the research projects, the university & industry cooperation projects under the scope of the Technology Transfer Office and the Creative Industries Platform need to be improved, and the intellectual property and initiatives of the lecturers and students need to be increased, which is one of our weaknesses to improve.

Our Social Contribution efforts are intended to ensure that all the knowledge and values produced at the university are accessible to the public. Our university commits itself to the principles of accessibility and availability in all the areas, in particular, the education and research deliverables. In line with these objectives, in 2021:

- Performance indicators were created under the scope of the respective directives for society oriented efforts such as social research and reports currently carried out by the Application and Research Centers,
- Our university ranked 1st in the category of Gender Mainstreaming and ranked 3rd in the category of Reduction of Inequalities in Turkey on the the Impact Rankings 2021 organized by the Times Higher Education ranking the universities in respect of Sustainable Development Goals’.
- A KHAS Social Impact page was created and, the university data by gender was publicly shared: <https://impact.khas.edu.tr/gender-data>
- The activities carried out by our university’s members in line with the United Nations Sustainable Development Goals were turned into a Sustainability Report and published on the website of the university.
- Academic studies such as projects, educational and scientific articles with a high level of social contribution were carried out,
- Questionnaires were conducted by the Application and Research Centers for social contribution and, the results thereof were reported.
- As an organization continuing for 16 years, the Kadir Has Awards were given to the select scientists as designated by an independent assessment board.
- Publicly accessible academy and education activities (High School Academies etc.) were organized online ensuring that our graduates and high school students attend these academies.
- Entrepreneurship activities were supported by means of organizing publicly accessible certification.
- Efforts were carried out as an intention to ensure that knowledge produced at our university is accessible to the public by means of surveys and reports conducted by the Application and Research Centers.
- Collections, panels, exhibitions and children training programs were carried out at Rezan Has Museum within the organization of our university.

- With the “Public Colloquium Series”, it was ensured that our internal and external stakeholders follow current information and efforts in the fields of science, art and literature.
- The White Doves Scholarship Program provided 5 new students, and 8 successful students in total with scholarships and financial supports.

In respect of Social Contribution, among the weaknesses to be improved are that our university’s social services and sustainability policy will be developed, social responsibility efforts started under the scope of the Core Program will increasingly continue producing concrete results, local development oriented projects will be developed starting with the immediate vicinity of the university, it will be ensured that indicators intended to achieve gender mainstreaming are monitored and, zero-waste efforts will be further proceeded.

The practices within the framework of the institutional restructuring process designed as of 2018 in respect of our **Management System** continued in 2021. Examples of the practices and improvements are as follows:

- The Strategic Plan Feedback System continued to be applied in order to regularly monitor the 2020-2024 Strategic Plan Targets.
- The **360 Degree Service Improvement System** continued being implemented systematically and, the strengths and weaknesses of the administrative employees and units were objectively identified, The system was successfully applied for the third time.
- The telecommuting conditions for the administrative employees during the pandemic process were guaranteed by the Administrative Personnel Internal Regulations.
- It was ensured that all the academic and administrative employees attend the orientation programs within the week of their recruitment.
- Three-stage interviews, personality inventory reports and detailed candidate assessments continued to measure the competences of the administrative employees during the recruitment process,
- Administrative employees were encouraged to participate in exchange programs in line with the internationalization goals.
- The electronic document and information management system containing e-signature, e-initials and e-notification applications made it possible to digitally carry out all the processes at the university.
- The management processes were completely digitalized, Inventory Management and Location Management Systems were established, and all the processes continued to be further improved making use of digital forms in order to reduce the level of bureaucracy.

In respect of the Management System and administrative processes, it is among our objectives to complete the Financial Self-Assessment System and, swift to an integrated resource management approach, ensure that a significant number of administrative employees have a good command of English, the level of satisfaction increased in all the services and, all the operational processes are digitalized. In line with the target of being one of the leading research universities of our country and in the world, our university will continue these applications and achievements pertinaciously and increasingly in the upcoming years.