

**INSTITUTIONAL INTERNAL AUDIT REPORT**

**KADİR HAS UNIVERSITY**

**2022**

## SUMMARY

### 1. Summary

This Institutional Audit Report for Kadir Has University applies to all the efforts planned and performed between January 1 and December 31, 2022 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 Education Self-Assessment Reporting Process consisting of the reports and presentations from all the department heads applied in 2021 and 2022, 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 essentially completed in 2021 and, was made available for monitoring the research data as of 2022. The Financial Self-Assessment System was made available to the senior management 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 fourth time and this become a systematic approach.

2022 was a milestone of our university in respect of its vision to be an international research university. Our total number of articles exceeded 250 for the first time in the SCOPUS database and closed the year with 273 publications.

In the field of research projects, the total project budget size of our university in 2021 reached the level of TL 147,450,946, and the level of TL 265,470,925 in 2022, which is a great leap. In 2022, 60 ARDEB projects (1001, 1002, 3501, 3005) were carried out by our university faculty members, and 25 of them were accepted in 2022. 34 of the ARDEB projects carried out in 2022 are of 1001 projects. The success rate of our university’s 1001 projects is 55%, which percentage is well above the average figure in Turkey.

## INFORMATION ABOUT THE INSTITUTION

### 1. Contact Information

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### 2. 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 2022, Kadir Has University has 5 faculties, 1 graduate school, 1 school, 2 vocational school and 1 associate's degree programs, 27 bachelor's degree programs, 34 master's degree programs and 14 PhD programs. Our university conducts academic activities with 4785 active enrolled students – 2 for associate's degree, 4172 for bachelor's degree, 396 for master's degree and 215 for PhD degree – as well as 284 lecturers and 195 administrative personnel.

### 3. Mission, Vision, Values and Goals

#### 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 & Financial Sustainability*

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.

### **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. Popularize internationalization in education.
- 1.7. Develop student oriented extra-curricular facilities and, establish academic and career focused supporting mechanisms.
- 1.8. Carry out the physical improvements identified in the areas where educational activities are carried out, with the philosophy of green campus. Provide disaster-resistant spaces that are strengthened against earthquakes.

## **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 the research culture at our university.
- 2.2. Improve the physical research infrastructure of the university.
- 2.3. Develop initiatives in the field of industrial property and university-sector cooperation.
- 2.4. Be on the national and international rankings for universities.
- 2.5. Promote internationalization 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. Develop and diversify studies in the field of sustainable development, social responsibility and community service; Organize activities that will increase the awareness of our students and employees about sustainable development goals and the effectiveness of our university within the scope of national, regional and global sustainable development strategies.
- 3.2. Carry out studies that will reduce the effects of global climate change and, increase energy efficiency and preparedness for disasters.
- 3.3. Be an accessible and accessible 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. Reorganize the institutional structure in a way that motivates our 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 that will reduce the workload of our employees in the respective internal processes.
- 4.4. Expand digitalization efforts in the respective internal 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 will prevent waste of resources.
- 5.2. Develop a sustainable scholarship policy in terms 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.

**A. LEADERSHIP, GOVERNANCE AND QUALITY**

**1. Leadership and Quality**

**A.1.1. Governance model and administrative structure**

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.

The academic and administrative organizational structure of our university is shown in the evidence section: Figure 1 and published on our university's website.

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. These practices

continued partially in 2022, and remote working was implemented in the appropriate work areas such as information technologies, graphic design, and corporate communications.

At our university, a stepped title structure is implemented to increase the motivation of our administrative staff. Accordingly, the titles used in the administrative are as follows:

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

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. During the pandemic process, the employees continued to make use of the licensed online platforms of our university to improve their foreign language.

In-service trainings are organized for all employees by the Directorate of Human Resources. Additionally, 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.

#### **Evidence:**

- Figure-1. KHAS Organization Chart
- Organization Chart Website Link
- Annex-1: 360-Degree Service Self-Assessment System Screen
- Earthquake Training Link

#### **A.1.2 Leadership**

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 Principles 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 2021.

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 at certain intervals in 2022 with the respective agenda items 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.

**Evidence:**

- Quality Assurance Directive
- Strategic Plan 2020-2024

**A.1.3. Institutional transformation capacity**

Cooperation protocols were prepared and joint studies were initiated at our university with the respective public institutions (municipalities) and non-governmental organizations. Among the works that stand out in this respect is our Kadir Has Silivri Technopark project.

As stated in our Strategic Plan, the technopark project, which has been planned for a while, has come to an end and the entirety of our Selimpaşa Campus has been declared as a Technology Development Zone by the decision of the President. Within the scope of this project, the Technopark, which will be established in partnership with the Municipality of Silivri, will provide our students, faculty members and graduates with office, infrastructure and ecosystem facilities, along with technopark incentives and tax exemption advantages, so that they can establish and develop R&D companies. The Technopark is scheduled to be operational in the summer of 2023.

**Evidence:**

- Annex-2: Cooperation Protocols Signed with Non-Governmental Organizations
- Announcement of Cooperation with IBB.
- Announcement of Cooperation with BEDAŞ
- Announcement of Cooperation with the Municipality of Şişli
- Announcement of Cooperation with the Municipality of Silivri

**A.1.4. Internal quality assurance mechanisms**

The Institutional Research and Assessment Directorate (KADED) directs and coordinates the work of the Internal Assessment Commission of the Institution in order to evaluate the current situation of the University once a year through the performance indicators in the strategic plan and reports it to the Quality Commission

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 assess 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 2022 for the fourth 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. Self-assessment systems are described in detail in the section "Management Systems".

**Evidence:**

- Quality Committee

**A.1.5. Public disclosure and accountability**

All activities of our university, including education-training, research-development activities, are shared with the public through the website, visual-printed materials and social media platforms. In 2022, a quality web page was created so that all our academic and administrative staff, students and external stakeholders could obtain information about the efforts we make regarding quality assurance in our institution. In this context, our University regularly shares the details about the members of the Quality Commission, regulations and directives, institutional internal evaluation reports, institutional feedback reports, institutional monitoring reports and previously received external evaluation reports on this Quality web page. Additionally, there is a page on our Quality website, where our internal and external stakeholders could submit their wishes, suggestions and complaints accordingly. Anyone can get information about issues related to our university from the call center at 0212 533 65 32.

The Career Office creates employment opportunities for our graduates by means of providing graduate & sector meetings. Please visit the website for current announcements

**Evidence:**

- Our University Website
- Quality Web Page
- Instagram Page
- Facebook Page
- YouTube Page
- Twitter Page
- LinkedIn Page
- Career Office Web Page

**Governance model and administrative structure**

**Maturity Level:** The institution's practices regarding its governance and organizational structuring are monitored and improved.

**Evidence**

- Annex-1 360-Degree Service Self-Evaluation System.png
- Figure-1 KHAS Organization Chart.pdf

**Leadership**

**Maturity Level:** There are effective leadership practices spread throughout the organization

supporting the development of the quality assurance system and culture.

### **Institutional transformation capacity**

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

#### **Evidence**

- Annex-2 Cooperation Protocols Signed with Non-Governmental Organizations.pdf

### **Internal quality assurance mechanisms**

**Maturity Level:** The internal quality assurance system is spread throughout the organization and carried out in a transparent and holistic manner.

### **Public disclosure and accountability**

**Maturity Level:** The institution operates public information and accountability mechanisms in line with its defined processes.

## **2. Mission and Strategic Goals**

### **A.2.1. Mission, vision and policies**

In all the administrative and academic units of Kadir Has University, a management approach is based on the mission, vision and goals that are a part of strategic management. The university's mission, vision and policies are shared with the public on the website.

The Quality Policy is available on the quality website of the University for the information of all stakeholders.

### **QUALITY POLICY**

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.

### **EDUCATION – TRAINING POLICY**

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.

Our policy is to 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. In addition it is among our basic policies to 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.

Our university has become one of the leading institutions in the field of digital communication and distance education. One of our policies is to use distance education and communication platforms in an integrated manner in all of the respective education processes.

### **RESEARCH AND DEVELOPMENT POLICY**

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.

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

In line with this policy, our University aims to;

- Develop the research culture at our university,
- Improve the physical research infrastructure of the university,
- Develop initiatives and university-sector cooperation in the field of industrial property;
- Take part in national and international university rankings,
- Become international in the field of research

Our university aims to achieve a quantitative increase together with a qualitative increase in the field of research. As a result of the qualitative improvement policy, it aims to increase not only the number of publications or the number of projects and the amount of funding, but also the number and extent of outsourced national and international research projects supporting the Q1 publication rate and postgraduate students.

### **COMMUNITY SERVICE POLICY**

The term “Community Service”, as one of the main areas of activity of universities, means that we wish to bring together the knowledge produced at the university with the community. Kadir Has University considers the community service as an area of activity that cannot be assessed independently of education and research processes, and that is supported by education & research and nourishes these processes. The university's community service efforts are an integral part of its education and research vision, which is based on the goal of becoming a university of international standards.

Based on the community service vision and 2020-2024 Strategic Plan, our University aims to:

- Make educational activities accessible to non-university students, especially high school and vocational high school students, through open courses, academies, summer/winter schools, and lifelong learning events,
- Follow the demands, expectations and preferences of both university members and stakeholders outside the university (public institutions, non-governmental organizations, private companies) regarding the university, developing the necessary action plans accordingly and informing all stakeholders at regular intervals,
- Introduce high-impact research outputs produced within the university to the community through open science and open access practices,
- Develop and implement projects for local development, starting from the Cibali district, where the university is located,
- Organize public events and exhibitions on culture, art, archeology and history, especially in the Rezan Has Museum,
- Enable economically disadvantaged students to have quality education opportunities through the White Doves Scholarship Program,
- Share the information produced at the university with the community by means of increasing

online visibility, accessibility and distance education opportunities.

## **MANAGEMENT POLICY**

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.

Our main policy is to realize a structure that will ensure continuous improvement with a student, people and life-oriented approach in all services we offer, with a strong software infrastructure; In this regard, our aim is to ensure improvements in all services we offer with a method that all stakeholders can internalize, and create a digital environment that will enable all our employees to be qualified employees by means of minimizing the operational workload on our employees with the help of software programs to be developed using our university's own resources. Another goal is to 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.

## **INTERNATIONALIZATION POLICY**

Our university's internationalization policy is to increase international cooperation and international mobility in all the respective processes, especially education and research.

Within the framework of this main purpose, our University aims to increase exchange program agreements with leading universities and the number of students and employee participants within these programs. Our goal is to ensure that two out of three graduates are able to participate in exchange programs. At the same time, it is among our goals that 30% of our students are of international students.

In the field of research, our main policy is to increase international cooperation through the international projects and publications of our academic staff.

## **SUSTAINABILITY POLICY**

It becomes clearer day by day that the problems we face, whether locally and globally, in the 21<sup>st</sup> century, ranging from access to quality education to combating the climate crisis, from gender equality to the protection of natural resources, are among the most comprehensive and challenging problems encountered in the world history. It is possible to evaluate these problems under the concept of "sustainability", as seen in the United Nations Sustainable Development Goals, which were put forward with the aim of identifying the problems correctly and producing solutions accordingly. In this respect, universities with a leading role in the fields of education, research and community service, have also important responsibilities in the field of sustainability.

In the 2020-2024 Strategic Plan of Kadir Has University, it was evaluated as a strategic target for academic and administrative units, application and research centers to spread sustainability awareness under the headings stated within the scope of the Sustainable Development Goals and UN Global Compact, and to identify the main problems encountered and, develop sustainable solutions to these problems.

Within this scope; Kadir Has University aims to:

Set the goals for an institutional transformation that will ensure that sustainability is made a priority and internalized by all the university members and, reshape the institutional culture on the basis of sustainability accordingly,

Include sustainability in the academic curriculum for all students and develop social responsibility and research projects that are shaped by the creativity of students, starting from the Core Program,

Produce high-impact, qualified research outputs in line with the goals of establishing a sustainable system and a lifestyle and, transforming the world into a sustainable planet,

Share the information and qualified educational resources produced at the university with the relevant segments of the society through tools such as public lectures and colloquiums,

Protect the cultural heritage within the university, especially the historical Tekel Cibali Facility building and Rezan Has Museum, and conduct scientific studies in this field,

Create an inclusive, participatory and egalitarian campus climate, where all forms of discrimination, especially gender inequality, are eliminated,

In this context, Establish an education and research ecosystem with a campus that is free from all obstacles and accessible to everyone,

Inform the university members about funds for social entrepreneurship and innovation projects based on sustainability,

Maximize recycling efforts by means of reducing the university's carbon footprint as well as paper, plastic, metal and glass expenses,

Carry out such studies intended to increase energy efficiency by means of addressing the university's air conditioning and energy consumption conditions,

Ensure that the university is prepared against pandemics, natural disasters and crises and that all its members have disaster awareness,

Develop national and international collaborations to support studies in the field of sustainability by means of creating a stakeholder map and, announce and encourage these studies accordingly.

In order to measure the targets, measurable performance indicators will be determined and these will be monitored periodically. In addition, a corporate activity report will be prepared every year on the basis of the Sustainable Development Goals and the principles of the UN Global Compact, and the activities carried out by the university in line with its goals will be shared with the public.

#### **Evidence:**

- Mission, Vision and Policies
- Quality Policy

#### **A.2.2. Strategic purpose and objectives**

Our university has determined 5 main strategic goals in order to achieve the mission and vision it had defined. In this context, with the main strategic goals of education, research, community service, institutional structure and financial sustainability, our University's strategic goals and objectives are included in the 2020-2024 Strategic Plan . The institution has defined the key performance based on these objectives.

In our strategic plan, at the end of five years, we aim to implement our newly developed, student-focused New Education Model, which is unique in Turkey and will be an example to the world, for all of our faculties, and to raise critical thinking, researcher and innovative graduates, who are adorned with the universal human values, equipped with all the competencies required by the this age; to create a research ecosystem that can nourish not only our academics but also all of our undergraduate and graduate students; to transfer the knowledge, technology, artistic works and values produced at our university to all the layers of society; and to complete a sustainable financial structuring supported by a corporate structure that will enable all these goals to be achieved.

### **Evidence:**

- 2020-2024 Strategic Plan A.2.3.

### **A.2.3. Performance management**

#### **ACADEMIC STAFF**

The purpose of the academic performance evaluation carried out at Kadir Has University is to increase the level of efficiency and quality of education, training, scientific research as well as academic and administrative services by means determining the performance of the academic staff based on objective principles. In this regard, two types of performance evaluation methods are applied at our University under the headings: "Annual Performance Evaluation" and "Periodical Performance Evaluation" (**Annex-3: Academic Performance Improvement Criteria Booklet**). The scope of the annual performance assessment covers professors, associate professors, assistant professors and lecturers, who have been working as permanent staff at the university for at least 1 (one) year and is applied every year.

Accordingly, 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.

The performance assessment segments are taken into account in determining contract continuity and annual salary increases based on performance, distribution of incentives and rewards, benefiting from university research funds, determining individual research funds, academic promotions, identifying course loads as well as academic and administrative assignments.

A "performance contribution", the amount of which is determined by the Board of Trustees every year, is added to the monthly wages of the personnel considered in the categories of "Outstanding" and "Successful".

The scope of the Periodic Performance Assessment covers the university's permanent faculty members, who have worked for at least 3 (three) years and, associate professors and professors, who have worked for at least 4 (four) years. It will be implemented for the first time in 2024.

#### **ADMINISTRATIVE STAFF**

The performance management process of Kadir Has University is managed on the system called Service Improvement, and the assessment process covers a performance year with a holistic evaluation, together with internalized, systematic, sustainable and exemplary practices.

Improvements are made under certain headings every year in the service improvement process implemented through the system since 2019, which includes the determination of contributions (goals) based on the university strategic plan, the performance of evaluation surveys, through which competencies are evaluated in line with the behavior rules and principles as set forth by the university, and the year-end assessment stages carried out based on the feedbacks and surveys of assessment on the goals of employees and managers, which are included in the entire process and controlled with questions on the system.

Kadir Has University has internalizable, sustainable and exemplary practices in the areas of recruitment, service improvement (performance management) and training (**Annex-4: Administrative Staff Performance (service-improvement) Training Document**). During the recruitment process, competency-based interviews are conducted, and the process includes senior manager interviews, foreign language exams, and personality inventory evaluations, and the candidate assessment form

consists of the results and evaluations of all these applications, candidate education information, job descriptions, and career expectation details accordingly. The process results in a written and verbal job offer being made to the candidate, who is evaluated positively, and thereafter personnel training is given after the offer is accepted, and orientation training is provided when the employment starts. In respect of training, the unit manager and director informs the department of Human Resources of the training needs based on the common development areas as identified as a result of the report on the need analysis and service improvement assessment survey and, the respective training is carried out in line therewith.

During the service improvement process, the employee has the opportunity to be evaluated by their managers and teammates with competency-based questions, and they also have the opportunity to evaluate themselves with competency-based questions. In the process, the employee's unit is evaluated by the other administrative unit employees and managers as well as students and academics, and the employee is evaluated by the manager and teammates, and the employee's is evaluated by all the internal stakeholders and there is thus an opportunity to receive feedback on development areas through the respective reports.

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 internal and external national & international training programs as may be deemed necessary in their respective fields.

In 2022, in addition to the training and seminars offered by the Professional Development Unit on a regular basis to the faculty members within the institution, the respective continuous development opportunities are provided to the faculty members within the SFL, and the budget and planning efforts to cover the cost of international education for 7 faculty members, which will last 3 academic years as of 2023 have been completed.

#### **Evidence:**

- Annex-3: Academic Performance Improvement Criteria Booklet
- Annex-4: Administrative Staff Performance (service-improvement) Training Document
- Directive on School of Foreign Languages Instructor Performance Evaluation

#### **Mission, vision and policies**

**Maturity Level:** Practices carried out in line with the mission, vision and policies are monitored and, measures are taken by means of assessments together with the respective stakeholders.

#### **Strategic purpose and objectives**

**Maturity Level:** The institution monitors the strategic plan it implements and evaluates it with the respective stakeholders, reflecting it on future plans.

#### **Performance management**

**Maturity Level:** The functionality of performance indicators and performance management mechanisms are monitored in the institution and, improvements are made according to the results thereof.

#### **Evidence**

- Annex -3 Academic Performance Improvement Criteria Booklet.pdf
- Annex -4 Administrative Staff Performance (service-improvement) Training Document.pdf

### 3. Management systems

#### A.3.1. Information management system

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. The system was implemented and systematized in 2021 and 2022 with the participation of all the Deans and Department Heads, and the PDCA cycle was completed in the field of education.

**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 available for use as of July 2021 and was used in order to track research data within 2022.

**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 has been 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 2022 for the fourth 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, during 2022:

- The number of wireless network distribution points was increased,
- New improvements and developments for the self-assessment systems were completed,
- The firewall integration of the SIEM system used for cyber security was completed.
- MyKhas mobile application started to be developed and is scheduled to be completed in 2023.
- The asset and management system started to be developed in SAP and is scheduled to be completed in 2023.
- Developments and improvements for a MyKHAS additional model were completed,
- A new system room was prepared in accordance with the current standards and, the system infrastructure was moved here.
- The SOC (Security Operations Center) service started to be received,
- All the network devices started to be monitored with the SNMP V3 protocol and, the warning system

was activated,

Penetration tests are performed on both the internal and external networks on a regular basis every year and any vulnerabilities found are rectified accordingly,

The systems are backed up according to the defined schedule. Backups for the critical systems are kept in two different areas.

A VPN infrastructure is used to provide a secure access and encrypted data transfer from outside the campus. VPN access is restricted in line with the respective authorizations.

Data access is achieved through a SSL protocol. A central antivirus software program is used to secure all the devices. The operating systems of the servers are updated on a regular basis.

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.

All the necessary structures within the scope of PDPL were completed. The PDPL Committee meets periodically. The PDPL related texts were included in the respective documents A webinar was organized to inform the staff of the institution.

#### **Evidence:**

- MyKHAS Login Page
- 360-Degree Service Self-Evaluation System

#### **A.3.2. Human resources management**

The main policy of our university in respect of Human Resources is, in line with the goals and strategies of our university, which is rapidly advancing towards becoming a research university, to create qualified academic human resources, who have adopted the research culture and aim for internationalization in research, in accordance with the Academic Personnel Employment Directive, and administrative personnel in this direction, and to bring qualified human resources that support these objectives to our university accordingly.

**For the 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. Our job postings are published in the official journal and on our website. All the candidates applying to the job posting are assessed and evaluated in line with the Academic Personnel Employment Directive of Kadir Has University announced on the website clearly indicating the appointment & promotion criteria and implementing an objective appointment & promotion system

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. A Units Orientation is organized to introduce the academic and administrative units of the university, and information is provided by the unit staff regarding the functioning of our units. 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. A Handbook is also shared with the Faculty Members Paid on Course Hour Basis to ensure easier adaptation to our university and to be informed about our operations (Annex-5: Handbook for Faculty Members Paid on Course Hour Basis).

**For the Administrative Staff**, during the recruitment process, competency-based interviews are conducted, and the process includes senior manager interviews, foreign language exams, and personality inventory evaluations, and the candidate assessment form consists of the results and evaluations of all these applications, candidate education information, job descriptions, and career expectation details accordingly. The process results in a written and verbal job offer being made to the candidate, who is evaluated positively, and thereafter personnel training is given after the offer is accepted, and orientation training is provided when the employment starts. In respect of training, the unit manager and director informs the department of Human Resources of the training needs based on the common development areas as identified as a result of the report on the need analysis and service improvement assessment survey and, the respective training is carried out in line therewith.

The numbers of our orientation and training programs in 2022 are as follows:

<b>Academic</b>		
	<b>2022</b>	
<b>Training Name</b>	<b>Number of Meetings</b>	<b>Number of Participants</b>
Orientation	26	74
OHS	-	47
<b>Administrative</b>		
	<b>2022</b>	
<b>Training Name</b>	<b>Number of Meetings</b>	<b>Number of Participants</b>
Orientation	35	49
OHS	-	39
Interview Techniques for Managers	1	23
Efficient Delegation and Empowerment for Managers	1	17
Service Improvement Training	2	240

Since 2020, a survey has been conducted to measure the level of satisfaction of our staff at the end of our recruitment and orientation process (Annex-6: Recruitment and Orientation Process Satisfaction Survey Form).

**Evidence:**

- Academic Staff Employment Directive
- Annex-5: Handbook for Faculty Members Paid on Course Hour Basis
- Annex-6: Recruitment and Orientation Process Satisfaction Survey Form

**A.3.3. Financial management**

In order to monitor the financial management systematically and sustainably and, carry out the necessary improvement works on a data basis, the Financial Self-Assessment System was established and made available to the senior management in 2022. This Financial Self-Assessment System is 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 President’s Office and submitted to the Board of Trustees accordingly. Based on this data, the areas that need to be improved are identified and plans are made accordingly.

**Evidence:**

- Financial Self-Assessment Home Page

#### **A.3.4. Process management**

At our university, academic and administrative processes are defined on the relevant regulations and directives. The Quality Management Commission and the Academic Council carry out an evaluation, each year, on the basis of the respective performance indicators within the framework of the Strategic Plan, as updated on a periodic basis, and identify the areas open to improvement, create action plans and implement them accordingly.

Our University's Event Office operates within the Directorate of Campus Office, which monitors the basic processes related to students' campus life. The budget and activity management pertaining to the Student Clubs is also within the scope of the Directorate of Campus Office. In order for the Event Office to carry out its activities in an effective manner and for our members, who want to organize events, to easily convey their needs to the Event Office, there is an "Event Request Form" available on the MyKHAS web portal used by our employees and students. Those individuals and units wanting to organize an event, fill out this form and initiate the necessary process with the Event Office.

#### **Evidence:**

- Regulations and Directives
- Annex-7: Event Request Form

#### **Information management system**

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

#### **Human resources management**

**Maturity Level:** The human resources management practices in the institution are monitored and improved by means of evaluating them with the relevant internal stakeholders.

#### **Evidence**

- Annex-5 Handbook for Faculty Members Paid on Course Hour Basis.pdf
- Annex-6 Recruitment and Orientation Satisfaction Survey Form.pdf

#### **Financial management**

**Maturity Level:** The financial resource management system is monitored and improved in the institution.

#### **Process management**

**Maturity Level:** The process management mechanisms in the institution are monitored and improved by means of evaluating them with the relevant internal stakeholders.

#### **Evidence**

- Annex-7 Event Request Form.PNG

### **4. Stakeholder Engagement**

#### **A.4.1. Internal and external stakeholder participation**

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 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 leaving 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.

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.

The Directorate of Educational Policies and Monitoring organizes focus groups with both academic staff and students and, ensures that the internal stakeholder feedback is presented to the management accordingly.

**Evidence:**

- Annex-8: 2021-22 Academic Year Student Focus Group Studies Final Report
- Annex-9: 2021-22 Academic Year Core Program Faculty Focus Group Study Final Report
- Annex-10: Project-Based Student Focus Group Studies Final Report

**A.4.2. Student feedbacks**

In the Department of Core Academics, feedbacks from the students are collected at the end of the fall semester through a survey specifically designed for the Core Program courses on Sparks. At the same time, the department head holds face-to-face evaluation meetings with a group of students at different success levels in each course and receives the opinions of these students.

These feedbacks from the students are shared with the course coordinators. The course coordinators bring the points that need to be changed or edited according to these feedbacks from the students to the design committee, and improvements are made while the courses are planned during the summer period. (**Annex-11: (Core Program Students Survey)**).

Feedbacks from the students are also collected within the faculties. For example, the student feedbacks are received across all the programs at the Faculty of Communication at the end of each semester or each academic year. At the end of the semesters, the students answer to the questions on the KHAS Course Assessment Surveys about how much time they spend on the assessment processes such as exams, assignments etc. At the meeting held with the Faculty Student Representative on March 22, 2022, the demands and expectations of the students were listened to. The respective departments were contacted about these demands. Apart from this, some students were also interviewed via Zoom.

The student feedbacks are received through course assessment forms as well as focus groups that are conducted by the Directorate of Educational Policies and Monitoring.

**Evidence:**

- Annex-10: Project-Based Student Focus Group Studies Final Report
- Annex-11: Core Program Students Survey

**A.4.3. Alumni relations management**

The Alumni Affairs Office conducts a “Graduate Leaving 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, attaching importance to the alumni monitoring system. 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 some opportunities are created to work based on the relationships between university-sector-graduates. 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. The main indicators we follow about our graduates are their employment rates one year after the graduation, their job finding processes, income levels and the rates of their admissions to graduate education programs at qualified universities around the world.

**Evidence:**

- Alumni Office Web Page
- Annex-12: Graduate Exit Survey-2022

**Internal and external stakeholder participation**

**Maturity Level:** The functioning of the stakeholder participation mechanisms is monitored and, related improvements are made.

**Evidence**

- Annex-8 2021-22 Academic Year Student Focus Group Studies Final Report.pdf
- Annex-9 2021-22 Academic Year Core Program Faculty Focus Group Study Final Report.pdf
- Annex-10 Project-Based Student Focus Group Studies Final Report.pdf

**Student feedbacks**

**Maturity Level:** In all the programs, practices regarding receiving feedbacks from the students are monitored and, improved based on student participation. Feedback results are reflected in decision-making processes.

**Evidence**

- Annex-10 Project-Based Student Focus Group Studies Result Report -.pdf
- Annex-11 Core Program Student Survey.png

**Alumni relations management**

**Maturity Level:** The alumni tracking system practices are monitored and programs are updated considering the needs.

**Evidence**

- Annex-12 Graduate Exit Survey 2022.pdf

**5. Internationalization****A.5.1. Management of the internationalization processes**

The Erasmus and Exchange Office continues its activities under the umbrella of the International Office, reporting to the Secretary General. The Erasmus and Exchange Office manages the exchange processes of students, academic and administrative staff between the departments of Kadir Has University and the departments in the universities located in the European Union and other countries, through Bilateral Agreements. This office carries out education and internship mobilities for the students with respect to the Erasmus+ Program and, teaching and training mobilities for the academic and administrative staff. Kadir Has University has the Erasmus+ University Declaration given to universities by the European Union Commission in order to participate in the Erasmus+ Exchange Program for Higher Education Institutions. The students and graduates, who benefit from exchange programs, will become better equipped with the experiences they gain and, become candidates, who are capable of meeting the expectations of the business world.

The international aspect of each goal as stated on the strategic plan which sets forth the main strategy of our university is 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:**

**1- Research:** Be a research university that is worldwide recognized.

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

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

**4- 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 undergraduate and postgraduate students every year and, 1000 international students in a period of 4 years. Currently, there are 215 undergraduate and postgraduate students from 44 countries studying at our university.

Within the scope of internationalization studies, our university has Erasmus+ student exchange agreements with 106 universities in 22 European countries. In addition, within the scope of the Erasmus+ International Credit Mobility project, we have agreements with 18 universities in 18 non-EU countries between 2022 and 2024.

Our university continues its cooperation with the European countries within the scope of the Erasmus+ internship program; and we have been a member of the European Internship Consortium, which was established on 5 university-industry collaborations, since 2015. This makes it possible for our students to have the opportunity to gain short-term experience and work in companies related to their branches in many European countries.

Internationalization in the field of research: Within the scope of becoming an international research university, as stated in the 2020-2024 Strategic Plan, Kadir Has University encourages and supports its entire academic staff to produce both projects and publications and monitors the results. In this context, special importance is given to international projects and international collaborations as well as national projects. Since 2017, our university has been carrying out intensive activities within the scope of the European Commission framework programs as supported by TTO and also the Project Development Offices. With the aim of increasing success in the Horizon 2020 and then the Horizon Europe programs, an academic inventory for the programs was identified, training was received from national and international organizations, workshops were organized, and project market events were attended to develop partnerships. As a result of these efforts, Kadir Has University is ranked 8<sup>th</sup> in the ranking of universities in Turkey according to the budget received in the Framework programs, and continues its activities to take a higher place in the rankings. An increase in the participation in international consortia projects is seen as an important tool for the internalization of the university.

Further, in order to encourage the participation in international projects, researchers, who work as managers, researchers and consortium leaders in international projects are given 1.5 or 3 times more points than their counterparts in national projects within the AKA Data performance assessment system.

### **Evidence:**

- Organizational Chart
- <https://global.khas.edu.tr/erasmus-study-mobility-within-europe-outgoing/>
- <https://global.khas.edu.tr/>

### **A.5.2. Internationalization sources**

Our institution received a total grant of €201,100 for the Erasmus + KA 131 Europe Mobility Project within the academic year of 2021-2022.



Within the scope of the 2021-2022 Erasmus+ KA171 International Credit Mobility Project, our project, which we wrote to realize a student and staff mobility with a total of 16 countries including Georgia, Azerbaijan, Morocco, Russia, Jordan, Kosovo, Chile, Albania, Argentina, Uruguay, Kazakhstan, Vietnam, Indonesia, Colombia, Lebanon and Ukraine, received an eligible score from the European Commission and the Turkish National Agency and, accordingly a fund of € 128,400 was allocated to our university.

Our university continues its cooperation with the European countries within the scope of the Erasmus+ internship program; and we have been a member of the European Internship Consortium, which was established on 5 university-industry collaborations, since 2015. Our university has continued its Consortium activities for the period of 2022.

We have participated in international education fairs, visited partners and promoted our university by means of increasing the level of our visibility in the academic year of 2022. 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.

While the international project development within the Directorate of R&D Resources was the responsibility of 2 people in the past periods, it is now under the responsibility of each of the employees working in the project development office to carry out the international project development process. The manager of the Technology Transfer Office provides support to increase the level of competence of the faculty members regarding the international projects, establish consortium partnerships, and collaborate with international experts in respect of project development and preliminary evaluation.

Of the 2-person team in the project management office, 1 expert works only in the field of financial management of international projects.

**Evidence:**

- <https://global.khas.edu.tr/>

**A.5.3. Internationalization performance**

Our university has 112 Erasmus+ agreements in 22 European countries as of the end of 2022. In addition, within the scope of the Erasmus+ International Credit Mobility project, we were entitled to receive a grant to carry out mobility with a total of 17 universities in 16 non-EU countries. During the same period, we have 38 agreements in 23 countries within the scope of Exchange Programs. Within the scope of 4+1 programs determined as the new field of activity, a 4+1 agreement was signed with KEDGE Business School and Naba Bella di Arti. Both of these universities are among the top 100 in the world rankings.

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.

Performance concerning the international R&D projects is evaluated by a group consisting of faculty deans, president, vice-presidents and the Secretary General at the Academic Board meetings, and necessary actions are taken to increase the level of this performance. Participation of the academics in the international consortiums brings higher scores in the AKA-DATA system compared to the national projects.

At the same time, the university's performance in the field of international projects and its ranking among all universities and institutions in Turkey are reported monthly to the president's office by the Technology Transfer Office manager, and performance evaluation meetings are held with the

participation of the President, Vice-President and Project Development Office.

**Evidence:**

- 2021-2022 Student Handbook

**Management of the internationalization processes**

**Maturity Level:** The managerial and organizational structuring of the internationalization processes is monitored and improved accordingly.

**Internationalization sources**

**Maturity Level:** The distribution of internationalization resources in the institution is monitored and improved accordingly.

**Internationalization performance**

**Maturity Level:** The internationalization activities in the institution are monitored and improved accordingly.

**B. EDUCATION AND TRAINING**

**1. Design, Assessment and Updating of the Programs**

**B.1.1. Design and approval of the programs**

In our institution, which is at the completion stage of the transition to the new education model, very intensive curriculum updates are currently being made, and updates are put into effect upon the decisions of the Faculty/Institute Board, Education Commission and Senate, the basic methods and principles of which are identified by the Education Committee. All these studies are carried out taking into account the program achievements. It is expected that the intensity of the curriculum update efforts will decrease by the end of the 2022-23 academic year, and the program achievements and course learning outcomes will be reviewed immediately afterwards. (Annex-13: Education Committee Meeting Minutes)

A new program proposed to be opened at the Graduate School is first evaluated by the Institute Board. After the approval of the Board, it is reviewed by the University's Education Committee and Senate, respectively. A program that completes these processes is submitted to the Higher Education Council (YÖK) for evaluation. The organizational structure of the process is certain.

All the departments in the Faculty of Engineering and Natural Sciences have advisory boards, and these boards include graduate students, industry collaborators, faculty members and students from other universities. During these meetings, all the processes are monitored, including the duration of the courses and the methods of carrying out the laboratory or application aspects. Concerning all of our departments that carry out Project Based Education, the industry stakeholders are actively involved in the preparation of the course contents, etc. Necessary improvement and implementation methods are developed based on the students' feedbacks at the end of the semester. All the processes of the accredited departments of our faculty are also monitored by MUDEK.

The design and approval processes of the programs carried out within the scope of the Faculty of Art and Design are conducted through defined managerial and organizational processes within the framework of the University's educational policy, mission and vision accordingly. The objectives and learning outcomes of all the ongoing programs have been established, and evidence showing the compliance thereof with the Turkish Higher Education Qualifications Framework (TYYC) has been announced to the public in a transparent and up-to-date manner on the page Bologna. Relevant data are uploaded to the SPARKS and KHAS Learn systems during the academic periods and also made accessible to the students, making the data tracking easier for them.

The principles and rules applying to the structuring of learning outcomes and teaching processes on a departmental basis are designed in parallel with the Project Based Education. In 2022, the PBE methods are efficiently applied in 4 undergraduate programs at the Faculty of Art and Design. A PBE committee was established to follow this process and reported to the President's Office accordingly. Each department also has the PBE officers, and the processes and principles are followed on a course basis within the scope of Project-Based Education in the department.

Studies to increase stakeholder participation in program design processes are in progress, and within this framework, the designs of Double Major and Minor Programs have been developed, these are being monitored and evaluated accordingly. (Web Page Including Double Major and Minor Programs)

As an example of postgraduate programs, the program of Architecture and Urban Studies, which is a professional Master's Program, started the education activities as a non-thesis master's program. Meetings were held regarding the YÖK compliance processes of the program design process, and an academic coordinator from the Department of Architecture was appointed to the program.

#### **Evidence:**

- Annex-13 Education Committee Meeting Minutes
- Bologna Web Page
- Web Page Including Double Major and Minor Programs
- Annex-14: PBE Letter of Good Faith Template
- <https://portcities.khas.edu.tr/>
- Postgraduate Education and Training Regulations

#### **B.1.2. Course distribution balance of the program**

During the curriculum preparation process of Kadir Has University, the balance of elective and compulsory course distribution has been taken into account. The curriculums of the departments consists of compulsory courses, core electives, field electives, project electives and free electives. While an opportunity for specialization is provided in field and project elective courses, the aim is to provide students with the critical thinking and creative inquiry skills that they will need to prepare for rapid change processes in all areas of society through core and free elective courses.

- Kadir Has University Department of Electrical and Electronics Engineering Curriculum
- Kadir Has University Department of Economics Double Major Program Curriculum
- Kadir Has University Department of Radio, Television and Cinema Minor Program Curriculum

In the process of adding new elective courses to the curriculum, the stakeholders' feedbacks are taken into account and the pools are enriched accordingly. In addition, the subjects that are related to monitoring and improving the balance of the course distribution are reviewed by the Education Committee and, submitted to the Senate for approval.

- Annex-15: Opening of a New Elective Course in the Department of Core Academics – Senate Decision
- Annex-16: Adding a Course to the Project Based Curriculum Area Pool of Elective Courses of the Faculty of Art and Design – Senate Decision
- Annex-17: Education Committee Decision Example-1
- Annex-18: Education Committee Decision Example-2

The course distribution balances were taken into account in the announced course information packages and, all the course contents were reflected on the Bologna screen in Turkish and English. Additionally, the feedbacks from all the committee members were taken into account during the Bologna process.

- Bologna Committee

- <https://bologna.khas.edu.tr/ders/30003892/program/50302032>
- <https://bologna.khas.edu.tr/ders/30003756/program/50302032>

Regarding the course distribution; the **Core Program** courses are given, which include the principles and methods for dimensions such as the opportunities of gaining a cultural depth and getting to know different disciplines.

The **Core Program** is designed to bring together all the students of different educational background coming to the different departments of our university in the first year of their education with a common academic curriculum.

Our understanding of education in the Core Program is based on;

- 100% original courses prepared with the participation of all the faculties and students of our university,
  - A measurement-evaluation system, in which traditional examination methods are not applied,
  - A course structure, in which an active participation of the student is ensured and, the faculty members act as "mentors",
  - A subject-based English education,
  - The principles and objectives of raising individuals, who are sensitive to the society and planet they live in through the respective social responsibility projects.
- Kadir Has University Core Program Curriculum Plan  
<https://bologna.khas.edu.tr/program/50302032/ders-plani-sap>

In addition to the standard practices and regulations, there are also unique approaches and practices developed by the institution in line with its needs and requirements.

- New Education Model
- Project Based Education

The curriculums at the institution are designed in a way that the students can take courses from different disciplines and gain a cultural depth accordingly. This is the main purpose of the first-year courses of the Core Program in particular; in the upper grades, the students are encouraged to take courses from different departments and consider the Minor and Double Major programs. The syllabuses are prepared by taking into consideration the workload of the faculty members and students.

However, it is known that the students experience course time conflicts while taking the courses they want. One of the reasons for this is that, while transitioning to the New Education Model, the obligation to open courses for both old curriculum and new curriculum students has led to a temporary increase in the total number of courses opened by the faculties. It is predicted that this will decrease significantly by the end of the academic year of 2022-23. In addition, an intensive renovation work has been carried out to ensure that our institution's spaces are used in an efficient manner. In the Spring Semester of 2022-23, the Directorate of Information Technologies is carrying out a software development project for the preparation of the weekly course schedule. It is anticipated that this new software and process improvements, which will take place starting from the academic year of 2023-24 will reduce the problem of course time conflicts.

#### **Evidence:**

- Kadir Has University Department of Electrical and Electronics Engineering Curriculum
- Kadir Has University Department of Economics Double Major Program Curriculum

- Kadir Has University Department of Radio, Television and Cinema Minor Program Curriculum
- Annex -15: Opening of a New Elective Course in the Department of Core Academics – Senate Decision
- Annex-16: Adding a Course to the Project Based Curriculum Area Pool of Elective Courses of the Faculty of Art and Design – Senate Decision
- Annex-17: Education Committee Decision Example-1
- Annex-18: Education Committee Decision Example-2 Bologna Committee
- <https://bologna.khas.edu.tr/ders/30003892/program/50302032>
- <https://bologna.khas.edu.tr/ders/30003756/program/50302032>
- Kadir Has University Core Program Syllabus
- <https://bologna.khas.edu.tr/program/50302032/ders-plani-sap>
- New Education Plan
- Project Based Education

### **B.1.3. The compatibility of the course outputs with the program outcomes**

There are defined processes that include the principles, methods and classifications regarding the harmonization of the program outcomes and the course outcomes at our university. The course outputs are aligned with the program outcomes throughout the programs and, are shared with the course information packages. The compliance of the course outputs with the program outcomes is monitored and improved accordingly. The efforts with respect to the monitoring and improvement processes are carried out through the meetings held on a program basis.

The relationship between the course learning outputs and the program outcomes can be seen on the Bologna page of our university's website. A holistic review project on this subject is scheduled for the Fall Semester of the Academic Year of 2023-24.

#### **Evidence:**

- Interior Architecture and Environmental Design Course Information Packages
- Theater Course Information Packages
- Annex-19: Interior Architecture Department Meeting
- Bologna Page

### **B.1.4. Course design based on the student workload**

The Bologna webpage shows the detailed information about the ECTS values of all the courses taught at our university. The ECTS values of the courses are monitored and verified on a course basis through the student surveys that are conducted at the end of the semester. Opportunities are offered in the suitable programs for internship and professional applied learning and, these are evaluated within the framework of the required workload and credits within the total ECTS. On the basis of these evaluations, the program curriculums and the ECTS values of the courses have been arranged at the required level.

In our institution, the ECTS credits are defined for all the courses, the graduation inspection is conducted according to the ECTS system, and until today, the old National credit system and the ECTS system have been carried out together. In the spring semester of the current Academic Year of 2022-23, the tests are being carried out before the transition to the system, upon which the National Credit system will be completely abandoned and, all the processes are to be monitored on an ECTS basis. It is planned to switch to the ECTS only system in the academic year of 2023-24. The student workload surveys will also be renewed during this transition.

#### **Evidence:**

- Bologna Web Page

### **B.1.5. Monitoring and updating the programs**

Since the transition to the New Education Model is considered an important strategic move in our institution, the programs are constantly updated, monitored and developed accordingly. This is the main axis of the efforts carried out by both the faculties and departments, the Education Committee, Senate and Academic Council, as well as the Directorate of Educational Policies and Monitoring. It is envisaged that this intense focus will be systematized in the form of an internal Quality Assurance System within the next few years. Accreditation studies are also carried out for all of our departments that may be accredited. There is a mechanism to monitor the objectives and learning outcomes of the programs that are carried out within the scope of the Faculty of Art and Design at Kadir Has University.

The surveys conducted through the SPARKS system at the end of each semester with students, who are the internal stakeholders, and the program self-assessment reports prepared annually with the faculty members are evaluated on the functioning of this process with the aim of ensuring the sustainability of the development towards quality education. The number of the courses within the scope of the Project Based Education (PSE) in the programs carried out at the faculty has been increased, and the participation of the external stakeholders (sectoral mentors) with whom PSE collaborations have been established is ensured in an efficient manner through the course and program outcomes, and updated through the course syllabuses in each academic period. Efforts are being carried out in order to strengthen the mechanisms intended to monitor, evaluate and update the programs with the participation of the external stakeholders. All the Department Heads submit their Education Self-Assessment Reports to the Dean's Office at the end of the year, and then the Dean's Office submits the same in the form of a Faculty Report to the President's Office.

An assessment survey was conducted with the students from the Department of Architecture at the Faculty of Art and Design, and the results were evaluated accordingly.

#### **Evidence:**

- Annex-20: KHAS Department of Industrial Design Strategic Targets
- Annex-21: STF\_Letter of Good Faith Template
- KHAS Architecture Current Student Evaluation Survey

### **B.1.6. Management of the education and training processes**

Since the transition to the New Education Model is considered an important strategic move in our institution, the issues of Education-Training are constantly monitored at the senior management level. Within this scope, it is aimed to facilitate the efforts of the senior management as well as the academic and administrative units and, the communication between the units, and in particular, close the PDCA cycle accordingly, by means of the establishing the Directorate of Educational Policies and Monitoring.

The practices regarding the education and training management system are monitored by the senior management and, improvements are made according to the results thereof. For example, meetings are held on a regular basis by the Dean's Office at the Faculty of Art and Design. Within the scope of 2022, 2 meetings were held by the Faculty Dean's Office on January 28, 2022 and September 16, 2022, and monitoring and improvement discussions were held for education and training processes.

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 21<sup>st</sup> Century in addition 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, for the purpose of measuring the success of the education model, a Core Program Evaluation Survey is conducted for each course, based on the course outputs, in addition to the course evaluation surveys.

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, and systemized by means of applying the same for the second time with the action plans accordingly in 2022. 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 PDCA cycle was completed by means of identifying the areas open to improvement and solutions through the annual analyses.

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.(Announcements Page)

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. 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 discusses 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.

### **Evidence:**



- Department of Psychology Accreditation Announcement
- Bologna Page

### **Design and approval of the programs**

**Maturity Level:** The processes for the designs and approvals of the programs are systematically monitored and, evaluated and improved with the participation of the relevant stakeholders.

#### **Evidence**

- Annex-13 Education Committee Meeting Minutes.pdf
- Annex-14 PBE Letter of Good Faith Template.PNG

### **Course distribution balance of the program**

**Maturity Level:** The course distribution balance in the programs is monitored and improved accordingly.

#### **Evidence**

- Annex-15 Opening of a New Elective Course in the Department of Core Academics – Senate Decision.pdf
- Annex-16 Adding a Course to the Project Based Curriculum Area Pool of Elective Courses of the Faculty of Art and Design – Senate Decision
- Annex-17 Education Committee Decision Example-1.pdf
- Annex-18 Education Committee Decision Example-2.pdf

### **The compatibility of the course outputs with the program outcomes**

**Maturity Level:** The course outputs are aligned with the program outcomes throughout the programs and, are shared with the course information packages.

#### **Evidence**

- Annex-19 Interior Architecture Department Meeting.pdf

### **Course design based on the student workload**

**Maturity Level:** The student workload is monitored in the programs and, the course design is updated accordingly.

### **Monitoring and updating the programs**

**Maturity Level:** The program outcomes are monitored through these mechanisms and updated by taking the opinions of the relevant stakeholders.

#### **Evidence**

- Annex-20 KHAS Industrial Design Department Strategic Goals.pdf
- Annex-21 STF\_Letter of Good Faith Example.pdf

### **Management of the education and training processes**

**Maturity Level:** The practices regarding the education and training management system are monitored in the institution and, improvements are made according to the results thereof.

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

### **B.2.1. Teaching methods and techniques**

We, at the Department of Core Academics, try to create an educational environment, in which the students will move from being a passive recipient of information to a participating individual who is able to study with the educator in the preparation of the course, access the information they need, and enrich the course with their respective observations, comments and questions. In our courses, each conducted by the faculty members from different faculties, our English instructors commit themselves to guiding our students to improve their academic writing, reading, presentation, discussion and research skills. Our students participate in the compulsory courses during the fall semester with a learning-by-doing approach, especially in the areas of research, writing, presentation, critical thinking and algorithmic thinking.

The teaching method applied at the Faculty of Art and Design focuses on a learning mechanism intended to force the students to be more active and interactive. Within the framework of the education of art and design, project-based, practice and performance-oriented, interdisciplinary approaches are used.

In order to attain the goal of the project-based learning system, the course contents are developed within the scope of PBE system and, the students experience deep learning-oriented processes through certain projects. The departments at the Faculty of Art and Design proceed by determining such principles that are appropriate to their respective fields of expertise in the performance of theoretical, practical and online courses.

The FADPORT website was designed to share the in-class applications of the students in the field of art & design, and it is enriched with new contents added every semester, which makes it possible to share such projects and applications in a transparent manner and, at the same time, it is aimed to increase the level of the motivation of the students.

In the Department of Theatre, theoretical and applied research is combined, and the students' research processes in all the courses turn into artistic outputs. The Linklater method, which is applied around the world, is used in voice lessons and innovative studies are carried out in the context of liberating the voice. Accordingly, the faculty members at this program have received the respective Linklater Method Instructor Training.

Within the scope of the IAR301-302 course at the Department of Interior Architecture, we worked with Teğet Design Center, and studied Yedikule Gasworks as a studio subject, which is currently being designed by Teğet Architecture and of a current agenda item for the city of Istanbul.

#### **Evidence:**

- Annex-22: FAD411\_ Parametric Design Applications
- Annex-23: IND305 Advanced Materials and Digital Production
- Annex-24 Theater Department Innovative Methods
- Annex-25: IAR301-302 PBE Letter of Good Faith
- Annex-26: IAR301-302\_Meeting
- Annex-27: IAR301-302\_Syllabus FADPORT website link
- <https://yem.khas.edu.tr/proje-tabanli-egitim>

### **B.2.2. Measurement and assessment**

Within the scope of the New Education Model, the basis is to move away from classical examination methods within the Core Program and Project Based Education and, switch to the measurement & evaluation methods intended to encourage process-oriented and individual learning, where students could express themselves effectively in small classrooms.

There are no classical exams within the Core Program courses. Different methods are used in different courses. For example, there are such projects carried out on a teamwork basis, individual projects,

presentations, debates and writing exercises. These studies are given in the form of homework, research and in-class studies.

Within the framework of the Project Based Education (PBE), the evaluation of the students' achievements mainly focuses on process-oriented homework delivery, project development, portfolio and presentation methods, and output-based evaluations are made accordingly. During the applied courses at the departments of the Faculty of Art and Design, current and field oriented student efforts and projects are assessed with the participation of the respective external stakeholders. These processes and evaluations are regularly monitored and evaluated through the periodic surveys conducted with the internal stakeholders (students).

### **Evidence:**

- Annex-28: IAR 301-302\_PBE Letter of Good Faith
- Annex-29: IAR301-302\_Meeting
- Annex-30: IAR301-302\_Syllabus

### **B.2.3. Student admission, and the recognition and crediting of the prior learning**

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.

Thanks to the rational quota policy that the university follows, the occupancy rate of our university was 97.19% according to the results of the Higher Education Institution Examination conducted in 2022. In order to enhance the base success ranking by means of improving the quality of education at the university, the New Project Based Education Model has been developed and, started to be implemented in such a way that was shared at the respective departments.

For the field of proficiency in English, not only comprehensive improvements were made at the School of Foreign Languages but also it was ensured that the English teaching is efficiently carried out across the scope of education at the university in a way that includes the entirety of the undergraduate programs and the Preparatory Program in line with the formula "1+4". For example, for the compulsory courses within the scope of the Core Program in which all the undergraduate students participate, both the lecturers responsible for the content of the courses and the lecturers responsible for teaching English are employed.

One of the most fundamental improvements in respect of student progress was that the load of compulsory courses on the students decreased and their ability to take area elective and free elective courses increased as detailed in the section "Design and Approval of the Programs". This makes it possible for all the students to improve themselves professionally and individually beyond their respective specialization areas by means of the syllabuses they create.

The project based education model is of an education philosophy that is based on the progress of the students since it ensures that the students are not learning by heart but, practicing and experiencing making use of projects and cases.

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 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. The students will apply online or personally to the enrollment desks for final enrollment as formed by the Student Affairs Directorate presenting the documents required by the University.

- Kadir Has University Undergraduate Education and Training Regulations
- Kadir Has University Directive on Course Exemption, Adaptation and Grade Transfer Procedures
- Directive on Admission of International Students to Kadir Has University Undergraduate Programs

The students, who were previously dismissed from a higher education institution for any reason, including KHAS, or who graduated and became eligible to enroll in an undergraduate program of the University through the student selection and placement system (ÖSYS), are allowed to request for exemption from the equivalent courses that they were successful in the higher education program they previously attended, if they enroll at the University. The course exemption and adaptation procedures for these students are carried out in accordance with Directive on Course Exemption, Adaptation and Grade Transfer Procedures Directive at the Kadir Has University.

A student enrolled in any undergraduate program of our university is allowed to apply to the relevant Faculty Dean's Office via MyKHAS submitting their transcripts and course contents by the application deadline specified in the academic calendar. A Course Exemption Application Form is obtained through the MyKHAS portal and, the application is evaluated by the relevant Faculty Dean's Office and notified to the Directorate of Student Affairs. The students are able to access their course exemption results from SPARKS and MyKHAS screens.

Our students are also informed via e-mail, MyKHAS and SPARKS.

The practices implemented to popularize digitalization and increase the level of students' satisfaction are listed below:

In coordination with the Directorates of Information Center and Financial Affairs, the online process has been completed in respect of the documentation of the procedures of discharge of the students & graduates and that there is obstacle to an undergraduate transfer

The following forms and documents have been transferred to electronic environment in Turkish and English for our students and, announced on the website accordingly.

#### **Forms Accessed Online from MyKHAS and Website**

- Application Form for Course Substitution from Major Program to Double Major Program
- Application Form for Maximum Duration Additional Exam
- Paid Military Service Permission Form
- Information and Document Sharing Permission Form Double Major Application Form
- Course Exemption Application Form Lost Diploma Request Form
- Enrollment Freezing Request Form
- Disenrollment Request Form
- Make-Up Exam Application Form
- Grade Increase Exam Application Form
- Special Student Application Form
- Special Talent Application Form
- Examination Result Review Application Form
- Single Course Exam Application Form
- Minor Application Form
- Undergraduate Transfer Application Form
- Application Form to Take Courses from Another University in Summer School

## **Documents Given with Electronic Signature**

- Military Status Certificate
- Document on No Former Undergraduate Transfer
- Disciplinary Certificate
- Temporary Graduation Certificate
- English Preparatory Achievement Certificate
- Graduation Transcript
- Student Certificate
- Transcript
- Undergraduate Transfer Additional Article-1 Status Certificate

Besides, Turkish and English infographics have been prepared and published on the website to provide convenience to the students, graduates and double major-minor candidates.

- Student Roadmap
- Maximum Duration Roadmap
- Double Major Program Infographic
- Minor Program Infographic
- Graduation Process Infographic

Two videos, short and long, were prepared in English explaining the course enrollment process and sent to the international students by e-mail. The videos can be accessed from the following links: video 1 , video 2

Within the scope of the Graduate School, the minimum application conditions are identified each semester in line with the programs recommended to be opened by the Graduate School's Management Board and the YÖK framework regulation. The opinion of the Graduate School's Management Board regarding the programs that will receive applications and the minimum application requirements (ALES, FLA and GPA) is submitted to the Senate. The decision of the Senate is final. While making this decision, the minimum application requirements specified in Article 12 of the YÖK Graduate Regulation (<https://www.resmigazete.gov.tr/eskiler/2022/11/20221120-2.htm>) are taken into account.

In line with the decision taken, information about the programs that will receive applications and the minimum application requirements are published on the website of the Graduate School: <https://sgs.khas.edu.tr/tr/basvuru-hakkinda-basvuru-kosullari>. The application system is activated.

The "Directive on Application and Enrollment for Graduate Programs" contains the details on the basic conditions, how to apply, the determination of jury members and the application evaluation process (Article 4,5,6,7,8,9,10). The applications are received according to these criteria and the academic calendar as determined by the Senate of our University. On these dates, the details such as the application conditions will be announced on our website. Apart from the new student applications, our relevant directive provides information on how the horizontal transfer application will be evaluated (Article 11).

This directive also includes such details on how the previous achievements of the students, who apply to be a new student or request for an undergraduate transfer will be considered, on the condition that their previous achievements are not used for another graduation (Article 12).

Finally, the areas of expertise have been determined in our various programs. This process progresses with the recommendation of the program coordinator, the positive opinion of the Graduate School's Board, and the approval of the Education Committee and the Senate accordingly. The students, who take courses determined in the relevant fields of specialization, are given a certificate for this field of specialization. A process is managed by the Graduate School's Management Board to determine such other areas of expertise in addition to existing areas of expertise.

Current areas of expertise:

Film and Drama Thesis and Non-Thesis Master's Programs: Directing, Dramatic Writing and Acting.

Private Law Doctorate and Thesis and Non-Thesis Master's Programs: Sports Law and Contract Law.

Public Law Thesis and Non-Thesis Master's Programs: Health Law, Human Rights Law.

Materials Science and Nanotechnology Master's Program with Thesis: Synthetic Organic and Polymer Chemistry, Robotics and MEMS, and Condensed Matter and Nanotechnology

For the Faculty of Art and Design, the principles and rules regarding the admission of the students, except for the student groups coming through a central placement, have been defined accordingly. (Directive on Course Exemption, Adaptation and Grade Transfer Procedures at Kadir Has University) The students are admitted to the department of Theater at the Faculty of Art and Design with a special talent exam.

Such approaches and practices are implemented in a way to encourage the students for the recognition and crediting of the previous learning of the students, who are admitted. Each Department has a relevant faculty member in charge of carrying out the undergraduate transfer processes. Following these processes, this faculty member carries out the respective stages thereof considering the student's conditions. In addition, the Academic Advisory system is actively carried out at the Faculty.

In parallel with the university's internationalization policy, meetings to increase the level of student mobility through international agreements are held on a regular basis, and such efforts are carried out in order to enhance the opportunities provided to the students by means of making new agreements with the academically equivalent universities located abroad on the basis of faculties and programs.

#### **Evidence:**

- Our Legislation Page
- Kadir Has University Undergraduate Education and Training Regulations
- Directive on Course Exemption, Adaptation and Grade Transfer Procedures at Kadir Has University
- Directive on Admission of International Students to Kadir Has University Undergraduate Programs
  
- Application Form for Course Substitution from Major Program to Double Major Program
- Application Form for Maximum Duration Additional Exam
- Paid Military Service Permission Form
- Information and Document Sharing Permission Form
- Double Major Application Form
- Course Exemption Application Form
- Lost Diploma Request Form
- Enrollment Freezing Request Form
- Disenrollment Request Form
- Make-Up Exam Application Form
- Grade Increase Exam Application Form
- Special Student Application Form
- Special Talent Application Form
- Examination Result Review Application Form
- Single Course Exam Application Form
- Minor Application Form
- Undergraduate Transfer Application Form
- Application Form to Take Courses from Another University in Summer School
- Student Roadmap
- Maximum Duration Roadmap
- Double Major Program Infographic

- Minor Program Infographic
- Graduation Process Infographic
- Video 1, Video 2
- Directive on Application and Enrollment for Graduate Programs
- Conditions for Applications for Master's and Doctorate Degrees
- YÖK Graduate Regulations

#### **B.2.4. Certification of the Qualifications and Diploma**

##### **Graduation Process for Undergraduate Programs**

##### **Conditions the Students Must Meet for Graduation**

- The students must have successfully completed all the courses in their curriculum (course schedule) and obtained the graduation credits related to their programs.
- The Grade Point Average must be at least 2.00/4.00.
- The compulsory internship must have been completed, if any in the program.

##### **Transactions in the Faculty Where the Student is Enrolled**

- At the end of each semester, senior advisors review the transcripts of the students, who are about to graduate, and forward the transcript of the students, who are eligible for graduation, along with the graduation simulation to be received from the system, to the secretary of the respective Faculty.
- The Management Board of the respective Faculty reviews whether the student has met all the qualifications for graduation and, makes a graduation decision accordingly.
- The respective graduation decision is forwarded to the Directorate of Student Affairs.

##### **Stage at the Directorate of Student Affairs:**

- The relevant faculty officer at the Directorate of Student Affairs checks the decision, and carries out the respective transactions on SPARKS for the graduation of the student.
- When the graduation process is completed, the student is notified by e-mail through the system, and they are asked to fill out a graduation survey and form, the links of which are sent to them.
- If the student, for whom the respective graduation transactions are carried out, does not have any obligation towards the University, then they are discharged accordingly via MyKHAS.
- Since the diplomas are prepared on the dates as specified on the academic calendar, the applications are made to the Directorate of Student Affairs.
- Those, who have completed the discharge process will receive their diplomas (or, in mandatory cases, their e-signed or wet-signed Provisional Graduation Certificates) from the Directorate of Student Affairs against signature, after the date announced on the academic calendar accordingly.

The student eligible for a diploma will be given a diploma supplement by the Student Affairs Directorate. This document includes the details about the courses and ECTS credits in the student's course schedule as well as their standard diploma supplement.

An "Certificate of Honor" is given to those students who graduate with a grade point average of 3.00 – 3.49 out of 4.00 and a "Certificate of High Honor" is given to those students who graduate with a grade point average of 3.50 – 3.40 out of 4.00 with no disciplinary penalty other than those for whom a warning is issued.

##### **Graduation Degrees**

For a Degree, the top 3 (three) ranking at the University, Faculty and Department will be taken into consideration. In case of equal grade point average on graduation, these students are to be considered to

have the same degree.

1. A student is required to graduate within the normal length of education for the program in which they are required (except for the preparatory class and, eight semesters for an undergraduate program). For irregular students, the normal length of education is considered as nine semesters.
2. The respective faculty's management board's decision concerning the graduation of a student should be sent to the Student Affairs Directorate by the date as specified on the academic calendar. Those students about whom a graduation decision is communicated after the said date will not be included into the list of degrees.
3. A graduation decision that is sent to the Student Affairs Directorate after the date as specified on the academic calendar since the grades are received late or because of a grade change due to Erasmus, exchange, summer education or for another reason will not be taken into consideration and, the degrees already designated will not be changed.
4. In order for a graduate by means of undergraduate transfer or external transfer to get included into the graduation degree ranking, they are required to get at least two thirds of the total credits of the undergraduate programs of Kadir Has University in which they are enrolled from the program from which they will graduate and, they need to complete the program in due time.
5. There should be no disciplinary penalty registered on the student's file, except for warnings.
6. The foregoing provisions will apply to the graduates from a double major program.
7. A graduate with a bachelor's degree should have a grade point average of at least 3.00/4.00 to get a degree.
  - Kadir Has University Undergraduate Education and Training Regulations
  - Directive on Diploma, Diploma Supplement, Graduation Document, Certificate and Degree at Kadir Has University
  - Graduation Process Infographic

## **Double Major & Minor Application Conditions, Attendance and Graduation Conditions**

### **Double Major Purpose and Application Process**

The purpose of a double major program is to allow that a student who is successfully studying at a major undergraduate program is also concurrently able to study in order to get a bachelor's degree in an additional major program.

- An application to a double major diploma program is made using the MyKHAS portal on the dates as specified on the academic calendar not earlier than the third semester, and not later than the fifth semester of the major diploma program.
- As of the date of the application, a student should be successful at all the courses in the major diploma program, have a grade point average of at least 2.72/4.00 on a major diploma program and be ranked at the top 20 percentile in terms of success rating in their classroom of the respective major diploma program For the students, who are not in the 20% bracket, their score in the year they are placed must be equal to or higher than the base score of the department, in which they want to do double major.
- In order to do a double major in a program that requires a certain position in the ranking (Law, Engineering, Architecture), in addition to the 20% percentile, one must also meet the Higher Education Institution Examination's ranking requirement of the relevant program in the year they are enrolled. A student, who is transferred abroad as an undergraduate transferee or who is admitted from abroad, is not allowed to study a double major in a program for which certain success rating is required (Law, Engineering, Architecture).

### **Conditions to Continue a Double Major**

- The grade point average of the student for the major program may fall to 2.50 during the term of the double major program for one time only. A student with a grade point average for a major



- program that falls to 2.72 for the second time will be disenrolled from the second major program.
- A student who fails to take courses of a double major program for two semesters successively will be disenrolled from the program. This will not apply to those student who are abroad for two semesters successively due to Erasmus or an exchange program.

### **Conditions to Graduate from a Double Major**

- In order for a student to graduate from a double major program, they must have successfully completed all the courses specified in the curriculum and have a grade point average of at least 2.72.
- In order to graduate from a double major program, the student must first graduate from the major program.

### **Minor Purpose and Application Process**

The purpose of a Minor Program is to enable the students, who have successfully carried out one of their major undergraduate programs, to gain knowledge in another branch of their interest.

- An application to a minor program is made using the MyKHAS portal on the dates as specified on the academic calendar not earlier than the third semester, and not later than the sixth semester of the major diploma program.
- At the time of this application, the student must be successful in all the courses in the major diploma program and have a grade point average of at least 2.50/4.00.

### **Conditions to Continue a Minor Program**

- In order to continue a minor program, the student needs to have a grade point average that is of at least 2.29 for the major program. A student with a grade point average for a minor program that falls below 2.00 for two semesters successively will be dismissed from the minor program.
- A student who fails to take courses of a minor program for two semesters successively will be disenrolled from the program. This will not apply to those student who are abroad for two semesters successively due to Erasmus or an exchange program.
- A student who is eligible for graduation from the major program but who fails to complete the minor program is given an additional term of not more than two semesters upon the decision of the respective management board.

### **Conditions to Graduate from a Minor**

- A student who is eligible for graduation from the major program and who completes the minor program with a grade point average of at least 2.00 will be given a minor program certificate (certificate of achievement). This certification will not serve as a diploma.
- A student who completes the minor program may not benefit from the rights and powers in the minor program field as conferred by a bachelor's degree diploma.

These Double Major & Minor Applications received through the MyKHAS portal are evaluated by the Faculty Dean's Offices after the preliminary review of the faculty officers at the Directorate of Student Affairs, and the students, whose applications are suitable, are enrolled accordingly. At the end of each semester, the academic status of the students is reviewed and, the procedures are carried out to inform the Faculties about the Double Major & Minor students, who will be disenrolled or graduate.

- Directive on Double Major and Minor Programs at Kadir Has University
- Double Major Program Infographic
- Double Major Application Form
- Minor Program Infographic
- Minor Program Application Form

### **Undergraduate Transfer**

Admission of the students from other higher education institutions in Turkey or abroad to the programs at Kadir Has University through an inter-institutional undergraduate transfer and an intra-institutional undergraduate transfer, will take place in accordance with the applicable provisions of the YÖK's "Regulations on Principles for Undergraduate Transfers among Associate's Degrees and Undergraduate Degrees at Higher Education Institutions, and Double Major, Minor and Credit Transfers among Institutions", and the Directive on Undergraduate Transfers among Undergraduate Programs at Kadir Has University.

### **Conditions for Undergraduate Transfer Applications Based on Success**

1. The student must be currently enrolled in a diploma program at an equivalent level at the time of the respective application. A student, whose enrollment is frozen or who is considered to be on an academic leave, is allowed to submit an undergraduate transfer application.
2. For an application concerning an undergraduate transfer between such diploma programs that admits students at the same level within the university, the central placement point achieved by the student for the diploma program to which the student wishes to move as of the year in which the student takes the central exam should not be lower than the minimum basis point of the diploma programs of other domestic universities equivalent to the diploma program to which the student wishes to move.
3. The student must have completed at least two semesters of the undergraduate studies, excluding the English Preparatory Class. Accordingly, a student is allowed to submit an application in the 3<sup>rd</sup> semester at the earliest and in the 5<sup>th</sup> semester at the latest for an undergraduate transfer. There may be no undergraduate transfer to the preparatory class of a bachelor's degree diploma program in the first two semesters and the last two semesters.
4. For the undergraduate transfers between the institutions, the student's grade point average for the semesters completed in the program for which they are enrolled must be at least 60 out of 100.
5. The student must have met the other application requirements (interview, portfolio, etc.), if any, of the program to which they want to be transferred.
6. For an undergraduate transfer to a diploma program that admits students through a special talent exam, the student is required to be successful at this special talent exam in addition to the other requirements. An undergraduate transfer cannot be made from the diploma programs that admit students through a special talent examination to the diploma programs that admit students through a central placement.

### **Undergraduate Transfer Application Conditions Based on Central Placement Score (Within the Scope of Additional Article-1)**

1. The student's central placement scores in the year they are enrolled must be equal to or higher than the base score for the relevant score type in the year the student is admitted to the diploma program they want to apply for.
2. The success ranking condition as determined by YÖK for the programs of Law, Engineering and Architecture must have been met accordingly.
3. All the students enrolled in a higher education institution, including preparatory classes, intermediate classes and senior classes, are allowed to benefit from the said article. A student, whose enrollment is frozen or who is considered to be on an academic leave, is allowed to submit an undergraduate transfer application.
4. The applications for the fall semester of each academic year are made within the date range specified on the academic calendar of our university. During a spring semester, inter-institutional transfer students are not admitted within the scope of this Additional Article-1.
5. If the student was not admitted to the diploma program they want to be transferred to in the year the student was enrolled for the diploma program that they are currently studying, the transfer cannot be made since the central placement base score of the diploma program has not been formed.
6. When transferring from a program where the medium of instruction is Turkish to a program that provides education entirely or partially in a foreign language, the student must meet the English language requirement; If a student, who wants to transfer when they are in the preparatory class

or first year, fails to meet the English language requirement, they must receive English language preparatory training accordingly. It is absolutely necessary to meet the English language requirement for an undergraduate transfer in the second or higher grades. During the application, the evaluation is made based on the grade as indicated on the student's transcript.

7. During the assessment of the applications, only the Higher Education Institution Examination (YKS) Center placement scores in the year, in which the student was placed in the program they is enrolled in, are taken into account, and there is no other requirement in this respect such as success etc.
8. A student is allowed to benefit from an undergraduate transfer only once in accordance with the Additional Article; however, those students, who use the right of transfer in accordance with the said article, may, at their own discretion, return to the higher education institution, to which they were entitled to enroll as a result of a YKS central placement, at a later application date.
9. An undergraduate transfer cannot be made from abroad within the scope of Additional Article 1.

#### **Conditions for Undergraduate Transfer Applications from Abroad**

1. The higher education institution, where the student studies abroad and the program, in which the education takes place, must be recognized by the Council of Higher Education (YÖK).
2. It is a requirement that Kadir Has University recognizes the equivalence of the diploma program, in which the student is enrolled abroad, with the diploma program to which they wish to be transferred.
3. The minimum scores in the Student Selection and Placement Exams and the exams and the scores received thereat accepted as equivalent thereto are to be announced by the Council of Higher Education. A candidate must have at least the announced points or more to submit an application for an undergraduate transfer.
4. For an undergraduate transfer from a foreign higher education institution to a program of our University which requires certain success rating:

1. In the year the student starts higher education, the university they are enrolled in must be among the top four hundred percent in the world rankings as determined by the ranking organizations acceptable to the Council of Higher Education, and also the student must meet the semester/class and success conditions,
2. In case of a university that is outside the first four hundred-tranche:

1) Those who have completed their secondary education in Turkey should have taken the central placement exam and fulfilled the success rating requirement for the respective point type of the program which requires certain success rating as of the year of enrollment.

2) Those who have completed at least the last two years of their secondary education should have successfully passed at least four semesters of the diploma program in which they are enrolled – except for the preparatory class.

1. A student, who is enrolled in any higher education program abroad, including those in the TRNC, through a special talent exam, may be an undergraduate transferee for an equivalent program in case they successfully pass the respective special talent exam thereof.
2. The student must be currently a registered student in an equivalent diploma program at the same level at the higher education institution where they study abroad. A student, whose enrollment is frozen or who is considered to be on an academic leave, is allowed to submit an undergraduate transfer application.
3. There may be no undergraduate transfer to the preparatory class of a bachelor's degree diploma program in the first two semesters and the last two semesters.
4. The student must have met some other application requirements (interview, portfolio, etc.), if any, of the program to which they want to be transferred.
5. For the assessment of the applications, the student's grade point average for the semesters completed in the program for which they is enrolled must be at least 60 out of 100. (2.29 out of 4.00)

These undergraduate transfer applications are submitted online via the link <https://yataygecis.khas.edu.tr/>. The evaluation is carried out by the faculty management boards within the framework of the conditions and principles as set forth under the relevant regulations and directives, and the transfer is made according to the allocated quotas.

Those courses taken by a student, whose application for an undergraduate transfer is accepted and thus who is enrolled at the University, from the diploma programs, in which they were previously enrolled, may be counted in the new programs upon the respective exemption and adaptation committee and in line with the decision of the respective management board. The procedures for adaptations, exemptions and grade conversions are carried out within the framework of the certain determined principles.

- Directives on Undergraduate Transfer to Undergraduate Programs at Kadir Has University
- Regulations on the Principles of Transfer, Double Major, Minor and Inter-Institutional Credit Transfer among Associate and Undergraduate Programs in Higher Education Institutions
- Directives on Course Exemption, Adaptation and Grade Transfer Procedures at Kadir Has University

For the Graduate School, the following details are defined on the “Regulations on Postgraduate Education and Training”: courses (Article 16), examinations (Article 17), grades (Article 18), and the procedures to be followed for graduation (Chapter Three). The thesis defense process is explained step by step in detail (Articles 26 and 34). The processes of making a decision about graduation and receiving a diploma are explained accordingly in Articles 22, 27 and 35.

Concerning the Lifelong Education Academy side, we provided a total of 1256 hours of training in 2022, including our institutional training. In 2022, we certified a total of 655 people through our institutional training.

#### **Evidence:**

- Kadir Has University Undergraduate Education and Training Regulations
- Directive on Diploma, Diploma Supplement, Graduation Document, Certificate and Degree at Kadir Has University
- Graduation Process Infographic
- Directive on Double Major and Minor Programs at Kadir Has University
- Double Major Program Infographic
- Double Major Application Form
- Minor Program Infographic
- Minor Program Application Form
- Directives on Undergraduate Transfer to Undergraduate Programs at Kadir Has University
- Regulations on the Principles of Transfer, Double Major, Minor and Inter-Institutional Credit Transfer among Associate and Undergraduate Programs in Higher Education Institutions
- Directives on Course Exemption, Adaptation and Grade Transfer Procedures at Kadir Has University

#### **Teaching methods and techniques**

**Maturity Level:** The student-centered practices are monitored and improved accordingly with the participation of the respective internal stakeholders.

#### **Evidence**

- Annex-22 FAD411\_Parametric Design Applications.pdf
- Annex-23 IND305 Advanced Materials and Digital Manufacturing.pdf
- Annex-24 Theater Department Innovative Methods.pdf

- Annex-26 IAR301-302\_Meeting.jpg
- Annex-27 IAR301-302\_Syllabus.pdf
- Annex-25 IAR301-302 PBE Letter of Good Faith.pdf

### **Measurement and assessment**

**Maturity Level:** The student-centered measurement and assessment practices are monitored and improved accordingly with the participation of the respective internal stakeholders.

#### **Evidence**

- Annex-29 IAR301-302\_Meeting.jpg Annex-30 IAR301-302\_Syllabus.pdf
- Annex-28 IAR301-302 PBE Letter of Good Faith.pdf

### **Student admission, and the recognition and crediting of the prior learning**

**Maturity Level:** The processes regarding the student admission, the recognition of prior learning and crediting are monitored, improved accordingly, and the respective updates are announced.

### **Certification of qualifications and diploma**

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

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

### **B.3.1. Learning environment and resources**

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At our university, there are areas used for academic purposes such as classrooms, workshops, laboratories, studios, audio study areas, meeting rooms, lounges and libraries, as well as educational resources. The newly opened MAC-LAB and Workshops were renovated. (Annex-31: List of Classrooms, Laboratories and Workshops)

The learning environment and resources required for the programs that are carried out at the Faculty of Art and Design at Kadir Has University are of appropriate quality and quantity sufficient to meet the respective educational needs. The learning environment and resources are systematically evaluated and, improvements are made when necessary.

Necessary steps have been taken and plans have been made to improve the socialization areas used by the students. In the Block E basement floor, the Digital Fabrication Lab is open to the students. During the term, scholarship students also worked in this area and started production accordingly. A studio is allocated within the University for the studies of the Non-Thesis Master's Program in Architecture and Urban Studies. An approval has been received for the improvement and planning concerning the workshop of the Department of Industrial Design. The procedures were completed as intended to establish a laboratory carried out by the Dean's Office at the Faculty of Art and Design within the organization of the University as supported by ISTKA with the aim of being used, in particular, for postgraduate studies. According to the feedbacks from the students in the academic year of 2021-2022, the physical conditions of the workshops have been improved and the maintenance thereof is being carried out accordingly.

To evaluate the resources offered in this manner, feedbacks are received and evaluated through the surveys that are administered to the students via the SPARKS system at the end of each semester.

Our university is an important reference center for the students, academic staff, administrative staff and students from other universities, with the data resources it has. Please find below detailed information about the services and facilities of the Information Center.

- **Investments on Purchase and Subscription of Publications:** Our university continued to

make investments on the Library to enhance the level of printed and electronic collections in line with the strategic academic and research goals of the university. In 2022, the budget allocated to purchase and subscribe for publications increased by **11%** reaching an amount of **TL 4,158,015.72**. The number of source of information offered for use at the collection was expanded by % (Source: Information Center Statistics - 2022).

- **Circulation-Loan Service:** During the evaluation period, the loan service was continued in order to ensure that our members could effectively benefit from the respective printed resources (books, magazines, DVDs) in their personal fields of interest, as well as their academic and research activities. The number of resources loaned during the academic year increased by 229% compared to the previous academic year, reaching 12,797 titles.

The service “we send books to the address by courier service”, which we implemented under pandemic conditions, was continued this year as well. Our undergraduate and graduate students, who needed printed resources were provided with free access to the service, and shipping costs were covered by the university accordingly. This practice of sending and returning resources by courier service has become an example of good practice at the national level, providing the students with equal and uninterrupted access to learning resources and information, thus creating a "student-focused" value, in particular for the education & training processes carried out remotely and hybridly under the pandemic conditions. (Source: Information Center Statistics - 2022).

- **Course Reserve Resources:** Efforts intended to create, develop and make available a reserve collection of course resources were in progress , and priority has been given to the course resources with an electricity access. The number of copies of those without an electronic version was increased in proportion to the students taking the course. The service offered is considered to be one of the library's strengths.
- **Research and Academic Support:** The library personnel continued to offer support by phone and online (through Microsoft Teams, Zoom, Online Chat, face-to-face and phone) 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 - 2022).
- **Publication Provision (Purchase):** In order to ensure that our members 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 **337** students for **2203** 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. The number of individual students benefiting from this service was 171, and the number of publications they requested was 526. (Source: Information Center Statistics - 2022).
- **Inter Library Loan and Document Exchange Service:** We continued the service of providing information resources that are not available in the collections of the Information Center from the national and international library networks we cooperate. During the period subject to evaluation: We provided 239 members with 2009 books and documents they requested from the libraries located at home and abroad. This service, which is offered to all the members of the university, is considered one of strengths. (Source: Information Center Statistics - 2022).
- **Access to E-sources outside the Campus:** We continued to develop and popularize the infrastructure for accessing electronic resources from outside the campus, and in this context, we completed the YETKİM integration. **4398** students accessing electronic sources from outside the campus in 2022 signed on **62740** sessions in total. Our members have downloaded a total of 472101 titles (articles, books, book chapters, theses, etc.). (Source: OCLC EZ Proxy-Analytics- 2022).
- **Training and Orientations:** We planned online training, webinars and orientations through the collaborations between the libraries and publishers/intermediaries in order to ensure that the students efficiently make use of the respective services and facilities and, support their academic and research processes. The number of individual and group training and orientation

provided by the library in the period subject to the evaluation was 137; and there were 220 sessions of training, webinars and orientations held in cooperation with the publisher/intermediary company. 884 of our members benefited from the training and orientations (Source: Information Center Statistics - 2022).

- **Open Access-Open Science and Community Service:** 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. In 2022, a total of 287,706 visits were made to the archive from 175 different countries. In respect of access, 52% are at the national level, while 48% are at the global level. During this period, 2439 title documents/thesis/articles in the archive were downloaded 251231 times in total. (Source: Google Analytics- DSPACE Archive Utilization Data- 2022)
- **On-Site Utilization:** During this period subject to the evaluation, the Information Center provided a total of 101 services per week and the opportunity to use it on-site was provided with a seating capacity of 290 people in three halls. During this period, 138,690 people benefited from the library; in an environment where the pandemic conditions continue, the average daily number of visitors/individual people benefiting from the site was 462 people. In addition, according to the number of people using the on-site seating capacity per hour, the daily average usage of the seating capacity was 47%. (Source: Information Center Statistics - 2022)

Yer	2021	2022
a. Baslı kitap sayısı	87.705	89.774
b. Abone olunan baslı dergi sayısı	6.073	2.320
c. Elektronik kitap sayısı (abone olunan)	4.756	5.158
d. Elektronik dergi sayısı (abone olunan)	30	14
e. Abone olunan veri tabanı sayısı	21	21
f. Abone olunan veri tabanı içeriği E Kitap sayısı	879.761	909.390
g. Abone olunan veri tabanı içeriği E Dergi sayısı	61.619	62.034
h. Multi medya kaynak sayısı	8.610	7.909
Öğrenci sayısı	4.840	4.785
Baslı kütüphane kaynağı sayısı (-a+b+h)	102.388	100.003
Elektronik kütüphane kaynağı sayısı (-c+d+f+g)	946.166	976.596
Öğrenci Başına		
	Baslı kütüphane kaynağı sayısı	21
	Elektronik kütüphane kaynağı sayısı	195
	kütüphane kaynağı toplam sayısı	217

### Evidence:

- Annex-31: List of Classrooms, Laboratories and Workshops
- Distance education, KHAS Learn
- Digital Fabrication Laboratory, Project Model Making Workshop, Tunnel Multi-Purpose Workshop (<https://www.khas.edu.tr/laboratuvarlar/>)

### **B.3.2. Academic support services**

Our students are free to access the link: <https://www.khas.edu.tr/ogrenci-isleri-direktorlugu> in order to get detailed information about the academic calendar, maximum duration, double major-minor programs, forms, undergraduate transfers, summer education, regulations & directives, frequently asked questions, enrollment and enrollment renewal processes as well as student affairs contact information.

- A full-time faculty member or lecturer is appointed as a consultant by the relevant unit for each student. This consultant monitors the student throughout their education and gives advice regarding the education.

A Double Major and Program Consultant is appointed by the respective department, who are to help students identify such courses that need to be taken for the departments which admit students to double major programs and schedule the semesters during which these courses are taken, and who are to ensure that the double major programs are organized properly. The double major and minor program consultants act and serves in cooperation with the major undergraduate program consultants of the students. A Faculty Double Major/Minor Program Coordinator is appointed by the respective Dean in order to ensure general coordination for double major and minor programs at the faculty. The Faculty Double Major / Minor Program Coordinators and Double Major / Minor Programs and Curriculums at our University are announced on the website.

In order to increase the number of double major and minor programs included in the strategic plan of our university and the number of the students enrolled in these programs, the students are eligible to apply for a Major & Minor program are informed via SPARKS at the end of each semester and directed to the application

screen. Example: SPARKS Information Screen

- After the Directorate of Student Affairs appoints academic, double major and minor program consultants assigned by the faculties to the students through the SPARKS student information system, the relevant consultant and student are informed by e-mail. The students are able to access their consultants and their contact information through the SPARKS and MyKHAS; they can also communicate via email, phone, Microsoft Teams and Zoom accordingly.
- Example: SPARKS Information Screen
- Kadir Has University Undergraduate Education and Training Regulations
- Directive on Double Major and Minor Programs at Kadir Has University
- Example: The Double Major and Minor Program Curriculum at the Faculty of Engineering and Natural Sciences

In our institution, the academic development of the student is primarily carried out in the classroom and office hours, where the Faculty Member-Student relationship is carried out effectively with the New Education Model, which is carried out in small classes. In addition, the Academic Consultancy System is carried out in an effective manner and the students are provided with one-on-one support accordingly. In addition, the activities of the Career Center and Psychological Counseling and Guidance Center are carried out effectively.

Counseling support for the students and staff, who look for receiving psychological support is provided by Kadir Has' Psychological Counseling and Guidance Center (KHAS-PDRM).

Primarily focusing on the needs of the students, we, at Kadir Has Psychological Counseling and Guidance Center (KHAS-PDRM), aim to offer multi-culture psychological services with a reliable, sheltered environment on a voluntary basis as well as mental health services for protective/preventive and even interfering purposes in order to ensure that the students are able to be aware of their mental, emotional and social potentials, and make use of these potentials and the resources available to them. In addition, we carry out "preventive" studies on such problems that may arise during the learning process.

There were three half-time specialist psychologists who served at the psychological counselling center available at the Cibali campus in 2022. Our students started to have online and face-to-face meetings with our expert psychologists since 2021 by means of requesting an appointment through Mykhas.

Number of Experts Working in the PCG Center	Number of Students Provided with PCG Service	Number of Employees Provided with PCG Service	Total Number of People Provided with PCG Service
3	198	17	215

One of the structures at our university that supports our students' career planning processes is the Career Office. The career office directs students' voluntary and compulsory internship work and procedures. The students can complete the necessary academic and financial approval processes by means of uploading their internship locations to the portal on the career office website. The career office also announces job and internship postings from such companies it act in cooperation with on its website and, delivers them to our students. Our students applied to the relevant internship and job postings through the portal or completed the internship entry process by means uploading the internship locations they found suitable for them to the career portal.

The career office initiated and implemented a mentor-mentee program in order to provide an environment for our students to meet with our graduates who have business life experience and, receive advice from them.

In order for our students to benefit from the talent gate and career gate platforms managed by the Presidential Human Resources Office, internal announcements have been made and the approval and follow-up procedures that must be carried out by the career office employees on the relevant platforms have been carried out accordingly.



Various seminars and workshop programs have been conducted in different sectors in order to support and inspire our students' career planning.

- Career Events
- Internship Postings
- Internship Directive
- Career Days
- InKHAS

The process of academic consultancy at the Graduate School is carried out in two separate branches: course selection and academic progress and project/thesis.

Our program coordinators within the Graduate School are responsible for the course selection and academic progress of the students in the programs that they run.

The consultants to the non-thesis master's students, who write projects are appointed in accordance with the rules as set forth under the "Postgraduate Education and Training Regulation" (Article 20). The consultants to the thesis master's and doctoral students are appointed in accordance with the articles 24 and 29 of the said regulation.

The students are informed both in writing and verbally during the orientation that they should contact the program coordinators of the semester they are enrolled to find a project/thesis consultant. All these programs are listed on our graduate school's website and the information of the program coordinators is included on these pages. There are very few students who have problems communicating with our academics, and the Graduate School contacts the respective department heads, program coordinators and relevant consultants for these students.

Web page links:

<https://sgs.khas.edu.tr/tr/doktora-programlari>

<https://sgs.khas.edu.tr/tr/akademik-yuksekk-lisans-programlari>

<https://sgs.khas.edu.tr/tr/profesyonel-yuksekk-lisans-programlari>

At the Faculty of Art and Design, an academic advisor is assigned to all the students in line with the university's mission and vision, and the students can reach their academic advisor face to face or through online systems during all the education plan processes. The student carries out the process of adding, dropping or withdrawing from the courses through their academic advisor. The advisors actively carry out the course approval processes. The process of add/dropping courses and approval thereof, in which the advisor takes an active role in the academic calendar, are monitored by the Dean's Office and the Faculty Secretary, and reminders are made via e-mail accordingly. In addition, the student advisors are in communication and coordination with the career, internship and psychological counseling units for each student. The system established in this manner has an internalized, systematic and sustainable structure.

#### **Evidence:**

- Example: SPARKS Information Screen
- Regulation on Undergraduate Education and Training at Kadir Has University
- Directive on Double Major and Minor Programs at Kadir Has University
- Example: The Double Major and Minor Program Curriculum at the Faculty of Engineering and Natural Sciences Career Events
- Internship Postings
- Internship Directive
- Career Days InKHAS
- <https://sgs.khas.edu.tr/tr/doktora-programlari>

- <https://sgs.khas.edu.tr/tr/akademik-yuksekk-lisans-programlari>
- <https://sgs.khas.edu.tr/tr/profesyonek-yuksekk-lisans-programlari>
- <https://www.khas.edu.tr/psikolojik-danismanlik-merkezi/>
- <https://kariyer.khas.edu.tr/>

### **B.3.3. Facilities and infrastructures**

Our University, which has an indoor area of 18215 m<sup>2</sup> and an outdoor area of 39727.45 m<sup>2</sup>, has locations to meet the needs for academic purposes such as classrooms, workshops, laboratories and educational resources, as well as necessary facilities and infrastructure locations to meet the personal and social needs of students such as restaurants, cafeterias, canteens, gyms, etc. There are 2 cinema halls and conference halls of different capacities.

In our university building, which is a former tobacco factory, there is an exhibition area regarding the production and equipment of the factory. It is possible to see the old cisterns located under the blocks, partially displayed with glass floors. Additionally, in a part of the cistern, the Rezan Has Museum is open to the public.

In order to expand the physical infrastructure of the university, buildings and land are purchased, in particular, around the Cibali Campus, and efforts are carried out to build additional service buildings, faculty buildings and new laboratories.

With KHAS Learn, which is also used for distance education activities when necessary, our students are provided with a learning management system service developed and managed with the university's own resources:

#### **Evidence:**

- Laboratories
- Rezan Has Museum
- KHAS Learn

### **B.3.4. Disadvantaged groups**

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 within the scope of the KHAS Directive on Disabled Students.

Personal support is provided by the Directorate of Information Center to our disadvantaged groups upon request.

Please find below the list of the activities carried out at our university regarding disadvantaged groups in 2022:

1. Auxiliary measures such as tactile/guidance surfaces and directional-information signs have been taken for the visually impaired throughout our University's Cibali Campus, primarily in the laboratories on the Block A Basement floor.
2. In our Indoor and Outdoor Car Parks, markings have been made in accordance with the standards for disabled car parking areas.
3. The garden railings in the Block C amphitheater have been completed.

It is being planned to implement new applications regarding the Spatial Accessibility to make the spaces used throughout our university barrier-free by the end of 2023.

#### **Evidence:**

- KHAS Disabled Students Directive
- Annex-32: Photographs of the Practices Regarding the Disadvantaged Groups
- Khas Website for Disabled Students

### **B.3.5. Social, cultural, sports activities**

There are 34 student clubs that are actively operating at our University as of 2022. The number of the students who are the members of the clubs is 5024. The Directorate of Campus Office provides comprehensive support in carrying out the activities of Student Clubs. The budget of Student Clubs is identified and managed by the student organization called the Clubs Association, which meets with the support of the Directorate of Campus Office, with the approval of the President's Office.

Our student clubs organized their club activities online and face to face in 2022. In this context, 257 social and cultural events were held and 8660 people participated in these events accordingly. Our sports teams carried out a total of 300 organizations in the branches of Volleyball for men and women, Basketball for women and men, Football, Table tennis and Badminton.

The task of organizing and conducting sports events at our university is carried out by the Directorate of Campus Office. In 2022, our sports teams achieved sports success in 4 branches;

- Squash Men's Team came third in Turkey;
- Squash Women's Team came first in Turkey,
- Nurçin Baydoğan came second in Turkey in the Squash Individual Women's competition;
- Meryem Keklik came third in Openweight Turkey in the Judo branch,
- Our Rowing Team athlete, Enver Erman, came second in the single sculls category at the European Universities Championships,
- Men's Rowing Team came third in the Academy Turkey Cup, and Men's Rowing Team came first in the Academy Turkey Cup.
- Women's Rowing Team came third in the Fetih Sporfest Universities Turkish Championship, and won first place in the Haliç Rowing Friendship Cup,
- Korfball Team won the Turkish Korfball Championship

Additionally, **the Golden Horn Rowing Friendship Cup is organized every year**, hosted by Kadir Has University. This year, the **9<sup>th</sup> Golden Horn Rowing Friendship Cup: 8+ (Eight Single) Rowing Race** was held in cooperation with Koç University in April.

Our university has the necessary infrastructure and technical equipment to form the teams, participate in sports organizations and organize events accordingly. Apart from this infrastructure and technical support, the most important incentive is that our students, who participate in sports activities, are supported with sports scholarships according to their success levels.

Athlete Scholarships are given at different rates to our student athletes, who take part in university sports teams, represent the university in the relevant branch and meet the conditions specified in the Undergraduate Scholarship Directive. Our students make an application by means of filling out the Prospective Student Athlete Scholarship Application Form on the website.

We have a gym that is made available for the use of our university's students, academic and administrative staff. An application to use the gym can be submitted on the website.

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 2022. The number of the students who made use of this additional life support increased by **47%** in 2022 compared to the previous year reaching **201** students. This practice also covers the undergraduate students involving in research projects. Among those, who made use of this service, were 66 undergraduate students, 65 postgraduate students and 54 PhD students as well as 16 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 students in 2020 and 5 students in 2021 and 7 students in 2022 from the White Doves Scholarship Program started to study at our university:

- Scholarships from Kadir Has University: <https://aday.khas.edu.tr/urslar>
- 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 5,000 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.

#### **Evidence:**

- Student clubs website
- Annex-33: Student Clubs Event List Undergraduate Scholarship Directive
- Prospective Student Athlete Scholarship Application Form
- Scholarships from Kadir Has University: <https://aday.khas.edu.tr/urslar>
- White Doves Scholarship Program: <https://beyazguvercinler.khas.edu.tr/>

#### **Learning environment and resources**

**Maturity Level:** The process of monitoring and improvement is carried out for the development and use of learning resources.

#### **Evidence**

- Annex-31 List of Classrooms, Laboratories and Workshops.pdf

#### **Academic support services**

**Maturity Level:** At the institution, practices regarding students' academic development and career planning are monitored and improved accordingly with the participation of students.

#### **Facilities and infrastructures**

**Maturity Level:** The use of facilities and infrastructure is monitored and improved accordingly considering the respective needs.

#### **Disadvantaged groups**

**Maturity Level:** Practices regarding access to the educational opportunities for disadvantaged groups are carried out accordingly.

**Evidence**

- Annex-32 Photographs of Practices Regarding Disadvantaged Groups.pdf

**Social, cultural, sports activities**

**Maturity Level:** The social, cultural and sports activity mechanisms are monitored and activities are diversified and improved considering the respective needs/demands.

**Evidence**

- Annex-33 Student Clubs Activity List.pdf

**4. Teaching Staff****B.4.1. Appointment, promotion and assignment criteria**

For 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. (Regulations on Promotion and Appointment to the Position of Faculty Members) Our announcements are published in the official newspaper and on our website. All the candidates applying to the job posting are assessed and evaluated in line with the Academic Personnel Employment Directive of Kadir Has University announced on the website clearly indicating the appointment & promotion criteria and implementing an objective appointment & promotion system (Directive on Academic Personnel Employment)

The need for additional staff is separately identified for each program/department/faculty/school/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 recruitment processes for our university's faculty members have been moved to the digital environment, and their applications are now received online in accordance with the PDPL legislation. (Faculty Member General Application Form) Post-application evaluations, publications scanned in SCOPUS or Web of Science in accordance with the applicable criteria, are evaluated and reported fairly with the Information Center.

The need for the faculty members to be appointed from outside the institution on a paid course basis is determined by the respective departments. Upon the request of the relevant department and faculty and the approval of the president's office, assignments are made in accordance with the Articles 31 and 40 of the Higher Education Law No. 2547 (Legislation Text ).

**Evidence:**

- Regulation on Promotion and Appointment to Faculty Membership
- Academic Staff Employment Directive
- Faculty Member General Application Form
- Legislative Text

**B.4.2. Teaching competencies and development**

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The Directorate of R&D Resources at Kadir Has University organizes training programs every year on a regular basis to improve the competencies of the faculty members. Although the training programs are research-oriented, we act with the idea that the development of the researcher competencies of our faculty members will significantly support the teaching competencies of our university, where a project based education is implemented. On 15-16 December 2022, Applied Project Writing Training was held in the field of Social Sciences and Humanities within the scope of the support from TÜBİTAK 2237-B. The project writing training, which was given in the field of engineering during the previous year, was organized in the field of Social and Human Sciences this year, with the aim of strengthening the competence of all our academicians in this field. Within the scope of this training, detailed and practical information was provided in respect of developing the capacities of finding original research questions, creating a theoretical framework, choosing the appropriate research design and method, project management, budgeting and managing the application process accordingly. While the project writing training was published online, it was also open to physical participation. Approximately 245 people attended this hybrid training, which was open to both our university academics and external participants.

#### **B.4.3. Incentive and reward for educational activities**

Education occupies an important place within the scope of annual and periodic performance practices implemented for our faculty members at our university. The courses are evaluated and scored within the scope of annual performance, based on criteria such as course evaluation score, number of students, whether new courses have been developed within the scope of the Core Program, as determined in the Academic Staff Performance Assessment Table. Our faculty members, who are evaluated as "Outstanding Successful" within the framework of annual performance, are announced and rewarded within the scope of an event, to which the university members have been invited since 2019.

#### **Evidence:**

- Academic Staff Performance Evaluation Table

#### **Appointment, promotion and assignment criteria**

**Maturity Level:** The results of appointment, promotion and assignment practices are monitored and precautions are taken by means of evaluating the results thereof.

#### **Teaching competencies and development**

**Maturity Level:** There are practices throughout the institution to improve the teaching competence of the faculty members.

#### **Incentive and reward for educational activities**

**Maturity Level:** Incentive and reward practices are spread throughout the institution.

### **C. RESEARCH AND DEVELOPMENT**

#### **1. Management of Research Processes and Research Sources**

##### **C.1.1. Management of the research processes**

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:**

#### **National Supports:**

- TÜBİTAK ARDEB Programs
- TÜBİTAK TEYDEB Programs
- TÜBİTAK BİDEB Scholarship Programs
  - Undergraduate/Postgraduate/Post-doctoral Research
- TUBITAK Competitions
- TÜBİTAK Science and Society Programs
- TÜBİTAK Scientific Activity Programs
- Development Agencies (ISTKA)
- Other (KOSGEB, TTGV etc.)

#### **International Projects:**

#### **Individual EU Projects:**

- ERC
- MSCA-Postdoctoral Fellowship COST
- Other

#### **Consortium Based EU Projects:**

- H2020 (2014-2020)
- HEUROPE (2021-2027)
- MSCA (Doctoral Networks, Staff Exchange, Cofund)
- ERASMUS+
- Bilateral and Multiple Collaborations
- Other

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, licensing)
- Entrepreneurship (Our Technopark application file has been approved by the President's Office and two buildings located in Silivri / Selimpaşa, which were used as Vocational School buildings in the past, are being transformed into Technoparks. Kadir Has University, Kadir Has Foundation and the Municipality of Silivri are the partners in the Technopark that is in the progress of being established.

After the Technopark starts accepting companies, TTO activities carried out focusing on the concept of entrepreneurship will get accelerated.)

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

- Project preparation techniques,
- Efforts to form cooperation,
- Supports to establish consortiums and/or create consortium memberships, 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.

Here are the other outstanding achievements in 2022 at our university in respect of research projects:

- Projects from **13 faculty members** of our university were accepted to the **TUBITAK 1001**, Scientific and Technologic Research Projects Supporting Program in 2022.
- Projects from **5 young faculty members** at our university were accepted within the scope of the **TUBITAK 3501 Career Development Program** in 2022.
- 3 of our projects were approved within the scope of the TÜBİTAK 3005-Innovative Solutions in Social Sciences and Humanities Research Projects Support Program, which was opened for the first time in **2022**.
- Our university achieved to win the second project in cooperation with Koçfinansman in 2022 from the **TUBITAK TEYDEB 1505 University & Industry Cooperation Program**.
- In 2022, we submitted 49 project proposals in total to TUBITAK , 41 of which were for TUBITAK ARDEB Programs.
- We submitted 21 projects to the Horizon Europe Framework 8 program this year. 2 projects coordinated by us and 2 projects involving us as a partner was awarded a financial support.
- Our **Erasmus Mundus** international master's degree program, for which we submitted an application with our university as the coordinator, was awarded a financial support. We started to admit students for CyberMACS – Cyber Security Master's Degree Program.
- **6 lecturers** 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/Horizon Europe, we maintained our rank of 8<sup>th</sup> (fund amount brought: Euro 2,780,483).

In addition to all these efforts and achievements, at the end of 2022, our application for Kadir Has University Silivri Technopark was approved by the President's Office and the Technopark is planned to become operational in the summer of 2023.

### **C.1.2. Internal and external resources**

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. 107 internal panels were organized in 2022. (Annex-34: List of Panels and Participants in 2022)

In line with Kadir Has University's goal of becoming a research university, a new practice was implemented and the necessary arrangements were made in the postgraduate education directive in order to develop doctoral programs in line with this goal. The application was initiated to present thesis proposals in a research proposal format in order to improve the quality of doctoral theses and to provide research experience to the doctoral students.

In this system, which was first implemented in December 2021, 6 doctoral thesis proposals, written in accordance with the research proposal form developed by the Directorate of R&D Resources, were submitted within the scope of this application. These research proposals prepared in this manner were integrated into the internal panel system applied in all the project proposals and were included in the internal panel 2 times. In these internal panels, the PhD students had the opportunity to improve the content of their research proposals by means receiving feedbacks from academics working on the relevant subjects. In this system, which has been implemented for three semesters, a total of 38 thesis proposals were prepared in the format of a research proposal (TÜBİTAK ARDEB 1001 project) and were developed in the internal panels and submitted to the Graduate School.

It is aimed that this application will be useful for the doctoral students to prepare a higher quality, content-improved and research-oriented doctoral thesis before the thesis proposal defense. In addition, it paves the way for these research proposals prepared and developed by the doctoral students to be designed as an R&D project in the future. It is planned to further develop and continue this application in the upcoming periods with the feedbacks that are received from the doctoral students and academicians.

You can see the amounts for the Individual Research Fund (BAF) and the calculation method thereof, which are developed and given annually depending on the annual performance of our faculty members in the fields of education, research and service to the university, Studies. In 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 2022.

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.

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.

The total amount set aside for the Individual Research Fund (BAF) in 2022 to support the research & development activities at our university increased by 7% compared to the previous year.

Additionally, the **Seed Fund**, a practice developed in 2019 and kept remaining in 2022 at our university, is among the supports that are provided in order to create research supports for the new lecturers.

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.

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 2022, 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.

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.

68 students in total were given support of TL 552,000 in 2021, while 136 students in total were provided with additional support for living of TL 839,000, representing an increase of **52%**. With the increase in additional life support amounts and the number of students benefiting from the support in 2022, the total payment made to the students as life support increased by 242% and reached TL 2,870,500.

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. The efforts concerning the Central Engineering Laboratory Building / Research Laboratory are in progress.
2. The efforts on the Civil and Mechatronics Engineering Building are in progress.
3. An agreement was reached with the Municipality of Silivri for the Technocity Project. This region has been declared as a technopark. The Technopark transformation projects are in progress.
4. The Creative Industries Platform – Film Industry Creation Center is scheduled to open at the end of 2023.
  1. 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.
- A grant of TL 300,000 was received to spread the concept of the Creative Industries Platform in other universities within the scope of the Future Youth project launched by the Ministry of Culture.
- The Hyperloop United team, one of the CIP TeknoHUB teams, received the award of Best Technical Design. This platform premiered 2 plays supported within the scope of TheaterHUB.
- One of our students, whose short film was supported within the scope of KısaHAS, received a support of TL 15,000 for this film production.
- In the InIDEA program, where innovative and creative projects are supported, 3 student projects were entitled to receive support within the scope of this program with a budget of TL 45,000.

The process of the preparation of the file regarding the establishment of the Technopark and the application made to the Ministry of Industry and Technology resulted positively, and 2 buildings and the area, where they are located, which were rented by our University in Silivri Selimpaşa for 49 years and used as College buildings in the past, were as a Technology Development Zone. The respective renovation processes are in progress and it is aimed for Kadir Has University Silivri Technopark to be operational in the autumn of 2022. Considering the needs and potential of the region, Technopark is planned to host projects in the fields of smart agriculture and animal husbandry, sustainable energy, women entrepreneurs and other entrepreneurs in the region compatible with the focus areas of our University.

#### **Evidence:**

- Annex-34: List of Panels and Participants in 2022
- Directive on the Assessment of the Performance of the Application and Research Centers
- Directive on Supporting Scholars Who Benefit from Financial Funds Outside the University Budget
- Annex-35: Publication and Project Tables 2022
- Annex-36: Research Supports 2022

#### **C.1.3. Doctoral programs and postdoctoral opportunities**

8 students graduated from our doctoral programs in 2019, 8 in 2020, 11 in 2021 and 20 in 2022. During these years, the number of newly enrolled students in our doctoral programs is higher than the number of graduates. 31 doctoral students were enrolled at our university within the academic year of 2018-19, 61 within the academic year of 2019-2020, 79 within the academic year of 2020-2021 , and 56 within the academic year of 2021-2022.

Our application processes are carried out as explained under the section "B.2.3 Student admission, recognition and crediting of the prior learning".

The number of the students applying and registering is monitored every year for both domestic and foreign students accordingly. This information is included in the "Application and Registration Statistics" reports attached hereto. In order to increase the numbers, periodic meetings are held with the program coordinators and solutions are investigated accordingly.

Regulations to improve the quality of doctoral programs have started to be implemented:

1. All the doctoral programs have become almost completely free. As of the Fall semester of the academic year of 2022-23 , 64% of master's and doctoral students will receive education completely free of charge, 31% continue their education at a discounted rate.
2. With an amendment made in the scholarship directive, the students, who continue their education with a certain fee, are now allowed to continue their education completely free of charge, depending on their success in the courses. Within the scope of this application, the scholarship for

13 students has been increased to 100% in 2022.

3. Additional life support continues to be provided by Kadir Has University to the doctoral students working as scholars in an externally funded project.
4. A publication requirement has been introduced to complete the doctoral program. In this context, 15 students worked accordingly.
5. It has been made mandatory for all the programs to prepare doctoral thesis proposals in a format similar to that of the TÜBİTAK 1001 project, and the practice has been initiated accordingly.

In line with Kadir Has University's goal of becoming a research university, a new practice was implemented and the necessary arrangements were made in the postgraduate education directive in order to develop doctoral programs in line with this goal. The application was initiated to present thesis proposals in a research proposal format in order to improve the quality of doctoral theses and to provide research experience to the doctoral students.

In this system, which was first implemented in December 2021, 6 doctoral thesis proposals, written in accordance with the research proposal form developed by the Directorate of R&D Resources, were submitted within the scope of this application. These research proposals prepared in this manner were integrated into the internal panel system applied in all the project proposals and were included in the internal panel 2 times. In these internal panels, the PhD students had the opportunity to improve the content of their research proposals by means receiving feedbacks from academics working on the relevant subjects. In this system, which has been implemented for three semesters, a total of 38 thesis proposals were prepared in the format of a research proposal (TÜBİTAK ARDEB 1001 project) and were developed in the internal panels and submitted to the Graduate School.

It is aimed that this application will be useful for the doctoral students to prepare a higher quality, content-improved and research-oriented doctoral thesis before the thesis proposal defense. In addition, it paves the way for these research proposals prepared and developed by the doctoral students to be designed as an R&D project in the future. It is planned to further develop and continue this application in the upcoming periods with the feedbacks that are received from the doctoral students and academicians.

#### **Evidence:**

- Annex-37: Life Support List
- Annex-38: PhD Thesis Proposal Form

#### **Management of the research processes**

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

#### **Internal and external resources**

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

#### **Evidence**

- Annex-34 List of Panels and Participants in 2022.pdf
- Annex-35 Publication and Project Tables 2022.pdf
- Annex-36 Research Supports 2022.pdf

#### **Doctoral programs and postdoctoral opportunities**

**Maturity Level:** The outcomes of the doctoral programs and postdoctoral opportunities at the institution are monitored on a regular basis and improved accordingly.

#### **Evidence**

- Annex-38 Doctoral Thesis Proposal Form.pdf Annex-37 Life Support List.pdf

## **2. Research Competence, Cooperation and Supports**

### **C.2.1. Research competencies and development**

The Directorate of R&D Resources at Kadir Has University organizes activities for academicians to continuously gain and develop research competence accordingly. Research and development processes are kept alive with practices such as project writing training, information about calls and grant opportunities, and promotions of newly opened programs.

Other than the project training programs provided by the Directorate of R&D Resources in order to enhance the project competence of the lecturers, prepare environments for possible collaborations and provide information about fund facilities, one-to-one interviews are carried out with the faculty members. The academicians are given intensive one-to-one support on issues such as project design, project management, funds raising, and partner finding, and during these meetings, they are informed about the issues they may need.

The information on the training programs and workshops carried out was presented as evidence.

The practice of Academic Proofreading continued in 2022 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.

#### **Evidence:**

- Annex-36: Research Supports 2022

### **C.2.2. National and international joint programs and joint research units**

An actively ongoing graduate program continues with the University of Bremen. There is currently 1 student registered.

There is a joint program with Coventry University, but the program has not admitted any student for a long time.

Efforts started to carry out a common program of Cyber Security Master's Program with Thesis with SRH Berlin University of Applied Sciences and Skopje SS. Cyril and Methodius within the scope of Erasmus Mundus, and it is planned to admit students in 2023.

The opening of interdisciplinary programs is supported in our institute. One reason for this is that the way science and technology develops around the world requires different disciplines to work together, and the other reason is that the aim is to use resources in an efficient manner, considering the number of faculty members and students of our university. The number of interdisciplinary programs available is 13.

The non-thesis master's program in Architecture and Urban Studies is in progress within the scope of a reconstruction. The final project of this program is planned as an exhibition.

A curriculum has been designed for this exhibition.

In 2022, 157 outsourced projects were carried out at our university, 105 of which were research projects. 40 of these are the projects that were applied for by the international consortiums, and 3 of these consortium projects are of the Horizon 2020 projects coordinated by our university. In addition, the Horizon 2020 projects, Erasmus+ and Bilateral Cooperation projects, in which we participate as partners thereof, have been carried out, and all of these projects require an effective international cooperation. These international project collaborations carried out by our research groups also pave the way for cooperation in projects for subsequent calls, thus participation in the international research ecosystem continues to increase. In order to create the specified international ecosystem in relevant research fields, our academics with no experience in this field are encouraged to participate in COST actions. In 2022, our university academics participated in 20 COST actions. About 30 European countries participate in each action, such events, where valuable discussions take place in the relevant field, are organized in this context, and it is common for researchers from different universities in the same COST group to apply for the framework program funds together.

#### **Evidence:**

- Annex-39: Project Lists

#### **Research competencies and development**

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

#### **Evidence**

- Annex-36 Research Supports 2022 -.pdf

#### **National and international joint programs and joint research units**

**Maturity Level:** Intra-institutional and inter-institutional joint programs as well as joint research activities are monitored at the institution at national and international levels, evaluated and improved accordingly with the participant of the respective stakeholders.

#### **Evidence**

- Annex-39 Project Lists.pdf

### **3. Research Performance**

#### **C.3.1. Monitoring and evaluating research performance**

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 (120 postgraduate students benefitted from these supports in 2022),
- 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 (112 students in total studies in the research groups in the academic year of

2019/20)

- 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 2022 was TL 265,470,925),
- The number of highly impacting publications based on the specified indexes (SCOPUS and Web of Science (SCI-EXP, SSCI, AHCI)) (In 2022, 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 (The total number of publications under the scope of SCOPUS was 273 in 2020)
- 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 158 in the academic year of 2022).

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 targets for publications and projects per person set for the faculties in 2022 are shown as evidence accordingly. All graphics regarding the numerical information given below are also shared among the evidence. 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, and actively used in 2022.

Our university attained an important target in terms of the number of publications in 2022, exceeding the number of 250 publications in the SCOPUS database, and the year was completed with 273 publications in total. In this way, our university fulfilled an important criterion in line with the strategic goal of being ranked the first 500 worldwide.

The number of publications at our university has gained an important level of acceleration after 2018. 2022 saw an increase of 28% in the number of publications in total and, an increase of 38% in the category “articles”. Not only about the numbers, but there was also a significant improvement qualitatively. Our Quartile 1 article ratio, which was 41% in 2018, reached **65%** in **2022**. This significant increase in the number of magazine publications indicates the success of our university’s research vision and performance approach.

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.

Our university’s rank increased from 52 to 16 among all the universities and, from 17 to 8 among the foundation universities based on the SCOPUS data between 2019 and 2022 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.

There was an increase in the research projects in the academic year of **2022** compared to the previous academic year by **36%** in respect of the number of projects and, by **80%** in respect of the budget.

Compared to the other universities, our university took the fifth rank in 2022 in terms of the number of 1001 projects per faculty member. 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.

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.

When we look at the annual publication targets of the faculties, the Faculty of Engineering and Natural Sciences (MDBF) is the most successful faculty in terms of publications and the Faculty of Communication is the most successful faculty in terms of projects. In 2022, our university reached 77% in terms of publication targets (the target was 306 articles, 237 articles were published) and 94% in terms of project targets. A new research budget of TL 37,800,711 was obtained against the research project budget target of TL 40,390,000. The projects received before 2022 and non-research projects are not included in this amount.

Here are the other outstanding achievements in 2022 at our university in respect of research projects:

- Projects from **13 faculty members** of our university were accepted to the TUBITAK 1001, Scientific and Technologic Research Projects Supporting Program in 2022.
- Projects from **5 young faculty members** at our university were accepted within the scope of the **TUBITAK 3501 Career Development Program** in 2022.
- 3 of our projects were approved within the scope of the TÜBİTAK 3005-Innovative Solutions in Social Sciences and Humanities Research Projects Support Program, which was opened for the first time in 2022.
- Our university achieved to win the second project in cooperation with Koçfinansman in 2022 from the TUBITAK TEYDEB 1505 University & Industry Cooperation Program.
- In 2022, we submitted **49 project** proposals in total to TUBITAK , 41 of which were for TUBITAK ARDEB Programs.
- We submitted 21 projects to the Horizon Europe Framework 8 program this year. 2 projects coordinated by us and 2 projects involving us as a partner was awarded a financial support.
- Our **Erasmus Mundus** international master's degree program, for which we submitted an application with our university as the coordinator, was awarded a financial support. We started to admit students for CyberMACS – Cyber Security Master's Degree Program.
- 6 lecturers 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/Horizon Europe, we maintained our rank of 8th (fund amount brought: Euro 2,780,483).**

These achievements in this publication and project performance are also reflected in our success in respect of university rankings. Among all the universities, our university ranked 103<sup>rd</sup> among 179 universities according to URAP data for 2021-22 rising up to 75<sup>th</sup> place among 183 universities according to the URAP data for 2022-23. Among the universities with fewer than 6000 students, our university ranked 14<sup>th</sup> in 2020-21, 10<sup>th</sup> in 2021-22, and 7<sup>th</sup> in 2022-23.

#### **Evidence:**

- Annex-35: Publication and Project Tables 2022 Annex 40: Research Graphics 2022
- Annex-41: URAP 2022-23

#### **C.3.2. Evaluation of the lecturer/researcher performance**

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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 a 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% and 46% in 2022 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.

**Evidence:**

- Annex-42: AKA-DATA Annual Performance Screenshot

**Monitoring and evaluating research performance**

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

**Evidence**

- Annex-35 Publication and Project Tables 2022 -.pdf
- Annex-40 Research Charts 2022.pdf
- Annex-41 URAP 2022-23.pdf

**Evaluation of the lecturer/researcher performance**

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

**Evidence**

- Annex-42 AKA-DATA Annual Performance Screenshot.png

**D. SOCIAL CONTRIBUTION**

**1. Management of the Social Contribution Processes and the Social Contribution Sources**

**D.1.1. Management of the social contribution processes**

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. Our university is among the signatories of the Global Compact. (<https://www.khas.edu.tr/kurumsal-sosyal-sorumluluk-anlayisimiz/>) Our university also hosts the fourth UNESCO chair focusing on World Heritage issues. (<https://www.khas.edu.tr/unesco-kursusu/>)

The events affiliated with the Deputy President’s Office in charge of Community Service are carried out with the opinions, suggestions and coordination of the Deputy President. The High School Summer School for High School Students consists of two 2-week periods during the summer months; while the

High School Winter School is organized as a single term during the mid-term break. Public courses are organized for all the segments of society. Information and announcements are provided on the websites prepared for these projects and on the social media. (<https://acikders.khas.edu.tr/>; <https://liseyazokulu.khas.edu.tr/>)

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 Talks" speech series are organized and planned by the Academic Activities Committee (Core Department). Please click here to see the list of seminars and speeches held in this event series Please click here to visit the web page where Student Works are exhibited.

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. In 2022, a total of 287,706 visits were made to the archive from 175 different countries. Out of the accesses, 52% are at the national level, while 48% are at the global level. During this period, 2439 title documents/thesis/articles in the archive were downloaded 251231 times in total. (Source: Google Analytics- DSPACE Archive Utilization Data- 2022)

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 the website.

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 2022, 25 KHAS Online High School Academies, 2 KHAS Face-to-Face Teacher Academies, 1 Online/Face-to-Face High School Summer School and 1 Online/Face-to-Face Winter High School were organized. In addition, 109 students participated in 3 Technology Workshops organized by our Management Information Systems Department with Bayrampaşa Science Center. 2,850 high school students and teachers attended these academies we have organized.

With the "Public Colloquium Series" started to be organized in 2019, competent people in their respective fields are invited to our university. Within the scope of our Public Colloquium series, 14 colloquiums open to all the participants were held in 2022 on various academic subjects. 8 of these colloquiums were held online and 6 were held face-to-face on our campus. These 14 colloquiums were also broadcast on our YouTube channel and reached a total of 3132 viewers.(KHAS Public Colloquium YouTube Playlist)

The High School Summer and Winter Schools were organized online/face-to-face with 1622 students.

- KHAS High School Academies website
- KHAS High School Academies 2021-2022 YouTube Playlist
- KHAS High School Academies 2022-2023 YouTube Playlist )

	2022
Number of KHAS High School Academy	30
Number of Participants in KHAS High School Academy	2850

A colloquium series open to everyone is organized for the benefit of society. 14 colloquiums were held in 2022. These colloquiums took place both online and face-to-face. Please feel free to visit the website to see a list of these organizations. (<https://www.khas.edu.tr/etkinlikte/>)

Within the scope of the Public Courses, 2 courses are opened per year. In 2022, 28 people attended the course Gaziantep, Kahramanmaraş, Malatya Dynamos!; and 68 people attended the course Universal Poem.

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 2022. Rezan Has Museum continued to meet its visitors online through the "Google Arts & Culture" and "sketchfab.com" platforms with its selection of works, and also developed an online exhibition belonging to the museum.

In addition to its works in the virtual environment, our museum is open every day of the week between 09.00 and 18.00. In this context, Rezan Has Museum has improved its current exhibitions in 2022 and opened two new exhibitions with selections prepared as a result of the year-long restoration work. The museum also hosts a panel discussion open to all the participants within the scope of the exhibition, and organized two events open to all the visitors within the scope of International Museum Day and INRAP European Archeology Days. Rezan Has Museum organized a total of 46 guided tour events for Kadir Has University students and staff. Apart from these organizations, it hosted 14,907 visitors who came to the museum individually in the museum, and about 30,508 visitors online.

Rezan Has Museum attracts great attention of the students and employees of our university, the residents in the neighborhood, children, those professionals with an interest in archeology and restoration works, and other visitors. Our museum contributes significantly to the city, where it is located, the people of the neighborhood and, the discipline of archaeology with its cultural and artistic activities. In this context, our museum were visited for free of charge by those people and groups as identified by the Ministry of Culture and Tourism of the Republic of Turkey as well as by all the students on Thursdays and by all the visitors on the certain special days. Within the scope of these events, Rezan Has Museum hosted, free of charge, a total of 5,229 students from about 100 educational institutions, 408 people consisting of 14 groups within the scope of a social responsibility project related to the cultural activities for the disadvantaged individuals, and 486 people within the scope of different cultural service projects.

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 socioeconomic. 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>)

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 zero waste equipment will be

completed in 2023.

**Evidence:**

- <https://www.khas.edu.tr/kurumsal-sosyal-sorumluluk-anlayisimiz/>
- <https://www.khas.edu.tr/unesco-kursusu/>
- <https://acik-ders.khas.edu.tr/> <https://liseyazokulu.khas.edu.tr/>
- The web page on which there is a list of Core Talks workshops and speeches
- The web page exhibiting the works from the students
- Open Access Archive website
- National Cultural Documentation website
- KHAS Public Colloquium YouTube Playlist
- KHAS High School Academies website
- KHAS High School Academies 2021-2022 YouTube Playlist
- KHAS High School Academies 2022-2023 YouTube Playlist
- <https://www.khas.edu.tr/etkinlikler/>
- Rezan Has Museum website 3414 KHAS store website

**D.1.2. References**

These activities are carried out mainly with the institution's own resources. In addition, our faculty members also carry out projects in cooperation with Non-Governmental Organizations, Embassies and Local Governments.

In High School Summer and Winter Schools, efforts are carried out for such courses that are not sufficiently demanded, and the contents thereof are enriched and supported with new courses.

These projects are developed by the students within the scope of the KHAS 110 Social Responsibility Project course, which is given to all students during the spring semester in the Core Program. When needed, support is received from the university in matters such as printing posters, supporting units in event organizations, and providing materials needed by the students in the projects carried out with Bütün Çocuklar Bizim Derneği (BÇBD). There are collaborations with non-governmental organizations in the projects carried out for this course.

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. As a result of the 17<sup>th</sup> Kadir Has Awards in 2022, Prof. Dr. ARDITI was awarded High Achievement Award and, Dr. Piray Atsak and Dr. Münir Akkaya were awarded the Promising Scientist Award.

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, and 5 students, within the academic period of 2021-2022, and 7 students, within the academic period of 2022-2023, were eligible to make use of the White Doves Scholarship Program. It is aimed to reach 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.

**Evidence:**

- Annex-43: KHAS 110-120 2020-2023 Social Responsibility Project
- <https://fadport.khas.edu.tr/>

## **Management of the social contribution processes**

**Maturity Level:** The results related to the management of the social contribution processes and the functionality of the organizational structure are monitored and precautions are taken accordingly in the institution.

### **References**

**Maturity Level:** The institution manages its social contribution resources by considering the social contribution strategy and the balance between the units.

### **Evidence**

- Annex-43 KHAS 110-120 2020-2023 Social Responsibility Project.pdf

## **2. Social Contribution Performance**

### **D.2.1. Monitoring and evaluating the social contribution performance**

At our university, all the processes are recorded and evaluated by comparing them with the activities of the previous year. All the outputs of the projects during the year are monitored and reported instantly and, comparisons are made accordingly. All the reports are forwarded to the Deputy President in charge for Community Services. The students, who attend the High School Summer and Winter Schools and receive an outstanding achievement certificate, are offered an assistantship in the High School Summer and Winter Schools to be held in the following year.

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.

The strategic performance indicators related to the social contribution are determined as targets every year, and at the end of the year, it is questioned to see to which extent these targets have been attained. At the end of each year, information about social contribution services from the relevant units is compiled and evaluated by the Institutional Research and Evaluation Unit.

### **Evidence:**

- Directive on Application and Research Centers Performance
- Annex-44: Community Service Indicators

### **Monitoring and evaluating the social contribution performance**

**Maturity Level:** The certain mechanisms created to monitor and evaluate the social contribution performance are used throughout the institution.

### **Evidence**

- Annex-44 Social Service Indicators.pdf

## **E. CONCLUSION AND ASSESSMENT**

As stated on the Strategic Plan 2020-2024, our university extensively and dynamically continued its

efforts in 2022 in line with the vision of President Prof. Dr. Sondan Durukanoğlu Feyiz to be a research university at international standards and implement the New Education Model.

At our university for the aspect of **Leadership, Management and Quality**;

- The Strategic Plan 2020-2024 continued to be applied with the contribution from all the stakeholders through a feedback system established for this.
- Our Academic Principles were studied by a committee established to that end and, shared on the university website (<https://www.khas.edu.tr/akademik-ilkelerim/>).
- Our university's quality page has been renewed ( <https://kalite.khas.edu.tr/> ), and the following policies have been announced: quality, education-training, research and development, community service, management, internationalization and sustainability.
- Our university's Social Impact web page was created (<https://impact.khas.edu.tr/> ), where gender data in particular was shared publicly (<https://impact.khas.edu.tr/gender-data>).
- “Gender Equality Plan” was prepared and shared on the website (<https://impact.khas.edu.tr/gender-equality-plan>).
- It was ensured that the contribution from the students and graduates is reflected on the respective quality processes through the meetings the President& Students, the meetings of the President& Graduates, and the meetings of the Dean& Graduates, as well as the focus groups carried out by the Directorate of Educational Policies and Monitoring. 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 implemented for the fourth time in 2022.
- All the academic and administrative employees continued to participate in the orientation program during the week they started working, and all the new employees were appointed as "buddies" among former employees, thus ensuring that the orientation was carried out organically and quickly.
- 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 further improved and used accordingly, and all the processes continued to be further improved making use of digital forms in order to reduce the level of bureaucracy.

Among our areas open to improvement under the heading of Leadership, Management and Quality, our goals are to establish an effective University Advisory Board, transition to an integrated asset management system approach, and increase the level of satisfaction in all the services.

In respect of **Education & Training**, our university continued in 2022 its efforts within the scope of the **New Project Based Education Model** covering the issues with respect to the Core Syllabus and Project Based Education. In this context,

- 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 of our students have been enabled to take the Core Program courses.
- A significant improvement has been achieved in the field of student feedback by means conducting focus group studies and reporting within the Directorate of Educational Policies and Monitoring.
- The Self-Evaluation System in Education was reported for the second time together with the action plans, with the contributions of Deans and Department Heads, and the process was systematized accordingly.
- During the distance education period, the students continued to use of the learning management

system KHAS Learn system in an effective manner.

- 25% of the classrooms was equipped with camera & microphone systems in order ensure that our university is ready for hybrid.
- The total number of the students with limited financial means supported by the White Doves Scholarship Program was 12.
- 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.
- Preliminary studies have been carried out for the transition process of the faculties that have not yet switched to project-based education.

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 and case 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.
- In terms of the number of publications, 273 publications and 214 articles have been reached in SCOPUS. In terms of the faculty targets, the Faculty of Engineering and Natural Sciences ranked first among our faculties by reaching a target achievement rate of 108%.
- In the field of research projects, the total project budget size of our university in 2021 reached the level of TL 147,450,946, and the level of TL 265,470,925 in 2022, which is a great leap.
- As a result of publication and project successes, a significant increase was achieved in the URAP Turkey ranking, and our university ranked 7<sup>th</sup> among universities with less than 6000 students. Our university achieved high success in achieving its project targets in 2022, and the total research project budget target of TL 40,390,000 was achieved by 94% and a research budget of TL 37,800,711 was achieved accordingly. The projects received before 2022 and non-research projects are not included in this amount.
- Considering the new annual project targets of the faculties, the Faculty of Communication was the only faculty to achieve the project target with a percentage of 109% in 2022. The Faculty of Engineering and Natural Sciences is behind the Faculty of Communication with a performance of 94%.
- In 2022, 60 ARDEB projects (1001, 1002, 3501, 3005) were carried out by our university faculty members, and 25 of them were accepted in 2022.
- 34 of the ARDEB projects carried out are of 1001, and the success rate of our University's 1001 projects is 55%, which is well above the Turkey average.
- Within the scope of Horizon Europe, we maintained our ranking as 8<sup>th</sup> among 200 universities in terms of bringing foreign funds to our country.
- 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 2022. The number of the students who made use of this additional life support increased by **47%** in 2022 compared to the previous year reaching **201** students.
- This practice also covers the undergraduate students involving in research projects. Among those, who made use of this service, were 66 undergraduate students, 65 postgraduate students and 54 PhD students as well as 16 post-doctoral students.
- The application made to the Ministry of Industry and Technology regarding the establishment of

the Technopark resulted positively, and 2 buildings and the area, where they are located, which were rented by our University in Silivri Selimpaşa for 49 years and used as College buildings in the past, were as a Technology Development Zone. The respective renovation processes are in progress and it is aimed for Kadir Has University Silivri Technopark to be operational in the autumn of 2022. Considering the needs and potential of the region, Technopark is planned to host projects in the fields of smart agriculture and animal husbandry, sustainable energy, women entrepreneurs and other entrepreneurs in the region compatible with the focus areas of our University.

- The Directorate of R&D Resources at Kadir Has University organizes activities for academicians to continuously gain and develop research competence accordingly. Research and development processes are kept alive with practices such as project writing training, information about calls and grant opportunities, and promotions of newly opened programs.

Another important milestone was left behind in 2022 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. It was aimed to increase the volume of our work in this field with Kadir Has Silivri Technopark, which has been declared a Technology Development Zone and is planned to be operational in the summer of 2023.

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 2022:

- 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.
- At the THE Impact Rankings 2022 Turkey which ranks the universities in respect of “Sustainable Development Goals” as declared by the Times Higher Education, among the foundation universities, our university ranked the 2nd under the category of “Partnerships for the Goals”, and the 3rd under the categories of “Decent Work and Economic Growth”, “Reduced Inequalities”, “Sustainable Cities and Communities”, and “Peace, Justice and Strong Institutions”.
- 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,
- 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.
- 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 12 successful students in total with scholarships and financial supports.
- A total of 125 student groups, each consisting of 4-5 students, produced social responsibility



projects in the Social Responsibility Project course in the Core Program.

In respect of Social Contribution, among the weaknesses to be improved are that 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, and, zero-waste efforts will be further proceeded.

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.