

ABSTRACT

Atılım University manages the creation of its annual “Internal Evaluation Report” successfully, and regularly. Since the year 2019, Atılım University has exercised its efforts in report creation at a level of diligence that matches “project management” procedures, and in a manner that fits the methodology of PMI – PMBOK. With the relevant efforts towards preparation underway as per the pre-defined and [published schedule](#), regardless of the presence of a request via an Official Letter by the Higher Education Quality Council (THEQC); the Call for Action based on the official letter is announced internally, as seen in [2024 Kurum İc Değerlendirme Komisyon Çalışması.pdf](#). In relation to the previously initiated preliminary preparation studies, project members were informed of the content,

- the scope, and the details of the version titled “Internal Evaluation Report_2023” during the initial meeting in February 10, 2024.
- THEQC provided their feedback and guidance regarding the 2022 report.
- THEQC has also provided details on the studies conducted within the framework of the “institutional accreditation program” performed in the year 2021-22.
- Expectations and requests were conveyed in the light of previous experiences, and on the basis of the recently published Guide of its time regarding the Internal Evaluation Report of 2024.

Study sub- and cross-groups are determined for each title within the framework of the work in question (A. LEADERSHIP, MANAGEMENT, AND QUALITY; B. EDUCATION; C. RESEARCH AND DEVELOPMENT; D. SOCIAL CONTRIBUTION), and specific online meetings were held with each study sub-group. Therefore, while a sense of belonging was nurtured around the components of the report in preparation, with the aim to envelope the institution in its entirety with a sense of quality.

As mentioned above, with the “IAP - Institutional Accreditation Program” in which we participated in 2021-22; Atılım University has exercised active participation in the programs organized by THEQC in line with our approach of sustainable and continuous improvement. Thus, Atılım University is regarded to set an example in terms of our structure where we continuously question our level of institutional maturity, a structure allowing us to monitor our performance in an internalized way in line with our policies, and one with solidified self-evaluation mechanisms.

A sense of belonging was nurtured around the report within the framework of the working model, and the project management approach; with the active participation by the internal stakeholders of the University, through a flexible, intense professional discipline, and by spreading that sense of belonging among all organizational functions of Atılım University.

The main functions of the self-evaluation efforts of Atılım University, as well as the findings acquired, are presented in the report in detail, and are available under their respective headings with justifications.

0. INSTITUTION INFORMATION

1. Contact Information

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2. History

Holding a public legal personality, Atılım University is a foundation higher education institution established by Atılım Foundation in accordance with Higher Education Law no. 2547 and the provisions of the relevant legislation and as per Law no. 4281 dated 09/07/1997 and Additional Article 40 of the Law no. 2809. (Republic of Türkiye Official Gazette no. 23050, dated 15.07.1997)

Atılım University was established with the a) School of Arts and Sciences, b) School of Business, c) School of Engineering, d) Graduate School of Natural and Applied Sciences, and e) Graduate School of Social Sciences under Atılım University Presidency. (Article 40, Law on the Organization of Higher Education Institutions no. 2809)

Educational activities began at Atılım University in the Academic Year of 1997-1998 with the Departments of Economics, and Business Administration under the School of Business; the Department of English Language and Literature under the School of Arts and Sciences; as well as Associate Degree Programs in Public Relations, Tourism and Hotel Management, Computer Aided Accounting, and Computer Programming under the Vocational School.

The history of Atılım University is available in detail in the [2019 Internal Evaluation Report, in the section titled “Institution Information” section](#) (p. 1-7).

3. Mission, Vision, Values and Goals

The Atılım University [mission](#) is defined as “Raising qualified individuals who are equipped with national and international knowledge by creating high-performance spaces in the production and application of scientific knowledge with the understanding of social sensitivity and sustainability.”

The [core values](#) of Atılım University are inquisitiveness, scientificity, universality, trust and reliability, respect for people and the environment, a focus on quality, corporate sense of belong, corporateness, respect for professional ethics, a focus on shareholders, productivity, innovativity, and creativity.

Atılım University defines its [vision](#) as “Being among the top 10 Turkish universities and top 500 universities around the world in the fields of research and education.”

The Atılım University policies on [Research](#), [Information Security](#), [Education](#), [Quality](#), [Social Contribution](#), [Internationalization](#) are presented in the relevant links.

4. Atılım University Units that Offer Educational Services

The academic units where educational activities are carried out within Atılım University are the School of Arts and Sciences, School of Fine Arts Design and Architecture, School of Law, School of Business, School of Engineering, School of Health Sciences, School of Medicine,

Graduate School of Natural and Applied Sciences, Graduate School of Social Sciences, Graduate School of Health Sciences, Vocational School, Vocational School of Health Services, School of Civil Aviation, and School of Foreign Languages. The [Atılım University units providing education services](#) are available on our website. The [legislation on education](#) is published on our website.

5. Atılım University Units Undertaking Research Activities

The infrastructure through which Atılım University undertakes research activities are as follows: 1) Atılım University research centers, 2) Atılım University laboratories, 3) Atılım University Directorate of ARGEDA-Technology Transfer Office, 4) Department laboratories established within our schools. The [centers](#) and [research laboratories where research activities are undertaken](#) within Atılım University are available on the web site for the [Directorate of ARGEDA – Technology Transfer Office](#).

6. The Organizational Structure of Atılım University

The organizational structure of Atılım University is available [here](#).

A. LEADERSHIP, GOVERNANCE, and QUALITY

A.1. Leadership and Quality

A.1.1. Governance model and administrative structure

The [organizational chart](#) presenting the structure of the university administration is updated in line with current requirements, and published on the University website. The chart shows how senior managers and administrative units operate in relation to their senior managers.

The responsibilities of our Vice Presidents, and the affiliated units, are clearly defined. Details on our [Vice President for Academic Affairs](#) and our [Vice President for Research](#) are available on our website.

Our organizational structure is updated in line with current requirements. For example; the Directorate of Social Contribution was established to undertake social contribution activities more effectively and systematically, and the office has remained active since April 1, 2024. The document [Atılım University Regulations on the Directorate of Social Contribution](#) (20.03.2024) was created (OD2). The relevant PDCA form is enclosed (PUKO 2024-02) ([4 OD4](#)).

In our governance model, Atılım University has adopted continuous improvement with our quarter-century-old corporate culture, structured with an organizational architecture positioned on the pillar of human – process – technology. With our governance model, Atılım University considers all the stakeholders of the University in internal functioning and decision-making mechanisms; adopts the philosophy of continuous development with an outside-in approach by means of professional sector companies; provides internal control and balance elements with its existing structures; and clearly defines the duties, authorities and responsibilities of our members and prioritizes sustainability.

Within the scope of one of our key projects regarding the improvements underway in the internal functioning of Atılım University, prioritized and implemented within the scope of the strategic plan; process flow diagrams, namely our “restructuring of business processes” activities; process definition documents, and job descriptions were created with the “Change Management Project”, and relevant studies were included in detail in our [2023 Institutional Internal Evaluation Report \(page 3/ 44\)](#).

As per the 2021 Institutional Accreditation Report (the IAR final report) by THEQC, areas open to improvement have been identified, and an action plan has been created as required ([1 OD4](#)). The IAR Interim Evaluation visit to our university was between 30.09.2024 - 01.10.2024. With the “Preparatory Presentation on the Interim Evaluation for the Institutional Accreditation Program”, the areas requiring improvement, relevant remarks, and the evidence regarding the improvements were presented to the Evaluation Team ([2 OD4](#)). During the THEQC interim evaluation visit, the President gave a presentation on process management and improvement/ development activities ([3 OD4](#)).

Level of Completion: The governance and organizational structuring practices of the institution are monitored and improved. (OD4)

Evidence:

- [1](4)A.1.1. KAP_Ara_Degerlendirme_Iyilestirme_alanlari_260224_V.2.0.xlsx
- [2](4)A.1.1. KAP_Ara Degerlendirme_Hazirligi_Dr.BurcuHamleci.pdf
- [3](4)A.1.1. YOKAK_Rektor_Sunumu.pdf
- 4 A.1.1. PUKO 2024-02.docx

A.1.2. Leadership

The President regards the University as a system consisting of subsystems/ components, affected by both external and internal dynamics/ developments/ opinions, and takes this perspective into consideration in process management (Sistem Olarak Üniversite.pdf) ([1 OD4](#)). The relevant quality assurance system has also been created to ensure that the system structure in question is secured. This approach is known by all process leaders and stakeholders, and detailed information is available at the relevant link ([OD4](#)).

Our President's process management manner within the quality assurance system is as follows: In the current program/ practice improvement and/ or new program/ practice development process, inputs may be based on "Stakeholder feedback", "Change in ecosystem dynamics" or "Mission/ Vision-based change". Precisely, the need for improvement in the current program/ practice and for the development of a new program/practice may arise depending on stakeholder feedback, change in ecosystem dynamics, or mission/ vision-based change. In the light of the data from these potential sources, the improvement/ development area is determined, and sub-processes are operated. Sub-processes include processes run by University units and/ or committees determined by the President. The updated or new program/ practice emerges after the completion of the relevant sub-processes. The general structure relating to this mode of process management is presented in the document linked (Rektor'un_Surec_Yonetimi1.pdf) ([2 OD4](#)). The approach that renders our President's way of process management more concrete is included in the linked document (Rektor'un_Surec_Yonetimi2.pdf) ([3 OD4](#)). Evidently, the relevant improvement/ development request is submitted to the President, and then, a preliminary evaluation is performed by the President, and the Vice Presidents. Following the preliminary evaluation, the issue is conveyed to the existing Commission/ Board within the University. If there are no relevant commissions, a new commission consisting of members relevant to the issue at hand is established by the President. This commission/ board reports on the opinions received from other academic and/ or administrative units of the University on the issue at hand. This way, not only the opinions of the commission/ board members but also the opinions of other stakeholders are received on the subject, and an effective communication network is established between other units and the administration. The report submitted to the President by the Commission/ Board is added onto the agenda of the Senate/ Board of Trustees, depending on the content of the subject. This approach includes the "cooperative decision-making approach". There are many improvement/ development cycles within the university that have been closed through the method described above, including the President's approach to Processes. Examples to the cycle describe above are presented in the linked documents (Rektor'un_Surec_Yonetimi_Ornek1.pdf) and (Rektor'un_Surec_Yonetimi_Ornek 2.pdf) ([4 OD4](#))([5 OD4](#)).

The President is in constant interaction with the units by personally monitoring the functioning of the activities underway to achieve the strategic goals and objectives of the institution ([OD4](#)) ([OD4](#)).

As the Chairperson of the [Atılım University Quality Commission](#), the President monitors and undertakes the affairs of the commission. In order to spread the quality processes and culture, all Deans, Directors, and Administrative Managers are included in the Quality Commission, ensuring that quality processes are embraced at the highest level by all units.

Vice Presidents are responsible for the operation of relevant boards, commissions and units in line with institutional policies within the scope of the [Vice Presidency for Academic Affairs](#) and [Vice Presidency for Research](#), within the framework of the determined distribution of duties.

Level of Completion: Leadership practices and their contribution to the development of the quality assurance system and the culture are monitored, and relevant improvements are made. (OD4)

Evidence:

[1](4)A.1.2. Sistem_olarak_Universite.pdf

[2](4)A.1.2. Rektor'un_Surec_Yonetimi1.pdf

[3](4)A.1.2. Rektor'un_Surec_Yonetimi2.pdf

4A.1.2. Rektor'un_Surec_Yonetimi_Ornek1.pdf

[5](4)A.1.2. Rektor'un_Surec_Yonetimi_Ornek2.pdf

A.1.3. Corporate transformation capacity

The President's Process Management approach, detailed in Section A.1.2., includes a structure that takes into account the “change in ecosystem dynamics” and “stakeholder expectations”, and may constitute a means to manage the change based on these inputs, as mentioned. A sample process management that includes the change related to an update based on ecosystem dynamics is presented in the linked document (Rektor'un_Surec_Yonetimi_Ornek3.pdf) ([1 OD4](#)).

Within the scope of the Change Management Project, 4 main process families have been defined, and detailed road maps and process designs have been created, such as how possible revisions within the scope of business processes and organizational architecture are to be undertaken, how the projects to be realized will be managed, and the steps in which accreditation processes shall proceed (See IIER 2023, p. 4) ([OD5](#))

The Improvement and Development Monitoring Form is used for analysis, improvement and monitoring of existing processes ([2 OD4](#)).

Continuing to operate within the framework of the quality assurance system, the Atılım University [Quality Commission](#) takes steps to ensure that Atılım University continuously adapts to today's rapidly changing and transforming dynamic world in line with its mission, vision and goals, taking into account the practices of leading universities at home and abroad, in addition to global trends, national goals and stakeholder expectations; monitoring the results and taking the necessary measures. With this perspective; in an effort to improve on our successful and competitive position and increase our institutional potential, the Directive on Academic Staff Appointment and Promotion was updated in 2024 ([OD3](#)). It is established among various boards that quality-oriented processes and practices are required to be developed in order for the institution to prepare for the future, and decisions are made in this regard. For example; at the University Research Board meeting dated February 7, 2024, it was evaluated that it would be more appropriate to redefine the scope of the support to be provided

for participation in scientific events such as symposiums, conferences, congresses, etc. to University researchers, by setting new conditions to encourage participation in qualified scientific meetings, in order to be more quality-oriented. The PDCA form relevant to the improvement in this regard is presented in the document PUKO 2024-03 ([3 OD4](#)).

Level of Completion: There are internalized, systematic, sustainable, and exemplifiable practices in place. (OD5)

Evidence:

[1](4)A.1.3. Rektor'un_Surec_Yonetimi_Ornek3.pdf

[2](4)A.1.3. Iyilestirme_Gelistirme_Izleme_Formu.pdf

[3](4)A.1.3. PUKO 2024-03.docx

A.1.4. Internal quality assurance mechanisms

Atilım University has a quality assurance system, relevant sub-processes and practices ([OD4](#)).

The “Strategic Planning and Quality Management Process” was designed, and flow charts of strategic planning, corporate risk management, monitoring and evaluation and documentation management processes of Atilım University were created. In addition, within the scope of the same process, the “Institutional Internal Evaluation Report Process”, the “Institutional Accreditation Process”, and the “Program Accreditation Process” were designed, and the responsible units in the processes were specified step by step, as in all process definition documents (See IIER 2023, p. 5) ([OD5](#)).

Our digital Improvement and Development Monitoring Form is used for analysis, improvement and monitoring of existing processes ([1 OD4](#)). Examples of sustainable PDCA cycles are presented within the scope of improvement and development studies ([2 OD4](#)). The analysis results of the data obtained as a result of the specified improvement & development studies are also available ([3 OD4](#)).

The document Atilım University Regulations on Quality Assurance has been created and is available on our web page ([OD3](#)).

Student feedback is generally received through four different methods/ sources at Atilım University. While the President in School program and Dean - Student Meetings are held twice a year (in the Fall and Spring semesters), the student workshop, and the satisfaction survey are held once a year ([OD4](#)).

In order to meet the Student / Alumni / Sector Advisory Board stakeholders, and evaluate the areas of the University that are open to improvement with the opinions of internal and external stakeholders, Student Advisory Board, Alumni Advisory Board and Sector Advisory Board meetings were organized in 2024 ([4 OD4](#))([5 OD4](#))([6 OD4](#)).

To constitute an example of improvement/ development studies based on student feedback, different and more affordable menu options have become available at our cafeterias as of the Academic Year of 2024-2025. Regarding the transportation demands of the students, a student shuttle service was planned from the Koru metro station to the campus ([7 OD4](#))([8 OD4](#)).

Level of Completion: There are internalized, systematic, sustainable, and exemplifiable practices in place. (OD5)

Evidence:

- [1](4)A.1.4. Iyileştirme_Gelistirme_Izleme_Formu.pdf
- [2](4)A.1.4. PUKO_formlari.pdf
- [3](4)A.1.4. Iyileştirme_Gelistirme_verileri_sonuc_analizi.pdf
- 4A.1.4. Ogrenci_DanismaKurulu_toplantisi.pdf
- [5](4)A.1.4. Mezun_Danisma_Kurulu_toplantisi.pdf
- [6](4)A.1.4. Sektor_Danisma_Kurulu_toplantisi.pdf
- [7](4)A.1.4. Duyuru_E-posta_ring.pdf
- [8](4)A.1.4. Screenshot_Messages_ring.jpg

A.1.5. Public disclosure and accountability

Preparations for the [Atılım University Unit for Inquiries](#) were performed as per the "Law on the Right to Obtain Information" published in the Official Gazette dated 24.10.2003, no. 4982. The unit itself was established under the Presidency in the year 2006, as per "Regulations on the Procedures and Principles regarding the Implementation of the Law on the Right to Obtain Information", published in the Official Gazette dated April 27, 2004, no. 25445. The Unit is responsible for taking the necessary administrative and technical measures in order to contribute to the evaluation and conclusion of the applications made in order to fulfill the obligations attached to the right to obtain information ([OD3](#)).

In line with the aim of providing free online access to publicly funded scientific outputs, Atılım University saw the establishment of the "Open Science and Open Access Studies Commission" by the Presidency and published the [Atılım University Open Science Policy Document](#) on its official website with the approval of the Senate, dated 23.07.2019 ([OD3](#)).

The procedures and principles regarding the implementation of the Electronic Document Management System at our University have been determined by the [Atılım University Directive on Electronic Document Management System Application](#), which came into force with the Senate Resolution no. 10, dated 12.06.2020 ([OD3](#)). At our university, the Electronic Document Management System is not only used for intra-institutional and inter-institutional communication purposes, but also contributes to the realization of our business processes and demands with the form designs created. In 2024, over 5000 requests conveyed via 16 different forms were answered through the Electronic Document Management System, and details regarding the operation processes and requests are presented in the activity report published by the Directorate of Archive and Document Management ([1 OD3](#)). As is the case every year, in 2024, our University Archive Services Activity Report was prepared and submitted to the Presidency of State Archives ([2 OD3](#)).

In addition to our official LinkedIn, Instagram, Facebook, Twitter, YouTube accounts managed by the [Directorate of Corporate Communication and Promotion](#), the social media accounts for our various academic and administrative units attract more and more followers each year. With these accounts, we inform our students, employees, graduates, external shareholders, and the general public of our University, and the activity of our various units. The University shares all its activities and self-evaluation information via the press, without any restrictions, through the relevant directorate.

Within the scope of our studies for the 2025-2029 strategic plan, external stakeholder opinions were sought, draft documents were shared with stakeholders and their feedback was received ([3_OD4](#)).

Level of Completion: The public information and accountability mechanisms of the institution are monitored and improved in line with stakeholder opinions. (OD4)

Evidence:

[1](3)A.1.5. 2024_yili_Arsiv_ve_Belge_Yonetim_Koordinatorlugu_Faaliyet_Raporu.pdf

[2](3)A.1.5. 2024_yili_Arsiv_Hizmetleri_Faaliyet_Raporu.pdf

[3](4)A.1.5. Stratejik_Plan_2025-2029_Paydas_Gorusu

A.2. Mission and Strategic Goals

A.2.1. Mission, vision, and policies

The Atılım University mission is to train qualified individuals who are equipped with national and international knowledge by creating high-performance spaces in the production and application of scientific knowledge with the understanding of social sensitivity and sustainability. In this regard, and realizing the core aim to “be the top international university in Türkiye”, the concrete vision to “remain among the top 10 universities in Türkiye, and the top 500 universities worldwide” was formed as a means of guidance to create a sustainable future.

Our [Research Policy](#), our [Information Security Policy](#), our [Education Policy](#), our [Quality Policy](#), our [Social Contribution Policy](#), our [Internationalization Policy](#), as well as our [Directive on Quality Assurance](#), all prepared in line with the [mission and vision](#) of Atılım University, are made available to internal and external stakeholders on our website (OD2).

The phrase “Social Contribution” in the mission statement “Within the understanding of social sensitivity and sustainability” is included among the five focus headings in the Atılım University Strategic Plan 2025-2029 ([OD4](#)).

University policies are monitored and evaluated. For example, with the goal clearly defined in our education policies to train individuals who are able to conduct research, and utilize scientific information, Atılım University offers research-oriented education not only through limited research projects/ assignments for courses; but also through student research programs funded by our own resources, where our students may gain R&D experience by taking part in individual projects.

A record number of student projects was supported in the Academic Year of 2024-2025 (over 80 projects). Atılım University offers research-oriented education mechanisms ([OD4](#)). Research Career Support Program for Atılım University Students (ATAK), one of our student research support programs, was designed based on student feedback, and the relevant PDCA form (PUKO 2024-01) is available ([1_OD4](#)).

Level of Completion: The practices implemented in line with the mission, vision and policies are monitored and evaluated together with the stakeholders, and required measures are taken. (OD4)

Evidence:

[1](4)A.2.1. PUKO 2024-01.docx

A.2.2. Strategic objectives and goals

Within the scope of [the Atılım University strategic plan document on the period of 2020-2024](#), the areas Corporate Governance, R&D and Innovation, Student-Focused University, Internationalization and Education have been determined as strategic priority areas. In this regard, an integrated approach has been put forward with a total of 42 objectives, 86 targets, 207 performance indicators and the responsible/relevant unit, annual action planning and elements of prioritization for each strategic priority area.

Within Atılım University, “target realizations” are sought and analyzed in accordance with the responsibility matrix every July and August for monitoring and evaluation purposes, as well as the realization of the goals and targets within the scope of the strategic plan as per the relevant performance indicators. Similarly, “target realizations” were collected and consolidated from the departments responsible, in August 2024. The analysis and monitoring results are shared in the Institutional Scorecard 2024 Year-End Report as an example ([5 OD4](#)). In this regard, the situation regarding the strategic priority areas that the strategic plan focuses on may be summarized as:

33% of the items under Education, 33% of the items under R&D and Innovation, 42% of the items under Internationalization, 51% of the items under Corporate Governance, 19% of the items under Student-Focused University, and 40% of the items under General Situation were realized.

On 03.04.2024, the [Atılım University Strategic Plan 2025-2029 starting meeting](#) was held with all academic and administrative unit managers ([OD4](#)). During the strategic plan preparation process, sub-working committees consisting of university stakeholders were formed, and the groups are working in five sub-areas (Education, Research and Development, Social Contribution, Institutional Sustainability, Digital Transformation) ([1 OD4](#)). The efforts were coordinated by the Directorate of Corporate Development and Planning under the Presidency. The first version of the strategic plan that emerged was presented to stakeholders for feedback ([2 OD4](#))([3 OD4](#)). In line with the feedback, relevant updates were made to the strategic plan, and performance indicators were created in line with the University mission and goals ([4 OD4](#))([OD4](#)). A “planned cost/ budget” field for the Strategic Plan 2025-2029 is currently being created.

Level of Completion: The institution monitors the strategic plan it has implemented and evaluates it with relevant stakeholders, which is then reflected in future plans. ([OD4](#))

Evidence:

[1](4)A.2.2. Stratejik_Plan_2025-2029_Calismalari.pdf

[2](4)A.2.2. Stratejik_Plan_2025-2029_Paydas_Gorusu

[3](4)A.2.2. Stratejik_Plan_2025-2029_Paydas_Gorusu_mezun

4A.2.2.Atılım_Universitesi_2025-29_Stratejik_Planı_V.1.0_Paydas_Gorus_Oneri_ve_Degerlendirmeleri.xlsx

[5](4)A.2.2. Kurumsal_Karne_2024_Yil_Sonu_Raporu.pdf

A.2.3. Performance management

In line with the vision, goals and strategic plan of the University, the School Performance Evaluation System (FAPS) was established to evaluate the performance of the Schools within the University with clear and explicit indicators, and has been put into practice as of 2024. Within the scope of FAPS, a program that is unique to the University and may constitute as an example, Schools are evaluated for performance with respect to the status and level of fulfillment of the three basic functions of the University, defined as education, research and service to society. The targets regarding the performance evaluation are in line with our education, research, social contribution and internationalization policies, and are determined by the Presidency on a calendar year basis, taking into account the structure of each School. Details on this evaluation system, intended to be implemented in 2024, is included in the linked document (Fakulte_Performans_Egerlendirme_Sistemi.pdf) ([1 OD5](#)). Within the scope of FAPS, our expectations for Education, Research and Social Contribution functions are listed in the aforementioned document, and relevant annual targets are established, and determined on a School basis. The kinds of resources required in the process of fulfilling the relevant targets are also stated, and it offers the flexibility where managers of Schools may rely on different suitable resources. In the year-end evaluation, the achievement of the targets is supported by the evidence presented (application forms, event participation certificates, minutes, etc.).

The realization status of the 2024 targets submitted to the Presidency by our Schools has been evaluated and the evaluation results have been shared with the Schools. In addition, the 2025 targets have been shared with the Offices of Deans in accordance with the FAPS calendar. The FAPS 2024 Evaluation that includes the 2024 evaluation of all Schools, created in February 2025, has also been presented in the linked document (FAPS2024-Degerlendirme.pdf) ([2 OD4](#)). The report evaluates the level of achievement of the targets determined by the Presidency for each School, and includes notes specific to the Schools.

On the other hand, our Strategic Plan 2025-2029, the studies for which began in 2024, includes all performance indicators, and is available on our website ([OD4](#)).

In the strategic planning process, the definition, monitoring and improvement of performance indicators are as important as our mission, vision and strategic goals. The evaluation of how well the University has achieved the goals set within the framework of the current strategic plan is performed every year ([3 OD4](#)).

Level of Completion: The functioning of performance indicators and performance management mechanisms in the institution are monitored and improvements are made with respect to monitoring results. (OD4)

Evidence:

[1](5)A.2.3. Fakulte_Performans_Degerlendirme_Sistemi.pdf

[2](4)A.2.3. FAPS2024-Degerlendirme.pdf

[3](4)A.2.3. Kurumsal_Karne_2024_Yil_Sonu_Raporu

A.3. Management Systems

A.3.1. Information management system

By approaching information management with a technology and process-oriented approach, Atılım University aims to increase efficiency and productivity throughout the university, as well as our academic and administrative operations. In this process, we adopt an effective

information management policy that prioritizes stakeholder participation. The university has an integrated system that collects, consolidates, stores, analyzes and produces the necessary information with its own resources in order to plan and manage its administrative and operational activities more effectively.

The [Directorate of Information and Communication Technologies](#) is responsible for planning, establishing and sustainably managing the information systems and technologies infrastructure of Atılım University. Critical processes such as software development, hardware management, data management, system infrastructure maintenance and operational management of information networks are undertaken here.

Atılım University attaches great importance to the processing and preservation of all personal data of all persons associated with the University in accordance with the Personal Data Protection Law No. 6698 (“PDP Law”). As the “Data Controller” defined under the PDP Law, Atılım University processes personal data as detailed in the Information Document on the Protection and Processing of Personal Data and within the limits set by the legislation ([23_OD3](#)).

Atılım University uses the “KAS”, or namely the [Atılım Corporate System](#) within the scope of the “Change Management Project”, the restructuring of business processes, and the implementation of reorganization activities. The business processes, organizational structure, job descriptions and related documentation infrastructure related to the functions within the university are all designed to work on this platform and are open to the access of our stakeholders ([OD4](#)).

Within the scope of Information Security Management System studies, Information Security Awareness Training was organized throughout the university in 2024 ([24_OD3](#)).

The new ERP project, launched in 2022-23, has entered the development stage and the infrastructure work was completed in 2023-24. The project includes technological innovations, and was designed within the framework of microservice architecture with Vue 3, .NET 9, Redis, RabbitMQ and Hangfire technologies. The system was designed to serve basic functions, and some modules of the ATACS project, the creation process of which began in 2015, were successfully transferred to the UNACS ERP system.

The main modules transferred are as follows:

- Identity Card Transactions: The ID Card management processes of our students and employees were improved. Card-based access controls have been automated, and cafeteria-based spending systems have been moved to the online environment [[1_OD3](#)] [[2_OD3](#)] [[3_OD3](#)].
- Documentation Requests: It has made fast and digital document retrieval/ request transactions possible. The coding has been completed for the process of making about 10 official documents frequently requested by students available to them online, and for these documents to be verifiable with QR codes [[4_OD4](#)].
- Preliminary Advisor Meeting and Advisor Approval Transactions: We now provide more effective academic support to our students. The deficiencies of the old ATACS architecture have been resolved, and course approval processes that allow for feedback by providing more student data have been activated [[5_OD4](#)] [[6_OD4](#)] [[7_OD4](#)] [[8_OD4](#)] [[9_OD4](#)].
- Preparatory School Module: The module has facilitated the processes by providing effective follow-up of preparatory school students. A self-sufficient comprehensive module has been designed with functions such as placement, distribution, absence checks, grade entry and viewing, skipping courses, and direct integration with Moodle, for approximately one thousand

students [[10 OD4](#)] [[11 OD4](#)] [[12 OD4](#)] [[13 OD4](#)] [[14 OD4](#)].

- Student Attendance Checker for the Orientation Course: This element has ensured that new students' course attendance is monitored in a regular manner. A QR code-based attendance system has been put into effect to allow new students to collect points for their participation in group activities each year. The course is ensured to be graded automatically by scoring the points collected by students at the end of the semester [[15 OD4](#)] [[16 OD4](#)] [[17 OD4](#)] [[18 OD4](#)].

- Vinov Integration: In financial processes, additional technological opportunities have been attempted to be provided in the payment of university tuition fees. Application processes and approval processes have been automated within UNACS, fully integrated with Vakıfbank, in suitable payment plans and completely online [[19 OD3](#)].

In addition to these studies; in order to make information technology support processes more effective throughout the University, the open source GLPI Help Desk system has been implemented. Thanks to this system, IT support requests may be managed in a standard and organized structure [[20 OD3](#)].

Within the scope of Technological Developments and Infrastructure Transformation studies, R&D and Hands-On studies are undertaken for the following studies.

Docker and Kubernetes Integration: Transition studies to Docker and Kubernetes technologies have been completed and are being developed to increase efficiency in software development and distribution processes. With this transition, the microservice architecture has become more flexible, scalable and manageable. CI/CD processes have been reshaped with the new DevOps perspective [[21 OD4](#)].

Cloud Computing Studies: Within the scope of expanding the IT infrastructure of the University, significant work has been undertaken in the field of Cloud Computing. In this context, resource efficiency has been achieved by increasing backup, storage and scaling capacities.

Single Sign On (SSO) and Single Logout (SLO) processes have been optimized through the central verification system. [[22 OD4](#)]

Level of Completion: An integrated information management system is maintained and improved at the institution. (OD4)

Evidence:

- [1](3)A.3.1.kimlik_karti_islemleri.png
- [2](3)A.3.1.kafeterya_bakiye_islemleri.png
- 3A.3.1.kafeterya_bakiye_islemleri.png
- 4A.3.1.online_belge_taleplerim.png
- [5](4)A.3.1.danisman_onay_islemleri.png
- [6](4)A.3.1.danisman_onay_islemleri.png
- [7](4)A.3.1.danisman_onay_islemleri.png
- [8](4)A.3.1.danisman_on_gorusme_islemleri.png
- [9](4)A.3.1.danisman_on_gorusme_islemleri.png
- [10](4)A.3.1.hazirlik_okulu_aktif_kur_bilgileri.png
- [11](4)A.3.1.hazirlik_okulu_not_girisi.png

- [12](4)A.3.1.hazirlik_okulu_ogrenci_not_goruntuleme.png
- [13](4)A.3.1.hazirlik_okulu_ogretim_gorevlisi_not_goruntuleme.png
- [14](4)A.3.1.hazirlik_okulu_gradebook_yonetimi.png
- [15](4)A.3.1.oryantasyon_qr_kod_olusturma.png
- [16](4)A.3.1.oryantasyon_qr_kod_okutma.png
- [17](4)A.3.1.oryantasyon_puan_ve_katilim_takibi.png
- [18](4)A.3.1.oryantasyon_akademik_takvim_ekrani.png
- [19](3)A.3.1.vinov_odeme_sistemleri_entegrasyonu.png
- [20](3)A.3.1.acik_kaynak_yardim_masasi.png
- [21](4)A.3.1.devops_kubernetes_ve_cicd_surecleri.png
- [22](4)A.3.1.merkezi_kimlik_dogrulama_sso_slo.png
- [23](3)A.3.1. Kisisel_Verilerin_Korunmasi_ve_Islenmesi_Hakkinda_Aydinlatma_Metni.pdf
- [24](3)A.3.1. Bilgi_Guvenligi_Farkindalik_Egitimi_duyurusu

A.3.2. Human resources management

The [Directorate of Human Resources](#) is the administrative unit responsible for the execution of all administrative human resources processes for the university. The Directorate is the administrative unit responsible for the “sustainability in the employment quality of administrative personnel”, and “continuous improvements on personal rights, job direction, and the productivity atmosphere”.

Within the framework of the strategies and processes created in this context, human resources are managed based on the logic of continuous improvement and development. Human Resources processes are carried out under the management of the Presidency and the Board of Trustees, in connection with the Directorate of Human Resources and the main strategies. Necessary rules have been established in this regard and the university aims to maintain its quality of employment at a certain level. As of 2024, Atılım University employs 590 full-time academic staff, 244 part-time academic staff and 436 administrative staff.

Within the scope of the “Change Management Project”, job descriptions for departments were prepared by the [Directorate of Corporate Development and Planning](#), and digitalized via the KAS (Atılım Corporate System) (See. IIER 2023, p. 8) ([OD4](#)).

In order to ensure the sustainability of the duties of experienced and qualified employees within the university, to support the career development of our staff, to increase their motivation, to make the work of the units more effective and to ensure workforce stability, reorganization studies are undertaken, working conditions and a promotion system based on rotation and/ or additional assignments are being created. Within the scope of these studies, reward and incentive practices are implemented ([1 OD2](#)) ([2 OD3](#)).

Level of Completion: Human resources management practices are implemented and improved through evaluations with internal stakeholders. ([OD4](#))

Evidence:

- [1](2)A.3.2. İdari_personel_tesvik_odulu_yonergesi_taslak

A.3.3. Financial management

The [Directorate of Financial Affairs and Budget](#) undertakes the relevant corporate accounting, finance, asset management transactions and student and personnel financial affairs under the Foundation Universities Special Accounting Period practice within the framework of an administrative functional structure consisting of the Directorates of Corporate-General Accounting, Student Accounting, Personnel Financial Affairs, Property and Fixtures, Budget and Project Management.

Within the scope of the Directorate of Corporate-General Accounting, accounting records, monitoring of payments to be made to third parties with whom service purchase and sale are made, monitoring of contracts, tax payments, monitoring of tax legislation, cash management, fund income and expense transactions are executed. Within the scope of the Directorate of Student Accounting, tuition fee accrual and collection, and graduation/ withdrawal transactions are executed. Within the scope of the Directorate of Personnel Financial Affairs, personnel transactions, personnel salary accruals and payments, notification regarding employment entries/ exits, calculation and payment of social security deductions, calculation and preparation of additional course fees are executed. The Directorate of Property and Fixtures undertakes their insurance transactions for assets, asset debit and all similar transactions within the scope of [Atılım University Directive on Fixtures](#) (OD3). Within the scope of the Directorate of Budget and Project Management, project accounting records, monitoring of payments to be made to third parties with whom project service purchase and sale is made, monitoring of project contracts, notifying the Tax Office of expenditures made within the scope of European Union projects with official letters, preparing financial reports related to projects, monitoring TÜSEB, TÜBİTAK and European Union projects in accordance with Tax legislation, preparing official correspondence with institutions such as TÜSEB, TÜBİTAK and European Union etc. during the initiation and termination stages of projects, executing the fund income and expenses of projects, budget processes and making necessary improvements, and preparing all reports related to budget processes are undertaken.

Financial resource management and budget transactions are carried out with the budget prepared in accordance with the [Regulations on Tenders](#), and approved by the Board of Trustees. All activities are planned on the basis of the academic year, and expenses are carried out during the year in accordance with the approved budget. All planned expenditures, taking into account the balance of resources and expenditures, are monitored, controlled and reported on an academic semester basis within the framework of the financial resource management process. Improvement opportunities and needs arising within the scope of monitoring, control and reporting activities are taken into account in the budget to be prepared for the next year, and improvements are made in business processes. Budget requests, approvals for actual expenditures and all similar transactions related to our University are available through the link <https://butce.atilim.edu.tr>, created in order to fully automate our budget management activities, to monitor and follow-up on these through the relevant technological platform. A continuous improvement approach is adopted through special developments and updates regarding the software (OD4).

Level of Completion: Management processes of financial resources are maintained and improved at the institution. (OD4)

A.3.4. Process management

Atilim University has completely internalized the concept of process management and has “restructured its business processes” within the scope of the “Change Management Project”. Within the scope of the project, 4 separate Level-0 process family categories were determined as “Education”, “Administration & Support”, “Research & Development” and “Senior Management”, with the participation of our stakeholders. Level-1, Level-2 and Level-3 processes were determined for each process family and process designs were completed as a result of the workshops. A Process Definition Document was prepared for the process families of Level-1 ([1 OD5](#)). Within the scope of the project, 36 process definition documents, totaling at 1436 pages, and 1214 pages of job description and related documents were prepared. All process definition documents created, as in the job descriptions, have been made available online via the Atilim Corporate System (KAS) within the framework of authorization criteria for access by academic/ administrative staff and students ([See IIER 2023, p.9](#)).

Level of Completion: There are internalized, systematic, sustainable, and exemplifiable practices in place. (OD5)

Evidence:

[1](5)A.3.4. Kurumsal_Gelisim_ve_Planlama_Surec_Tanim_Dokumani.pdf

A.4. Stakeholder Participation

A.4.1. Internal and external stakeholder participation

Atilim University acts with an approach that values stakeholder participation in all activities covered in this report. Academic and administrative performance evaluation, course and faculty member evaluation surveys and student satisfaction surveys are conducted within the university, and internal stakeholders are provided with the opportunity to contribute to quality ([1 OD3](#)).

In order to meet the Student / Alumni / Sector Advisory Board stakeholders, and evaluate the areas of the University that are open to improvement with the opinions of internal and external stakeholders, Student Advisory Board, Alumni Advisory Board and Sector Advisory Board meetings were organized in 2024 ([2 OD3](#))([3 OD3](#))([4 OD3](#)).

In 2024, external stakeholder and Sector Advisory Board meetings were organized by our schools and departments ([10 OD3](#)). ([Department of International Trade and Logistics](#)) ([Department of Child Development](#)) (OD3).

The “Institutional Internal Evaluation Report (IIER) Methodology Development Stakeholder Meeting” was held with the universities of Ankara which were previously evaluated and fully accredited by the Higher Education Quality Commission (THEQC) within the scope of the Institutional Accreditation Program (IAP). Representatives from Atilim University quality commissions attended the meeting held on 19.11.2024 ([5 OD3](#)).

Student participation has also been ensured within the Atilim University Quality Commission, and the Commission convenes regularly ([6 OD3](#)) ([OD3](#)).

The first version of the strategic plan that emerged was presented to stakeholders for feedback ([7 OD4](#))([8 OD4](#)). The relevant updates were made on the strategic plan in the light of the feedback received ([9 OD4](#)).

Level of Completion: The operation of stakeholder participation mechanisms is monitored

and improved where needed. (OD4)

Evidence:

- [1](3)A.4.1. Ogrenci_Memnuniyet_Anketi_Sonuclari_2024.pdf
- [2](3)A.4.1. Ogrenci_DanismaKurulu_toplantisi.pdf
- 3A.4.1. Mezun_Danisma_Kurulu_toplantisi.pdf
- [4](3)A.4.1. Sektor_Danisma_Kurulu_toplantisi.pdf
- [5](3)A.4.1. 12-11-24_YOKAK_KIDR_Metodolojisi_Gelistirme_Paydas_Toplantisi.pdf
- [6](3)A.4.1. Kalite_Komisyonu_2024_Toplantisi_Notlari_14102024.pdf
- [7](3)A.4.1. Stratejik_Plan_2025-2029_Paydas_Gorusu
- [8](3)A.4.1. Stratejik_Plan_2025-2029_Paydas_Gorusu_mezun
- [9](4)A.4.1. Atılım_Universitesi_2025-29_Stratejik_Planı_V.1.0_Paydas_Gorus_Oneri_ve_Degerlendirmeleri.xlsx
- [10](3)A.4.1. Dis_Paydas_ve_Sektor_Danisma_Kurulu_Toplantilari

A.4.2. Student feedback

A total of 165 students participated in the “Turkish and International Student Workshops” program on May 13-14, 2024, an event periodically held by the Dean of Students of the university. Within the scope of the workshop, questions were asked to measure the student experiences at Atılım University, and the answers were analyzed and presented to the Presidency ([2 OD4](#)).

1791 students participated in our eighth Student Satisfaction Survey taking place in 2024. In this regard, on May 6, 2023, 41 questions were asked to students under different topics such as the quality of education at the University, physical facilities, interaction with academic and administrative staff and units from which services are received, and student satisfaction was evaluated through frequency analysis with a score scale from 1 to 5. The issues compared with previous years were determined as an increase/ decrease or relative increase/ decrease in satisfaction, and areas open to improvement were analyzed and presented to the Presidency ([1 OD3](#)).

Dean - Student meetings were organized in order to increase student participation and effectiveness in the internal quality assurance system of Atılım University ([3 OD4](#)) ([4 OD4](#)) ([5 OD4](#)) ([6 OD4](#)) ([7 OD4](#)) ([8 OD4](#)). This way, students were provided with the opportunity to meet one-on-one with their deans. The Head / Assistant Head of Department of Basic English and class representatives came together; information was provided and demands were discussed ([11 OD4](#)). Similarly, an informative event was planned regarding internal quality assurance and ongoing studies with the student club officials within the University through the student representative of the University Quality Commission, to take place in the first quarter of each year ([10 OD4](#)). In addition, the University has been holding student workshops regularly since 2019, with our last student workshops (national and international) having taken place in March 2024 (See Evd. No.: [2 OD4](#)).

With the “President in School” program, the President visits our Schools and takes students’ requests and feedback ([9 OD4](#)).

The feedback of our university students towards providing an environment and space for their

sportive activities is also taken into account, and the relevant function is successfully executed by the Directorate of Sports. The activities of 2024 are included in the Directorate of Sports Activity Report ([12_OD3](#)).

Level of Completion: In all programs, practices regarding receiving student feedback are monitored and improved based on student participation. Feedback results are reflected in our decision-making processes. (OD4)

Evidence:

- [1](4)A.4.2. Ogrenci_Memnuniyet_Anketi_SonucLari_2024
- [2](4)A.4.2. 2024_Yili_Ogrenci_Calistayi_Bilgi_Notu.pdf
- [3](4)A.4.2. 27.03.2024_GSTMF_Ogrenci-Dekan_Bulusmasi_Toplanti_Raporu.pdf
- 4A.4.2. FEF_Dekanlik-Ogrenci_Temsilcileri_Toplantisi_Ekim_2024.pdf
- [5](4)A.4.2. 08.03.2024_Isletme_Dekan_Ogrenci_Bulusmasi.pdf
- [6](4)A.4.2. Hukuk_Fakultesi_Dekan-Ogrenci_Gorusmeleri_Toplantisi_2024.pdf
- [7](4)A.4.2. Mühendislik_Dekan-Ogrenci_Bulusmasi.pdf
- [8](4)A.4.2. SBF_Dekanlik_Toplantisi_1.pdf
- [9](4)A.4.2. Rektör_Fakultede
- [10](4)A.4.2. Ogrenci_Aktivitesi_Hayata_Atilim_Grubu
- [11](4)A.4.2. TİB_Ogrenci_Temsilcileri_Toplantisi_Tutanagi.pdf
- [12](3)A.4.2. Spor_Faaliyetleri_Mudurlugu_2024_Yili_Faaliyet_Raporu.pdf

A.4.3. Management of alumni affairs

The Atılım University [Alumni Affairs Office](#) was established in order to contribute to the development of all graduates and students of Atılım University.

Atılım University Alumni Affairs establishes social platforms to connect students and graduates where graduates are able to share their opinions and feedback with events such as the Alumni Fair, and the Alumni Reunion.

The Atılım University Alumni Affairs Office compiles contact information of Atılım University graduates, as well as their educational, occupational, and residential status and membership details, and contacts them during semesters for updates.

In order to coordinate with the [Atılım University Alumni Association](#), Atılım University Alumni Affairs Office logs the expectations, opinions and suggestions of Atılım University graduates and students regarding the University through one-to-one communication and survey calls. In order to integrate communication efforts with Atılım University Alumni with technology, and to establish a consolidated management, the [MAP - Atılım Alumni Platform](#) has gone online (OD3).

Level of Completion: Alumni monitoring practices are implemented throughout the programs at the institution. (OD3)

A.5. Internationalization

A.5.1. Management of internationalization processes

Atilım University regards “internationalization” as a strategic area to constitute the key to be “among the top 10 universities in Turkey and the top 500 universities in the world in education and research” within the framework of its mission to "become a world university", and its vision. Similarly, “internationalization” has made its way as a specific “area of strategic priority” in the 2020-2024 Strategic Plan.

The [Directorate of International Relations](#) was established in order to contribute more to the internationalization studies among the main strategic goals of Atilım University. The field of duty of the Directorate of International Relations is defined as "contributing to the efforts of Atilım University to increase international integration in education, research and community service".

Policies are being created to execute the “Internationalization” aspect effectively under the jurisdiction of the relevant function. In this regard, our internationalization policy is in line with the targets, goals, and performance indicators resulting from the evaluations by quality commission members, and publicly available at our official web page ([OD2](#)).

Within the framework of our Change Management Project, International Relations Processes were analyzed, and 12 Level-3 processes were designed within the scope of the “International Student Resources Process” and “Change and International Mobility Process”. The International Relations Process Definition Document and job descriptions for the Directorate of International Relations were created ([1_OD5](#)).

In line with its vision, Atilım University constantly follows the developing global trends in higher education and devises strategies in this regard. These studies have brought us success in terms of national and global rankings of 2024. As detailed in the 2024 activity report of the Directorate of Strategy and Business Development, studies on international rankings and studies involving internationalization activities may be examined. These studies yielded [successful results in national and international rankings](#) in the year 2024 ([2_OD3](#)).

Level of Completion: The administrative and organizational structure of internationalization processes is monitored and improved. (OD4)

Evidence:

[1](5)A.5.1. Uluslararası İlişkiler_Surec_Tanim_Dokumani.pdf

[2](3)A.5.1. Strateji_ve_Is_Gelistirme_Koordinatorlugu_2024_Yili_Faaliyet_Raporu.pdf

A.5.2. Internationalization resources

Within the scope of internationalization efforts by the International Student Resources Office, affiliated with the Directorate of International Relations, a total of 243 international students, including 213 undergraduate degree, 6 associate degree, 22 graduate degree, and 2 doctorate degree program students registered to Atilım University for the Fall Semester of the Academic Year of 2024-2025 ([1_OD4](#)). Judging from the department/ degree breakdown of new international student registrations, our undergraduate degree programs welcomed most of our international students. Considering the country distribution of our new 243 international students, these students come from 39 different countries. The top 10 countries are: Iraq, Iran, Somalia, Jordan, Türkiye, Azerbaijan, Sudan, Syria, Palestine and Turkmenistan ([2_OD4](#)). These two situations are indicators that we are on the way to achieve our target number of

international students, an element among our internationalization targets, with our international students distributed in a balanced way within the University (undergraduate studies should be the focus, attention should be paid to country diversity, quality students should be brought in) with a share that exceeds 15%. Therefore, in accordance with the internationalization strategy of Atılım University, international student diversity is as important as the number of international students.

In order to achieve the numbers above, efforts were made to increase the number of international students and country diversity by participating in many international education fairs in which international candidate students participated in 2024 ([OD3](#)). In 2024, Atılım University participated in education fairs held in the following countries: Dubai (January 12-13, 2024), Tunisia (April 26-29, 2024), Kenya (May 10-12, 2024), Azerbaijan (Baku & Ganja, May 18-19, 2024), Egypt (November 17-18, 2024).

Additionally, studies have been carried out to increase the satisfaction of international students and minimize dropout rates. In 2024, for the first time, the Presidency appointed an International Student Advisor to each school to assist international students in our schools. The International Student Advisor is to be determined by each School from among the faculty members and to provide guidance and support to the international students of the relevant school (students of both undergraduate and graduate degree programs), so that all of our students lead and equally participate in the academic and campus life at Atılım University. The aim of the advisors is to create a communication channel between the School administration and our international students, to ensure coordination and to convey the problems and concerns of the students regarding their courses, campus life and administrative issues to the School administration. The duties and responsibilities of International Student Advisors are holding a meeting at the beginning of each semester with the persons responsible for international students, assigned by the Dean of Students and/or the Directorate of Student Affairs. At the beginning of each semester, the School Advisors will send an e-mail to the international students of their Schools, introducing themselves and including their specific office hours. The advisors will hold at least one meeting each semester to get the opinions of the students and listen to their problems, if any. The advisors will report the notes of the meetings they organize, the interviews they conduct and any other activities, along with their results, to the School administration ([3_OD4](#)).

The International Student Workshop, now an Atılım University tradition, was held on May 14, 2024, for our international students to express their opinions and evaluations in a free environment, and for us to learn about the problems that they encountered at our University, and solve them ([4_OD4](#)).

Level of Completion: The distribution of the internationalization resources of the institution is monitored and improved. (OD4)

Evidence:

- [1](4)A.5.2. 2024-2025_Akademik_Yili_Guz_Donemi_Uluslararası_Oğrenci_Derece_Kayıt_Dagilimi.pdf
- [2](4)A.5.2. 2024-2025_Akademik_Yili_Guz_Donemi_Ulke_Kayıt_Dagilimi.pdf
- [3](4)A.5.2. Uluslararası_Oğrenci_Danismani.pdf
- 4A.5.2. 2024_Yili_Oğrenci_Calistayi_Bilgi_Notu

A.5.3. Internationalization performance

In accordance with the [Atılım University Internationalization Policy](#), our University addresses the internationalization strategy comprehensively and from multiple perspectives, with the awareness of what internationalization brings to our University in particular, and to our country in general. Atılım University determines its internationalization policy with the awareness that internationalization is a policy that goes beyond admitting international students.

In addition to the admission of international students, student mobility and academician mobility are among the principles based on our internationalization strategy. Within the scope of internationalization efforts by the Exchange and International Mobility Office under the Directorate of International Relations, in the year 2024, a total of 44 people participated in Erasmus + mobility programs, including 17 students in Erasmus+ Student Mobility, 11 students in Erasmus+ Internship Mobility, 10 Academic/ Administrative Staff members in Erasmus+ Staff Mobility, and 6 Academic Staff in Erasmus+ Teaching Mobility programs ([1 OD4](#)).

In order to increase our number of international contracts in 2024, 10 new Erasmus+ contracts were made. These new contracts were signed with the Estonian Aviation Academy in Estonia for the Department of Aviation Management; the University of Shumen in Bulgaria for the Department of Translation Sciences; the University of Skopje in North Macedonia for the Department of Tourism Management; the Free University of Varna in Bulgaria for the Departments of Economics – Law – Computer Engineering; the Kauno Technologijos Universitetas in Lithuania for the Departments of Computer Engineering – Software Engineering – Information Systems Engineering; the University of Tomase West and Zline in Czechia for the Department of Economics; the Mednarodna Podiplomska Sola Jozefa Stefana in Slovenia for the Department of Metallurgy and Materials Engineering; the Batumi Shota Rustaveli State University in Georgia for the Departments of Business Administration – Economics – Computer Engineering – Mathematics – Law – Psychology – Public Relations and Advertising – Civil Engineering – Tourism Management; the Silesian University in Czechia for the Department of Business Administration; and the University of Nyíregyháza in Hungary for the Department of Pilot Training ([2 OD4](#)). Details and the current list of our active international contracts are available ([OD4](#)).

One of the key pillars of the [Atılım University Internationalization Policy](#) is the adoption of partnership principles in research and development. In line with our internationalization goals, Atılım University aimed to achieve our internationalization goals by hosting 2 international researchers with guest and postdoctorate researcher status in 2024 ([3 OD4](#)).

Evaluations and analyzes were made in 2024 regarding the realization of the strategic goals, strategic targets and performance indicators under the title of "internationalization", an area of strategic priority within the scope of the Atılım University strategic plan. According to the analyses, the details of which are available in the 2024 Corporate Scorecard Year-End Report; the realization rate of the targets under the title of internationalization was 42%, and the overall realization rate was 40% ([4 OD4](#)).

Level of Completion: The internationalization activities of the institution are monitored and improved. (OD4)

Evidence:

[1](4)A.5.3. Erasmus+_hareketliligi

[2](4)A.5.3. 2024_Yili_Icerisinde_Yapilan_Yeni_Erasmus+_Ikili_Anlasmlar.pdf

[3](4)A.5.3. 2024_Yili_Misafir_ve_Doktora_Sonrasi_Arastirmacilar.pdf

B. EDUCATION

B.1. Program Design, Evaluation, and Updating

B.1.1. Program Design and Approval

Our program design has emerged in line with the determined objectives and learning outcomes, in line with the Turkish Qualifications Framework (TYÇ), and has been announced to the public. While determining the program qualifications, our mission and vision have been taken into consideration and the educational processes have been structured accordingly.

Our program design process has been established in line with our [education policy](#) (OD3) and is implemented in line with the relevant handbooks, guides, procedures and principles [\[1 OD4\]](#), [\[2 OD3\]](#). Our program development process is implemented within the framework of the determined academic standards and the [relevant regulations](#) (OD3) are taken into account throughout the process.

Program design and approval processes are executed by relevant academic committees, process managers and approval mechanisms have been determined. The modern languages department holds meetings with relevant academic committees during program design and approval processes, and a curriculum development committee has been established [\[3 OD4\]](#), [\[4 OD4\]](#). In addition, process managers are clearly stated in department board decisions, for example, at the School of Business Administration, committees such as the curriculum committee are specified in detail in department board resolutions [\[5 OD3\]](#). Another example would be from the School of Fine Arts and Architecture, their committees and task distribution, as detailed [\[6 OD3\]](#). At the Department of Architecture of the same school, task descriptions are defined in detail and task distributions are made [\[7 OD3\]](#), [\[8 OD3\]](#). In this context, all these examples are evidence that the determined process flow is followed at every stage of the program development and revision processes, and committees and task distributions have become components of the institutional culture.

The compatibility of program objectives and learning outcomes with the TYÇ is demonstrated through course program examples, current course syllabus documents and relevant academic documentation. Course plans and contents have been prepared to meet the proficiency levels [required by the TYÇ](#) (OD3) and publicized for our programs. In the course syllabuses, the relationship between course outcomes and program outcomes is clearly stated and the Program Competencies/ Course Learning Outcomes matrix is included [\[9 OD3\]](#).

Active participation of internal and external stakeholders in the design processes of the programs is ensured. Academic staff, student representatives and sectoral stakeholders are included in the program design process and feedback mechanisms are established. Stakeholder opinions are obtained through methods such as surveys, stakeholder meetings and sector advisory boards.[\[10 OD4\]](#), [\[11 OD4\]](#), [\[12 OD4\]](#), [\[13 OD4\]](#), [\[14 OD4\]](#). Various arrangements are being made in the curriculum in line with stakeholder meetings at the School of Engineering. In this context, technical courses such as those on MATLAB, Python, engineering modeling and control have been strengthened, and a course on occupational health and safety has been made compulsory [\[415 OD\]](#). There are also sector advisory boards at the schools, and their opinions and suggestions are received to prepare students for the sector [\[16 OD4\]](#), [\[17 OD4\]](#), [\[18 OD4\]](#).

The effectiveness and applicability of the programs are regularly reviewed, and improvement

processes are executed in line with the data obtained [419 OD], [420 OD].

Evidence:

[1](4)B.1.1.tib_ydyo_kalite_el_kitabi.pdf

[2](3)B.1.1.ects_kilavuz.pdf

[3](4)B.1.1.Eng393_Eng395_Paydas_Gorevlendirme_Belgesi.pdf

4B.1.1.Eng101_Mufredat_Komisyon_Toplantı_Tutanagi.pdf

[5](3)B.1.1. İktisat_bolum_kurul_karari_gorev_ve_komisyonlari_belirlenmesi.pdf

[6](3)B.1.1.ICM_Gorev_Dagilim_Cizelgesi.pdf

[7](3)B.1.1..MMR_Gorev_Dagilimi.pdf

[8](3)B.1.1..MMR_Gorev_Tanimlari.pdf

[9](3)B.1.1.IKT101_izlence.docx

[10](4)B.1.1.1 SHMY Paydas_Toplantisi.pdf

[11](4)B.1.1.sbf_cg_dis_paydas.pdf

[12](4)B.1.1.sbf_hem_dis_paydas.docx

[13](4).B.1.1.psy_dis_paydas_toplantı_tutanagi.docx

[14](4)B.1.1.Hukuk_fakultesi_danisma_kurulu_toplantisi.pdf

[15](4)B.1.1. Enerji_Muh_Sektor_Danisma_Kurulu_Tutanagi.pdf

[16](4)B.1.1.Muhendislik_Fakultesi_2024_Yili_Sektor_Danisma_Kurulu_Toplantı_Tutanagi.pdf

[17](4)B.1.1.Elektrik_Elektronik_Muh_Oz_Degerlendirme_Raporu.pdf

[18](4)B.1.1.SHMYO_toplantı.pdf

[19](4)B.1.1. MTT_08102024_Bolum_kurul_karari.pdf

[20](4)B.1.1.MTT_Kalip_Komisyon_Toplantı_Tutanagi.pdf

B.1.2. Program course distribution balance

Atılım University acts within the framework of certain principles, rules and methods in order to ensure the balance of course distribution in our curriculum. Course distribution depends on the areas of expertise of instructors, as well as their work load; allowing for an inclusive course distribution to be the case. For example, the Department of Business Administration at the School of Business prioritizes course distribution with respect to specialization [1 OD3]. The Department of Architecture also distributes courses with respect to the specialization of the academic staff [2 OD3].

The curriculum structure provides students with a balanced distribution between compulsory-elective courses, field-specific and non-field-specific courses, providing them with the opportunity to cultivate cultural depth and learn about different disciplines. In addition, class hours are organized in a way that students are able to spend time on extra-curricular activities, and educational processes are shaped with a student-centered approach. As a result of the operations of the commission for the evaluation of curricula and the number of English-

language medium courses established in 2023 [3 OD4], it was announced in 2024 that courses in the non-field elective course pools, directly related to the development of technical skills related to relevant programs, should be removed in line with the call made by the Presidency. It was emphasized that department-coded courses should not be included in these pools, the relevant courses were transferred to the field elective course pools and the necessary credit changes were made [4 OD3]. Although there were field elective courses in the non-field course pool, the relevant work was undertaken with the faculty members in the curriculum commission and the non-field course pools were revised [5 OD3]. In addition, new field and non-field elective course pools have been created in some programs, allowing students to have more options in various fields where they wish to improve themselves [6 OD3]. In this context, the courses in the field elective course pools have been standardized at school level. In this regard, the curriculum maintains the balance of compulsory-elective courses, field-non-field courses, and approximately 25% of the courses in the curriculum consist of elective course pools, which provides the opportunity to our students to learn about different disciplines [7 OD3], [8 OD3]. In addition, the elective course pool is constantly improved by taking student preferences into account [9 OD4].

The number of courses and weekly course hours are planned to allow students to spend time on their social, cultural and personal development in addition to their academic activities. In this context, the course information packages created are regularly evaluated in terms of their suitability for the determined goals and their effectiveness, and improvements are made when deemed necessary [10 OD3], [11 OD4], [12 OD3].

Evidence:

[\[1\]\(3\)B.1.2.ISL uzmanliga gore ders dagilimleri.pdf](#)

[\[2\]\(3\)B.1.2.MMR 24 25 Guz.pdf](#)

[\[3\]\(4\)B.1.2 Eng393 Eng395 Paydas Gorevlendirme Belgesi.pdf](#)

[\[4\]\(3\)B.1.2. Rektörlük cagrisi.docx](#)

[\[5\]\(3\)B.1.2. IKT Bolum Kurul Karari.pdf](#)

[\[6\]\(3\)B.1.2.SBKY Bolum Kurulu.docx](#)

[\[7\]\(3\)B.1.2.Uluslararası İlişkiler Bölümü Bolum Kurulu Karari.docx](#)

[\[8\]\(3\)B.1.2. UTL mufredat.pdf](#)

[\[9\]\(4\)B.1.2. mtb alandisi secmeli dersler hakkında dekanliga yazi.docx](#)

[\[10\]\(3\)B.1.2.tib ogrenci ders yuku dosyasi.pdf](#)

[FE302 Fakulte Kurul Karari.pdf](#)[11](4)B.1.2.

[\[12\]\(3\)B.1.2.LOG203 ENG.pdf](#)

B.1.3. The harmony between course outputs and program outputs

The fact has been presented in our previous [Institutional Internal Evaluation Reports](#) (OD5) that the measurements and evaluations related to the Educational Objectives, Program Outcomes (PO) and the learning outcomes of the courses (Course Outcomes-CO) of the programs are systematically executed on a periodic basis and that there is a lot of evidence regarding the improvements made in these evaluation results. While measuring the success levels of our CO and PO, two different matrices are generally used [1 OD3]. These matrices

are important tools for monitoring, evaluating and continuously improving the education process. The first matrix shows how the learning outcomes (CO) of each course overlap with the learning outcomes (PO) targeted throughout the program [2_OD4], [3_OD4]. Through these matrices, the learning outcomes of each course are determined and the program outcomes they are directly related to are analyzed. This way, it is transparently revealed how the courses contribute to the general learning objectives of the program. This second matrix shows to what extent each course contributes to which of the determined program outcomes [4_OD4], [5_OD4].

In addition, in course and program evaluations, student-based program outcome success is monitored, especially in our accredited programs, with both the grades received for each course and student course evaluation surveys [6_OD4]. Course files prepared at the end of each semester [7_OD4] are evaluated by the relevant department boards at the end of each academic year, and importance is paid on the basis of success levels. The necessary actions are then planned to improve the success levels of students on a PO basis, and implemented in the next academic semester [8_OD5].

All these measurement and evaluation activities are monitored and regularly followed by measurement and evaluation committees.

Evidence:

[1](3)B.1.3.sbf_hem_ders_ogrenim_kazanimleri_program_ciktilari_matris.pdf

[2](4).B.1.3. Econ313_2024_fall_pyc.xlsx

[3](4)B.1.3.Ikt207_2024_guz_pyc.xlsx

4B.1.3.MMR_Matris.pdf

[5](4)B.1.3.Econ_program_ciktisi_ve_derslerin_iliskisi_matrisi.docx

[6](4)B.1.3. IE407_24-25F Student Based PO Evaluation.xlsm

[7](4)B.1.3. IE407_Course_File-2024-2025Fall.docx

[8](5)B.1.3. Elektrik_Elektronik_Muh_Oz_Degerlendirme_Raporu.pdf

B.1.4. Course design based on student work load

At Atılım University, ECTS values and [student workload information](#) (OD3) are made available online for our courses. The design of the courses based on workload is verified through monitoring student workloads [1_OD3], [2_OD3]. 1 ECTS corresponds to an average student workload point of 25, these calculations are specified in detail in the course syllabus. In the courses, workload distribution is made in a way that ensures the active participation of the student in the learning process [3_OD4], [4_OD3]. Student workload monitoring is planned to be done through student surveys, faculty evaluations and course analyses.

In the programs, internship and applied professional learning opportunities are evaluated within the framework of student workload and credits, and the quality of these processes is regularly examined. Student workload credits within this scope are calculated through [integration](#) with exchange programs such as [Erasmus+](#) (OD3), internships and projects, including the [Cooperative Education Program](#) (OD3), which is an example of professional practices [5_OD3]. The details of the cooperative education process are clearly defined through our Cooperative Education Guide and relevant directives and supported by documents regarding workload-based credit transfer and course recognition [6_OD3]. In this context, the document

Erasmus+ Learning Agreement constitutes evidence that student workload credits are calculated and recognized through integration with exchange programs, internships and projects [7_OD3].

[The Diploma Supplement](#) (OD3) that we provide clearly documents the content, credits and ECTS values of the courses taken by students, showing that workload-based learning processes are executed transparently and in accordance with international standards [8_OD3], [9_OD3]. This document ensures that students' achievements are recognized by different institutions in their academic or professional careers after graduation and makes an important contribution to the sustainability of the ECTS system.

Evidence:

[\[1\]\(3\).B.1.4.math_ornek_is_yuku_tablosu.docx](#)

[\[2\]\(3\).B.1.4.psy_ornek_is_yuku_tablo.docx](#)

[\[3\]\(4\).B.1.4.sbf_hem_klinik_uygulama_ders_dosyasi.pdf](#)

[\[4\]\(3\).B.1.4.mtb_ornek_akts_ve_is_yuku_tablo.docx](#)

[\[5\]\(3\).B.1.4.Mühendislik Fakültesi Staj Yönergesi.pdf](#)

[\[6\]\(3\).B.1.4. Ortak Eğitim Yönergesi.pdf](#)

[\[7\]\(3\).B.1.4. 2024 Econ Erasmus Learning Agreement.pdf](#)

[Ingilizce Iktisat Diploma Eki.pdf](#)[8](3).B.1.4.

[\[9\]\(3\).B.1.4. Turkce Iktisat Diploma Eki.pdf](#)

B.1.5. Constant monitoring and updates on programs

For each program and course (formal, distance, hybrid, open), program outcomes are structured to support educational objectives, and these program objectives and learning outcomes are monitored. Data is collected and analyzed electronically in order to monitor whether program outcomes are achieved [1_OD4], [2_OD4], [3_OD5]. The functioning and results of this process are evaluated together with stakeholders [4_OD4], [5_OD4], [6_OD4], [7_OD4], [8_OD4].

Indicators related to education; courses opened each semester, number of students, success status, feedback results, course evaluation surveys, department entrance scores, laboratory applications, the balances between undergraduate/ graduate degree elements, as well as reasons for failure are monitored, discussed, evaluated, compared periodically and systematically, and the development towards quality education is continued [9_OD4], [10_OD4], [11_OD4], [12_OD4], [13_OD4], [14_OD4], [15_OD4], [16_OD4]. All of these elements are evaluated by the boards of the relevant academic units and improvements are supported by the board resolutions that pass [17_OD4]. As a result of the observations on the current system and the evaluations on the feedback received during the process, updates were made to the curricula of all departments and programs within our University and new curricula were put into practice as of the Fall Semester of the Academic Year of 2024-2025 [18_OD4].

Student, graduate and sector advisory boards are held periodically by all academic units (Departments/ Programs, Schools, and the Presidency) and based on the feedback received, the relevance of the programs and areas open to improvement are determined, improvement studies are planned and implemented, necessary announcements and post-implementation evaluations

are made [19 OD4]. For example, upon the feedback conveyed by the first-year students in the Student Advisory Board for the School of Engineering regarding the inadequacy of the orientation activities, the Introduction to University Life courses coded as [20 OD4] ATU100 [21 OD4] and ATU111 [22 OD4] were designed after the examination of the University Education Commission [23 OD4] and were added as a compulsory course for all new students, including the Preparatory School students, for the first semester of their 2024-2025 curriculum, created with the curriculum update studies performed for all departments throughout the University, and all introductory videos and guides related to the course were made available on the [web page for the Dean of Students](#) (OD3). Considering the number of students to participate in the activities simultaneously within the scope of the course, a proactive approach was designed in the UNACS information system to manage attendance, to provide students with real-time access to the locations and times of the activities, and to track the points that they collect for attendance [24 OD5]. The courses were evaluated by students through surveys at the end of the Fall Semester of the Academic Year of 2024-2025, and decisions were made to improve the activities in the course content for the next academic year [25 OD5].

Designed to support our Research-Focused Education approach, and accepted by the Senate Resolution dated 11.09.2024, the ATU200 [26 OD3] and ATU400 [27 OD3] Research Project participation courses were added to the field elective course pools throughout the University in the 2024-2025 curriculum, and were taken by students for the first time in the Spring Semester of the Academic Year of 2024-2025. Within the scope of this course, we were aiming to provide our students with experience in the processes related to the execution of R&D projects, such as those by associate/ undergraduate degree program students that are supported by Atılım University and/ or public institutions and organizations (TÜBİTAK, TÜSEB, etc.) and for projects of which Atılım University is the executive organization, regarding the processes related to the execution of R&D projects. As of the end of the semester, evaluations regarding the course will be made with a continuous improvement approach.

Program accreditation is planned, promoted, and implemented; our accreditation strategy is specified and its results are discussed. Becoming accredited is deemed to add to our internal quality assurance system.

Thanks to these systematic monitoring and evaluation processes, the quality of our education activities is continuously increased, with student satisfaction and academic success rates improved.

Evidence:

[\[1\]\(4\)B.1.5.Endustri Muh Oz Degerlendirme Raporu.pdf](#)

[\[2\]\(4\)B.1.5.ICM Bolum Program Ciktilari ve IMEPAK Egitim Alan Iliskisi.pdf](#)

[\[3\]\(5\)B.1.5.PC_Link_Yazilimi.pdf](#)

[ISL_03.2024 Bolum Paydas Toplantisi.pdf](#)4B.1.5.

[ISL ogrenci danisma kurulu toplantisi.pdf](#)[5](4)B.1.5.

[\[6\]\(4\)B.1.5.Muhendislik Fakultesi 2024 Yili Sektor Danisma Kurulu Toplantı Tutanagi.pdf](#)

[\[7\]\(4\)B.1.5.sbf hem ic dis paydas.pdf](#)

[\[8\]\(4\)B.1.5.ICM Ogrenci Bolum Bulusmalari.pdf](#)

[\[9\]\(4\)B.1.5.tib sinif temsilcisi toplantı tutanagi.docx](#)

[\[10\]\(4\)B.1.5. Med 301 Komite Geri Bildirim Raporu.pdf](#)

[\[11\]\(4\)B.1.5.GSOD_Anket_Sonuclari.pdf](#)
[\[12\]\(4\).B.1.5.psy_mezun_anketi.docx](#)
[\[13\]\(4\) B.1.5. Eng101_Ogrenci_Anketi.jpg](#)
[\[14\]\(4\)B.1.5.MTT_ODR2024_Madde2_AltOlcut_4.pdf](#)
[\[15\]\(4\)B.1.5 ISL bolum_giris_puanlarini_izlenmesi.pdf](#)
[\[16\]\(4\)B.1.5.2024_25_Guz_Donemi_Ogrenci_Gorushmeleri.xlsx](#)
[\[17\]\(4\)B.1.5.Yazilim_Muh_surekli_ iyilestirme_kurulu_tutanagi.pdf](#)
[\[18\]\(4\)B.1.5. Müfredat Degışiklikleri.png](#)
[\[19\]\(4\)B.1.5.Rektorun_Surec_Yonetimi-Ornek2.pdf](#)
[\[20\]\(4\)B.1.5.2023-2024_Dekan_Ogrenci_Bulusmasi_1.Siniflar_icin.pdf](#)
[\[21\]\(4\)B.1.5. Madde1a_KararEki1_ATU100_BolognaDersBilgiFormu_TR.docx](#)
[\[22\]\(4\)B.1.5. Madde1a_KararEki2_ATU111_BolognaDersBilgiFormu_ENG.docx](#)
[\[23\]\(4\)B.1.5.EBYS_Universite_Hayatina_Giris_dersi.pdf](#)
[\[24\]\(5\)B.1.5.QR_Kullanici_Kilavuzu.docx](#)
[\[25\]\(5\)B.1.5.ATU100_ATU111_Dersi_Degerlendirmesi_2024-2025_Fall_R1.pptx](#)
[\[26\]\(3\)B.1.5. BolognaDersBilgiFormu-ATU200-Arařtırma_Projesine_Katılım-TR.docx](#)
[\[27\]\(3\)B.1.5. BolognaDersBilgiFormu_ATU400_Arařtırma_Projesine_Katılım_TR.docx](#)

B.1.6. Management of education processes

The education procedures at Atılım University are managed in a holistic way. Our President, Vice President for Academic Affairs, [University Senate](#) (OD3), [University Education Commission](#) (OD3), [\[1_OD3\]](#), [Quality Commission](#) (OD3), [Dean of Students](#) (OD3), [Learning and Teaching Center](#) (OD3); Directorates of [Information and Communication Technologies](#) (OD3), [Distance Education and Educational Technologies](#) (OD3), [Library and Documentation](#) (OD3), [Student Affairs](#) (OD3), [Career Planning and Cooperative Education](#) (OD3) are active, and have a role in the management of these processes. The Deans, Directorates, and the Heads of Department under them collaborate in the coordination of these processes. Education processes are detailed with the principles, rules, directives and regulations created by the higher management.

With the scope of the improvement activities planned for education processes, where needed, the necessary revisions are put on the agenda of the University Education Commission and transferred to the relevant units, and the necessary checks are made again by the relevant commission before implementation. For example, the content of the courses coded ATU100 and ATU111, to be compulsory courses in all departments/ programs throughout the University for the first time; the curriculum of the Departments of Court Office Services as well as E-Commerce and Marketing, planned to accept students for the first time in the Academic Year of 2024-2025, were created in line with the recommendations of the University Education Commission. Some other improvement examples are the course updates, and school evaluation surveys conducted at the end of each semester, the updates on our criteria for the High Honor and Honor student awards given at the end of each semester; all implemented in line with the feedback from our students and academic advisors, and the observation that the problems

conveyed as these new criteria were applied in the last two semesters have been solved [2 OD4].

The regulations and guidelines to constitute a guide in organizing our processes are revised by taking into account current needs and feedback. In this context, more than twenty regulations and guidelines were updated in 2024 and information was provided to all stakeholders with a presentation on the changes made, newly opened courses, new applications implemented, newly created curricula, and newly structured administrative units [3 OD4].

Education constitutes a key component of the [Strategic Plan](#) (OD3). Strategic targets are conveyed to the Offices of Deans and Directorates, and from there, to the Heads of Departments, through the Presidency. Heads of Departments evaluate the objectives with the faculty members of the departments. Heads of Departments and their academic staff manage the processes in line with the requirements of higher management and the legislation. Implementation, control and prevention cycles and processes are carried out under the coordination of all relevant functions. With the change management project, executives and stakeholders have been defined for our education processes. Within the scope of its change management project, Atılım University has devised a unique approach and practices as required by and for the institution, beyond standard practices and legislations. In addition to the change management project, Atılım University has launched another project to transform our digital infrastructure in governance, namely the ATACS system, into the UNACS system this year in order to ensure a more efficient evaluation of course outcome matrices.

At Atılım University, education processes are meticulously managed not only at a senior management level but also at School and Department levels, and improvements are made through constant monitoring. At our schools, the missions and policies of the programs and the definition of administrative duties have been clearly determined and the duties have been distributed among the relevant academic staff [4 OD3], [5 OD3], [6 OD4], [7 OD3], [8 OD4], [9 OD4]. Whether it is the education committees (OD3) of academic units or the appointed unit managers, the structures responsible for improvement activities monitor their programs in the light of the determined missions and take the necessary improvement actions, where necessary [10 OD4], [11 OD3], [12 OD4], [13 OD4], [14 OD4], [15 OD4], [16 OD4], [17 OD4], [18 OD4].

Evidence

[\[1\]\(3\)B.1.6. Egitim Komisyonu Gorevlendirme.pdf](#)

[\[2\]\(4\)B.1.6.UniversiteEgitimKomisyonu 2024.05.23 Toplantı1 Tutanak son.docx](#)

[\[3\]\(4\)B.1.6. Degerlendirme ve Bilgilendirme Sunum UB.pdf](#)

[\[4\]\(3\)B.1.6. ISL bolum egitim faaliyeti ve gorev tablosu](#)

[\[5\]\(3\)B.1.6. MMR Gorev Dagilimi](#)

[\[6\]\(4\)B.1.6..MMR Studyo Dersleri Surecler](#)

[\[7\]\(3\)B.1.6. MMR Gorev Tanimlari](#)

[\[8\]\(4\)B.1.6. tib ydyo kalite el kitabi](#)

[\[9\]\(4\)B.1.6. tib sinav hazirlama birimi baskani gorev tanimi](#)

[\[10\]\(4\)B.1.6. ISL ders devam çizelgelerinin incelenmesi](#)

[\[11\]\(3\)B.1.6. ISL akreditasyon iyilestirme calismasi kaniti faaliyeti](#)

[\[12\]\(4\)B.1.6. UTL Izleme ve Iyilestirme](#)

[\[13\]\(4\)B.1.6. IKT 06.2024 Bolum kurul karari](#)
[\[14\]\(4\)B.1.6. MDB Eng101 Ogrenci Geridonutleri](#)
[\[15\]\(4\)B.1.6. MDB Eng395 Ogrenci Geridonutleri](#)
[\[16\]\(4\)B.1.6. Mühendislik Fakulte Kurul Kararı](#)
[\[17\]\(4\)B.1.6 sbf ftr danismanlik rapor](#)
[\[18\]\(4\)B.1.6 sbf hem danismanlik rapor](#)

B.2. Program Execution (Student-Centered Learning, Teaching, and Evaluation)

B.2.1. Teaching methods and techniques

Our education policy also includes the principle of "making learning enjoyable, productive and permanent through student-oriented teaching methods, techniques and interactive tools in learning and teaching processes". In this direction, all academic units are encouraged to use methods to support student focus in teaching.

The widespread use of student-centered teaching approaches such as poster presentations and field trips at our university makes the learning process more effective and permanent. [\[1 OD3\]](#), [\[2 OD3\]](#), [\[3 OD3\]](#), [\[4 OD3\]](#). Student-centered teaching approaches, which are widely used in university programs, are regularly developed and disseminated with the contributions of relevant internal stakeholders [\[5 OD4\]](#), [\[6 OD4\]](#), [\[7 OD4\]](#), [\[8 OD4\]](#), [\[9 OD4\]](#). The “Sıra Öğrencide” (*En: It’s Students’ Turn*) program, executed within our School of Fine Arts, Design and Interior Architecture, is one of the exemplary programs within Atılım University with its student-centered teaching approaches, the improvement of these approaches with the participation of relevant internal stakeholders, and the fact that it has been sustainably implemented since 2013 [\[10 OD5\]](#). In order to encourage the increase in the number of courses instructed with innovative approaches, the [Directive on Education Awards](#) (OD3) has been created and implemented, and the first award applications for 2024 will be made in May 2025.

Evidence

[\[1\]\(3\)B.2.1 psy 214 poster sunumu](#)
[\[2\]\(3\)B.2.1 psy 332 proje sunumu](#)
[\[3\]\(3\)B.2.1 MMR Saha Gezileri](#)
[\[4\]\(3\)B.2.1 Eng101 Ders Tanitim Belgesi](#)
[\[5\]\(4\)B.2.1 SBKY Bölüm Kurulu 01 2024](#)
[\[6\]\(4\)B.2.1 Muhendislik Fakultesi Ogretim Yontem ve Teknikleri](#)
[\[7\]\(4\)B.2.1 IR 231 SYLLABUS](#)
[\[8\]\(4\)B.2.1 IR 231 Moodle Sayfasi Ekran Goruntusu](#)
[\[9\]\(4\)B.2.1 tib faaliyet raporu](#)
[\[10\]\(5\)B.2.1 ICM SiraOgrencide Anket Sonuclari](#)

B.2.2. Measurement and evaluation

Based on our education policy, measurement and evaluation efforts are carried out as a student-centered process in which measurements are made on the basis of competence and performance, in accordance with the student-centered planning of learning and teaching activities. In accordance with the nature of the courses, and in addition to result-oriented measurements, we rely on process-oriented measurements such as projects, and portfolios [1 OD3], [2 OD3], [3 OD3].. Process-oriented measurements, widely used in our university, are improved with the contributions of relevant internal stakeholders [4 OD4], [5 OD4], [6 OD4].

The principles and rules regarding the measurement and evaluation system are specified in [Atılım University Regulations on Associate and Undergraduate Education and Examination](#) (OD3). As evident in our examples of [School of Foreign Languages Regulations on Education and Examination](#) (OD3) and [Regulations on Graduate Degree Education](#) (OD3), we have a holistic measurement-evaluation system in place. In addition, all departments in schools evaluate their measurement and evaluation processes at regular intervals according to the feedback and evaluation results sent in the annual departmental boards and course files.

Security precautions regarding examinations are implemented within the framework of Regulations on Student Discipline in Higher Education Institutions, and examination sessions are supervised by at least one proctor. In addition, departments within the university have developed exam security measures in line with the requirements arising from their own unique conditions, within the framework of the Regulations on Discipline for the Students of Higher Education Institutions [7 OD4].

All multiple choice exams of Atılım University are scanned and evaluated by the Directorate of Distance Education and Education Technologies. Reports are available regarding optical reading and evaluation of face-to-face multiple-choice exams, score calculation, performance of item analyses where needed, and creation of results based on an exam evaluation chart [8 OD3]. In addition, instructors of relevant courses hold their exams online via the Moodle platform; with the support from the Directorate of Distance Education and Education Technologies where necessary. Atılım University conducts online midterm exams for the courses coded HIST 101, HIST 102, HIST 111, HIST 112, HIST 201, HIST 202, HIST 222; TURK 401, and TURK 402 via <http://moodle.atilim.edu.tr/>. In addition to these efforts, all processes, including the final exams of the course KRY 100 and KRY 111 Career Planning, an online course with content provided by the relevant instructors, are executed via Moodle.

In the newly designed ATU100 and ATU111 courses, the need for grading through a point collection system based on participation in various activities and the fact that the course was taken by a high number of students led to the need for digital attendance and automation-based tracking and grading. A QR code system was developed and implemented by the Directorate of Information and Communication Technologies specifically for our University, a rarity in a similar scope and which prioritizes security measures and ease of application, provides real-time activity and point tracking, minimizes workload by automatically grading and end-of-semester grade entries [9 OD5]. At the end of the first semester where the relevant system was used, improvements were made with the feedback from our students and our academic/administrative staff [10 OD5].

In addition, our “[Directive on Education and Examination for Students with Disabilities](#)” (OD3) was created for the disadvantaged groups studying at Atılım University, detailing the issues regarding course and exam practices. In addition, our [Support Unit for Individuals with](#)

[Special Needs](#) (OD3) remains active to support our students in disadvantaged groups. In this regard, the departments within our university have organized special courses and assessment practices for individuals with special needs [[11_OD4](#)].

Evidence

[1](3)B.2.2 IR485 IR and CINEMA

[2](3)B.2.2 Eng393 Eng395 Ders Tanitim Belgesi

3B.2.2 IR201 Syllabus 2024

4B.2.2 mtb ogrenme ciktilari-anketi anket sonuclari

[5](4)B.2.2 math ogrenme ciktilari anketi

[6](4)B.2.2 tib seviye ve birim baskanlari toplanti tutanagi

[7](4)B.2.2 tib sinav uygulama ve gozetmenligi sureci

[8](3)B.2.2 UEETEK Coktan Secmeli Sinavlar

[9](5)B.2.2. QR Kullanici Kilavuzu.docx

[10](5)B.2.2.ATU100_ATU111 Dersi Degerlendirmesi 2024-2025_Fall_R1.pptx

[11](4)B.2.2 tib engelli ogrenci sureci

B.2.3. Student admission, recognition and crediting of previous learning

A central student admission process is in place at all schools; and student admission is performed in line with the dates on the academic calendar approved by the University Senate, as per the provisions of the effective regulations (Law no. 2547, and relevant regulations and directives). Within the framework of the regulations determined by the Council of Higher Education (YÖK), Atılım University admits students on the basis of the Higher Education Institution Examination (YKS) and the Student Transfer Examination (DGS) by the Directorate of Assessment, Selection and Placement Center (ÖSYM). After notifying the ÖSYM of their desired programs to pursue, students are placed by the relevant center as per their exam scores into these programs. Various other kinds of registration are also available for international students, transfer students, special talent exam students, and post-graduate degree students from abroad (for graduate and doctorate degree programs) [[1_OD3](#)], [[2_OD3](#)], [[3_OD3](#)].

Application, acceptance and registration criteria for education programs are specified within the scope of the relevant regulation. In the Fall Semester of the Academic Year of 2024-2025, we had 1030 international students. Admission and registration procedures for international students are carried out within the scope of “[Atılım University Directive on Procedures and Principles for International Student Admission](#)” (OD3). In all applications and processes, the criteria are clear and in compliance with the legislation.

In accordance with [Atılım University Regulations on Scholarships](#) (OD3), the university provides “Academic Success Scholarships” for our associate and undergraduate degree program students paying their tuition fees in full, or those studying at the university with tuition fee discounts of 25%, 50%, and 75% due to their YKS, Inter- and Intra-Institutional Transfer Scholarships. The Academic Success Scholarships provide a certain amount of exemption from tuition fees in order to encourage the academic success of our students. Additionally, students who are eligible to be thesis graduate degree program students at the Graduate Schools of Naturla and Applied Sciences, Social Sciences, and Health Sciences; and have completed their undergraduate education with outstanding success, are provided with scholarship opportunities

that provide certain tuition fee exemptions within the scope of [Atılım University Directive on Graduate Degree Scholarships](#) (OD3).

In addition, our university provides support to students who intend to improve themselves in other fields with double major and minor degree programs that are applicable for some of our programs. Details about the programs are announced within the scope of [Atılım University Directive on Minor Programs](#) (OD3) and [Atılım University Directive on Double Major Programs](#) (OD3). In the Fall Semester of the Academic Year of 2024-2025, a total of 64 students were pursuing minor programs at Atılım University, while 121 students were in double major programs [4_OD3].

Evidence

[1](3)B.2.3. IKT Yatay Gecis intibak

[2](3)B.2.3. mtb ornek intibak formu muafiyet

3B.2.3 SBF Yatay&Dikey Gecis Tablosu 2024

[4](3)B.2.3. Öğrenci işleri öğrenci sayıları

B.2.4. Certification of qualifications and diplomas

Certification of student qualifications at our university is determined by defined processes. Qualification approval of all academic units, graduation conditions, and graduation decision processes are announced to shareholders with the relevant legislations, and directives by the Office of Dean of Students. Certification and diploma procedures are carried out, monitored and necessary precautions are taken in accordance with the defined process. For example, students successfully completing the course coded and titled SMYO-105 Occupational Health and Safety under the Vocational School of Health Care Services receive certificates [1_OD4]. In addition, our students are offered the opportunity to receive a C-Language Written Translation Certificate in French, a “Non-Field” elective course in the curriculum of the Department of English Translation and Interpretation in the School of Arts and Sciences [2_OD4].

Details regarding the criteria applied for student transfer procedures, foreign student admission and registration procedures, as well as student admissions to double major (ÇAP) and minor programs are carried out in accordance with the legislation, as detailed under “B.2.3.Student admission, recognition and crediting of prior learning”.

The procedures and principles to be followed on transferring the credits of associate and undergraduate students between diploma programs across schools, colleges, conservatories or vocational schools under higher education institutions, or in between programs within the university to equivalent diploma programs in other higher education institutions, as well as between double major and minor programs, and across higher education institutions are implemented within the scope of the “[Regulations on the Principles of Transfer Between Associate and Undergraduate Degree Programs, Double Major, Minor and Inter-Institutional Credit Transfer in Higher Education Institutions](#)” (OD3).

Evidence

[1](4)B.2.4 SHMYO-ISG Sertifikasi

[2](4)B.2.4 mtb_c dili sertifika ornegi

B.3. Learning Resources and Academic Support Services

B.3.1. Learning media and resources

At Atılım University, the learning environment and resources are designed to support meaningful learning for students and teaching for faculty members at the highest level. All classrooms at our university have a projector, a computer equipped to meet all needs, and a projection screen. In addition, there are classrooms equipped with "smart boards" to use where needed. The main areas that are used in teaching are classrooms, reading rooms and laboratories, all of which enhance learning environments. All instructors have computers, but laptops are also always available for their use.

All instructors and students use the MOODLE Learning Management System. The system is accessible via <http://moodle.atilim.edu.tr/> (OD3). MOODLE supports education methods such as activity-based education, critical reflection, and goal-based education. It also allows for online training sessions. MOODLE is a set of technologies brought together with the aim to ensure that students access all kinds of information quickly, and whenever they need, as they continue their studies. MOODLE supports measurement and evaluation processes, and presents the process to our students in a transparent manner. In addition, [various tutorial videos](#) (OD4) have been made available to users for the effective use of the MOODLE platform. At Atılım University, mobile technologies required in formal education, in the transition to e-University, and in existing distance education programs are implemented and utilized as a whole.

The [Atılım University Library](#) (OD3) is set up in a way that meets the needs of students and researchers. Our Library delivers resources where requested [\[1 OD4\]](#), [\[2 OD4\]](#).. At the library, printed and electronic resources are available, catalogued, stored, scanned, borrowed, reserved, and ILL services are provided. Additionally, our library provides wireless Internet access to visitors. There are forty (40) desktop computers allocated for Internet use at the library. [User training / orientation programs](#) (OD4) are organized one-on-one or for groups. Our library services, development of science and technology, and programs related to the education of our students are also organized. Our library also offers their services online for these elements to be executed independently of the location.

As of the end of 2024, there are 89,333 printed and manuscript books, 9,060 bound periodicals, 1,211,555 e-books, 2,103 theses and 6,149 pieces of multimedia at our library. The library also serves subscribers with a total of 18 printed and 65,390 electronic periodicals. Finally, as of 2024, the total number of databases available is 110. The academic archive platform, to be a part of our University Research Ecosystem in 2024, has been updated as the Atılım Academic Archive. The GCRIS program has become available and as of the end of the year, there are 8,681 academic outputs (articles, books, conference proceedings, theses, etc.) by 623 researchers in the system.

Our library primarily aims to provide basic information resources in line with the purpose of the university in order to support the research and education activities at our university. In addition, it also provides librarianship services such as informing about these resources, providing training on how to access them and making them available so that both researchers and students may be able to benefit from these resources at the maximum level. Our University Institutional Archive has facilitated access to institutional memory and rendered it more effective by switching to the Artificial Intelligence-Based and Machine Learning Archive Automation System as of 2024. 7228 materials of various types have been added as of 2024.

We have an [IT help desk](#) (OD4) for students and faculty members to communicate any technical problems they encounter. Atılım University uses a user-friendly, ergonomic, simultaneous and asynchronous learning, enriched content development system that fully

meets its educational needs. Systems such as MOODLE, ATACS, and UNACS support educational processes. The distance education unit regularly meets our lecturers regarding measurement and evaluation issues, and our students for [in-service training](#) on using the system effectively (OD4).

It was also determined that when course assignments were planned individually across schools, we were unable to make effective use of our classroom capacities; therefore, we initiated efforts towards improvement in this regard. Course and classroom assignments were made using the central database covering the entire university for the first time in the Spring Semester of the Academic Year of 2023-2024. This way, efficiency in classroom capacity utilization increased and the course schedules of all departments are now available in an integrated manner on our university website (<https://www.atilim.edu.tr/tr/dersprogrami>) (OD4). In cases where classrooms are required in our operational processes (additional lessons, exam scheduling, etc.), the system may now produce much faster, and more reasonable solutions (assignments may be made during the day instead of planning in the evening hours, lessons with large groups may be assigned to large classrooms instead of splitting groups into sections, etc.).

Regular monitoring studies are performed in order to improve the learning environment and resources, as well as student-student, student-instructor and student-material interactions [3 OD4], [4 OD4]. Both academic units and support units monitor the processes by collecting data through surveys.

Atilım University offers learning resources of appropriate quality and quantity to students in order to continue education activities on its campus. In this regard, as shown in the indoor and outdoor space inventory and usage information table that covers the entire University, we offer students 223 classrooms at 14 011 square meters, 196 laboratories at 13 775 square meters, and 31 studios at 3 595 square meters.

As clearly stated in our education policies, we aim to “train individuals with a competence in research”. In this regard, students are also included in research activities with our unique programs. With the Undergraduate Research Projects program and the support program titled Researcher Career Program for Atilım University Students, both funded by Atilım University itself, our students are included in research activities at an early stage and encouraged to learn and produce through research.

Evidence:

[\[1\]\(4\)B.3.1 MMR Secilmis Kaynaklar](#)

[\[2\]\(4\)B.3.1 MTT Bloomsbury Fashion Central Veritabani Deneme Erisimi.pdf](#)

[\[3\]\(4\)B.3.1.Sbf danisma kurulu raporu](#)

[\[4\]\(4\)B.3. 1Tib sinif temsilcisi toplanti tutanagi.docx](#)

B.3.2. Academic support services

With the academic support mechanisms in place, Atilım University ensures more efficient education. Definite processes are implemented by the Dean of Students to support the academic and career development of students. In 2024, 1791 students participated in the Student Satisfaction Survey [1 OD4] which was implemented and evaluated by the Directorate of Student Affairs via Google Forms for the eighth time. The subjects compared with previous years were determined as increased/ decreased or relatively increased/ decreased satisfaction, and the areas open to improvement were presented to the views of the Senior Management and the Presidency.

The academic counseling mechanism is definite, students are able to contact their advisors either through the ATACS information management system, via e-mail or by telephone. The academic counseling mechanism is definite, students are able to contact their advisors either through the ATACS information management system, via e-mail or by telephone. These processes include recognition of student profiles, monitoring our students' academic development, and supporting their career development; and constitute evidence to the activities of the Office of Dean of Students [1 OD4]. Each student has a faculty member assigned to them as their academic advisor. With the counseling system, the status of our students is followed with a digital student portfolio over ATACS and notifications are made to them where necessary; with the departments presenting their observation reports on students to the Presidency [2 OD4]. The system is designed in a structure that will prevent possible problems that students may experience during the registration process.

In order to meet the current needs of our students and to support the increase in the effectiveness of continuous improvement efforts, our university made departmental academic advisory board meetings mandatory by making updates to the [Directive on Academic Advisory](#) (OD3) on 28.06.2024, and to ensure that the necessary improvements are made by sending the reports of these boards to the Deans' Offices/ Directorates, a structure has been created in which the reports regarding the measures taken are prepared through the academic advisory boards of Schools, sent to the Presidency, tracked, and the necessary support is provided [3 OD4].

Our Student Development and Counseling Center serves to support the psychological needs of our students. Our students may meet them on an appointment basis. Experts at the center are available to assist our students between 09:00 and 17:30 on weekdays. Students may also e-mail the center (ogdm@atilim.edu.tr) for their suggestions, questions and expectations. The operations of the center prove that the processes are followed [1 OD4].

A total of 132 individuals applied to the Student Development and Counseling Center in 2024, and individual interviews were conducted with the students [1 OD4]. As of the beginning of the Fall Semester of 2021-2022 and with the contribution of our affiliated units, Student Tracking Analyzes were processed with a practice in the form of "direct contact with students", in order to help solve student issues that may arise due to psycho-social, learning-related or academic failures, and to turn their preferences, which might include leaving the university, in a positive direction. Within weeks, efforts were made to contact our students, first by phone, or by e-mail when that failed. Those who could be contacted were contacted again to encourage and persuade them for academic success, and were asked whether they required any assistance. The feedback from the students during these meetings was tracked [4 OD4]. As a result of academic advisors marking categories at the beginning of the Fall Semester of 2024-2025, data for 2193 students was pulled from the system. Information about the Center was provided, and 246 students intending to visit the Center were informed that they could make an appointment via WhatsApp on November 18, 2024.

We observed that there was a need for a means to bring students and their advisors together so that students may meet their advisors face to face and share their problems more easily, especially in order to help them improve their academic success. In this context, the practice implemented during the course registrations for the Spring Semester 2023-2024 included mandatory academic advisor visits for students with a CGPA below 2.00. Within the scope of the application, students with a GPA below 2.00 are able to hold space for their courses by choosing their courses beforehand as usual, but they are not able to finalize their course registrations through advisor approval without having seen their academic advisors about their low GPAs. Advisors monitor students' development through the system, and the UNACS system has been updated accordingly [5 OD4]. This system has a structure that tracks the

academic development of students, guides them, and supports them in their academic problems and career planning process.

In order to facilitate the adaptation of our international students to our university and to support them in any possible problems they may encounter, student assistants were selected from among our university students without disciplinary offenses, studying in Years 3 or 4, with a GPA of at least 2.50 out of 4, and volunteering to participate. In addition, these activities were undertaken:

- A booklet and a welcome e-mail were sent to 314 international student candidates as per the list received from the Directorate of International Relations. In the weeks that followed, new students who registered and pre-registered were identified and booklets and e-mails were sent to them in the same way.
- A handbook was prepared for our international students, introducing Türkiye, Ankara and Atılım University, and including information that they might need before coming to the University.
- In order to facilitate the adaptation of our international students to our university and to support them in any possible problems they may encounter, student assistants were selected from among our university students without disciplinary offenses, studying in Years 3 or 4, with a GPA of at least 2.50 out of 4, and volunteering to participate.
- Before the student assistants started working, they were informed about what student assistants would do, and the relevant process. Afterwards, student assistants were trained on cultural differences, communication skills, conflict resolution skills and campus life.
- A student assistant was assigned to each international student enrolled at the university. We had 11 student assistants working with our international students. Each student assistant had approximately 30 students.
- Student assistants assisted the students under their responsibility in matters where they needed assistance, and reported to the Student Development and Counseling Center every week about their duties.

Some events organized in 2024 within the scope of seminars for students by the Student Development and Counseling Center were as follows:

- On February 29, 2024, “Searching for Oneself” in collaboration with Radio ATILIM.
- On March 6, 2024, the “Effective Studying, Focus and Motivation” seminar for our Ahlatlıbel Campus students.
- On May 2, 2024, “Stress and Ways to Cope” at Atılım University (via Zoom)
- On May 7, 2024, “Effective Studying, Focus and Motivation” (via Zoom)
- On May 15, 2024 “Motivation ’24”, at the Vocational School of Health Care Services, at our Ahlatlıbel Campus
- On July 11, 2024, the radio program titled “Psychological Diagnosis on Suspicion”, in collaboration with Radio ATILIM.
- On October 16, 2024 the “Combating Addiction” activities, held simultaneously at our İncek and Ahlatlıbel Campuses within the scope of the ATU100 course
- On October 17, 2024, “Combating Addiction” activities for International Students within the scope of the ATU111 course
- On November 29, 2024, the “Stress and Coping Mechanisms” seminar for International Students within the scope of the ATU111 course.

In addition, our [Directorate of Career Planning and Cooperative Education](#) (OD3) serves as a career center for our students. Their system is accessible (face-to-face and online), and

available to our students. The center organizes many activities throughout the year for the career development of students. For example, the Atılım Career Ambassadors program is a voluntary program, implemented with the joint efforts of the Department of Career Planning and Cooperative Education, and Atılım University students, with the aim to provide career development opportunities to our students. Students acting as Career Ambassadors carry out supporting activities such as announcing the events of the Directorate to their peers, guiding them, being a role model in their career development and encouraging their peers to be successful in their professional endeavors.

Support is provided through resume preparation, interview preparation and career-focused seminars. Our Cooperative Education Program enables our students to gain work experience and develop their professional skills by establishing collaborations with employers. In this context, the number of contracted Cooperative Education companies was increased to [136](#) in the Academic Year of 2023-2024 (OD3). 48 students completed the Cooperative Education program by being accepted by the companies with which we have a cooperation protocol. 10 new students were selected for the [Atılım Career Ambassadors Program](#) (OD3) through interviews, which was established to contribute to the career development of students and to ensure that coordinator activities are announced at their schools, and the total number of students increased to [31](#) (OD3).

On November 20, 2024 and December 10, 2024, “Certification and Informational Training for the ISO 9001 Quality Management System” was organized online under the sponsorship of Sigmacert. The event was open not only to Atılım University students but also to other university students, and anyone interested; and a total of 974 people were [trained](#) in two sessions (OD4). 120 students received consultancy services on career counseling, interview preparation and the Cooperative Education Program.

The Directorate of Career Planning and Cooperative Education aims to help our students and graduates receive sectoral information by hosting the leading brands of Türkiye at our annual event ‘Career Days’, and to help them prepare for business life by learning more about the companies where they may be employed after graduation. In addition to these efforts, the Directorate of Career Planning and Cooperative Education aims to execute cooperative education at the University to integrate higher education with business world, and contribute to the career development of our students. In this regard, a webinar on [Resumé Preparation and Interview Techniques](#) (OD4) was presented to students on April 12, 2023, in cooperation with the Directorate of Career Planning and Cooperative Education and the Teaching and Learning Center.

Evidence:

[\[1\]\(4\)B.3.2 Öğrenci Dekanlığı ve Bağlı Birimler 2024 Faaliyet Raporu son](#)

[\[2\]\(4\)B.3.2 Sbf akademik danışmanlar kurulu toplantı raporu](#)

[\[3\]\(4\)B.3.2.SHYO-2.00nin Altında CGPA Si Olan Öğrencilere Yönelik 2024-2025 Güz Donemi Değerlendirme Raporu.pdf](#)

[\[4\]\(4\)B.3.2 İşletme Fakültesi Tedbirler Raporu.docx](#)

[\[5\]\(4\)B.3.2 Tüm bölümler 2.00 altı ortalama danışmanlık form örneği.docx](#)

B.3.3. Facilities and infrastructure

Atilim University supports its students with necessary equipment such as classrooms, lecture halls, laboratories, computer systems, data communication and networks, manufacturing tools, experimentation and testing equipment, all established in contemporary spaces in order to ensure their scientific development. In line with the importance it attaches to scientific infrastructure, and adding to its existing laboratories, Atilim University continues its efforts to establish new laboratories for education and research. Classrooms and laboratories at the university are of small, medium, and large capacities. These areas are open to Atilim University students and researchers. As presented in the Reading Halls and Capacities Lists; as for the current physical area situation of our Kadriye Zaim Library under the Directorate of Library and Documentation, there are 46 reading halls within the library, totaling at 4,507 m².

As seen in the table [1 OD3] prepared for the General Audit on Foundation Higher Education Institutions in the Academic Year of 2023-2024, the total area and full-time student unit (FTSU) number of Atilim University, meaning the total amount of both indoor and qualified outdoor areas available, is 25.46, which is above the higher education board standard of 12. In addition, current conditions are being improved in line with student feedback [2 OD4]. Furthermore, student representatives' meeting requests support the facility and infrastructure improvement process [3 OD4]. For example, a clinical psychology laboratory for the Department of Psychology is now open. With 2 rooms separated by a one-way mirror for the purpose of holding interviews and monitoring these interviews simultaneously, this laboratory is used for undergraduate degree courses and scientific researches that include [laboratory interviews](#) (OD3). Students were provided with the opportunity to hold interviews at the laboratory in connection with the courses opened in 2024.

In addition, within the scope of our Directorate of Distance Education and Education Technologies (UEETEK), there are 103 hybrid classrooms, green box curtains, 47 m² video and photography studios with light board technology, and 16 m² smart classrooms with smart board support. UEETEK regularly updates its servers every year and is prepared to meet our education needs. In this context, the MOODLE software has been upgraded from 3.12 to 3.12+. ZOOM has been purchased for the Flight School and online seminars and meetings; our Z-35 license is renewed every year, and technical processes are undertaken by UEETEK. In addition, for our Distance Education departments, our e-MBA departments for Turkish and English programs, the free and open software Big Blue Button (BBB), version 2.7+ , is currently in use, located in-site at our university, with infrastructure, internet and technical responsibility is maintained and executed carried out by our unit. Plus, the user guides for our instructors and students have been updated in pdf and video formats, and a FAQ section has been prepared on the Moodle page and made available for the use of our students and instructors [4 OD4]. A total of 4 Moodle, 2 MS Teams content development training sessions, and 1 BBB training session [were provided](#) with the same content, with 2 sessions in the Spring Semester and 2 sessions in the Fall Semester for our faculty members in 2024 (OD3), and MOODLE Senior Faculty Member/ Training Videos were presented. In our Video and Photo studio within the unit, VR shootings to contribute to the promotion of our university were made and a total of 52 VR videos were [uploaded](#) to our university page (OD3).

The main purpose of the Directorate of Distance Education and Education Technologies is to offer new forms of education that meet the demands of the digitizing information society, and distance education programs that make use of technological advancements. The main goal of the directorate is to provide a quality education with field specialists as lecturers via distance education technologies, to train qualified individuals for areas in demand, to provide higher education opportunities to young people and employees who have been excluded from formal

education, and to provide diplomas in the fields in which they are interested. The directorate achieves the highest level of competence in the distance education technology with its experienced academic staff. With the technical experts in the Directorate, Atılım University does not need to outsource distance education technologies. The strong, technical infrastructure in place lets users experience uninterrupted education. Effective course content is prepared and presented in the smart class. Our servers undergo regular annual updates to match the current requirements regarding education and learning.

With its 3 examination rooms and observation room equipped with four beds, the Directorate of Health Services at Atılım University offers almost all kinds of health care services including day-case inpatient treatment, routine examinations, diagnosis and treatment procedures, employment and periodical examinations of personnel members, wound dressing, injections and osmotherapy. Our Directorate also evaluates electrocardiography results and electronically prescribes medication, accordingly. The Directorate of Health Services provides health services to 7000 patients in average with 5 personnel members including 1 MD, 2 EMTs, 1 paramedic, and 1 janitor. Our students and staff may visit us between 09.00 - 18.00 on weekdays.

Within the scope of efforts to improve facility and infrastructure services, efforts to improve the physical infrastructure in line with corporate growth continued in 2024. In this context, the current area size of Atılım University School of Medicine and Health Sciences is 4,312 m². Construction activities have been completed to move the existing School of Medicine and Health Sciences. The total physical size of our new Medicine, Health Sciences and R&D Center construction is 27,475 m². The physical size of the relevant schools are planned to be increased by approximately 537%. In addition, the total service area provided for Atılım University Adana Civil Aviation Training Center is 146 m². Construction work continues to improve our existing center. The total physical size of the construction for our new training center is 313 m². The physical size of our relevant center is planned to be increased by approximately 114%. Our physical conditions are updated to meet student requirements [[5 OD4](#)].

The main purpose of Atılım University Directorate of Landscaping is to create a dynamic, green and sustainable campus with high aesthetic value through landscaping operations, where our campus area may serve students not only with its buildings and classrooms but also with its green areas. To provide an overview of the landscape areas owned by Atılım University as of 2024;

- 34 711.51 m² of afforestation and nursery,
- 60 441.11 m³ of grass (green) area in use,
- 6 265.29 m² of total landscaping,
- 101 417.91 m² of total area with quality landscaping.

The maintenance of a total of 60 441.11 m² of grass area owned by the Directorate of Landscaping as of 2024 has been carried out at regular intervals. As for protection and maintenance of vegetation, there are a total of 15,680 different species and types of plants in the Central and Ahlatlıbel Campuses of our University, and the maintenance and control of the vegetation in question is underway. In addition to these efforts, the Directorate of Landscaping undertakes composting work in order to use the university resources more efficiently, to prevent waste generation and to utilize organic wastes such as grass, gazelle and pruning residues generated during green area maintenance in relation to a sustainable environmental approach. The organic fertilizer obtained is used in the vegetation of our campus.

Evidence

[\[1\]\(3\)B.3.3. YAPI ISLERI Toplam Fiziksel Alanlar ve Dagilimi 2023-2024.pdf](#)

[\[2\]\(4\)B.3.3. MTT AksiyonPlani Isikli Masa.pdf](#)

[\[3\]\(4\)B.3.3. Sbf ogrenci temsilci toplantı tutanak.docx](#)

[\[4\]\(4\)B.3.3.Moodle egitim videolari.png](#)

[\[5\]\(4\)B.3.3. MTT AksiyonPlani Dikis Atolyesi.pdf](#)

B.3.4. Disadvantaged groups

Atılım University has been awarded the “Orange Flag” with 3 buildings in the category of spatial accessibility within the scope of the “Accessible University Awards” organized by the Council of Higher Education. Evidence from the Schools of Foreign Languages, Law, and Business has been presented [\[1 OD4\]](#), [\[2 OD4\]](#), [\[3 OD4\]](#). The School of Law also provides a special room for students with disabilities, made available in line with student requirements [\[4 OD4\]](#).

As a developing university, Atılım University shows maximum sensitivity to the issue of accessibility. We continue to operate in stages to provide the necessary accessibility standards in both open and closed areas within the developing campus area. Every item produced is done so in light of these standards, with relevant material selections especially made.

In addition, changing standards are followed and it is ensured that new structures are processed to reflect current standards.

A [Support Unit for Individuals with Special Needs](#) (OD3) is in place at Atılım University, with the aim to take necessary precautions, prepare the best physical environment and make arrangements to ensure the full participation of students with disabilities in educational processes in order to facilitate their education.

Access to educational opportunities for disadvantaged, vulnerable and under-represented groups (disabled, poor, minority, immigrant, etc.) at our university is ensured by safeguarding equality, equity, diversity and inclusion. In addition, accessible university practices are also in place at the campus. The levels of access to such groups to education opportunities are monitored, and improved in line with their feedback. Some facilities for students in disadvantaged groups are:

- Note Takers: Student Assistants are assigned to students who are unable to take notes, or for whom note-taking is difficult, as note-takers (within the framework of the Sharing the Success program).
- Course Partnership: Student assistants are assigned to students who have difficulties in studying due to their disabilities as course partners (within the framework of the Sharing the Success program).
- Consultancy to Departments with Students with Disabilities: The unit offers consultancy services to the Departments with students with disabilities, informing their instructors on the adaptations required regarding courses and exams, with justification. Seminars and Training Services: These include seminars, conferences and training sessions aimed to inform and raise awareness of the staff and students on the state of having disabilities.

In order to take the necessary precautions and make arrangements to prepare the necessary physical environment to facilitate the education of disabled students and to ensure their full participation in the education processes, the [Support Unit for Individuals with Special Needs](#) (OD3) within the university establishes one-on-one contact with students starting from the registration stage to determine their needs, introduce the units and responsible persons they will apply and contact. All studies regarding academic, social and physical accessibility are

coordinated by this unit. In this context, relevant activities are undertaken within the scope of “[Atılım University Directive on Education and Examination for Students with Disabilities](#)” (OD3), created by taking into account the demands of our disabled students.

For example, the Department of Translation and Interpretation takes into account the disabilities of students during exams, and uses the exam hall numbered FEF206 as its most comfortable exam hall. There are research assistants who accompany our students in their written and oral exams as readers and pointers. For our disabled students, extensions are made to the standard exam durations, considering the processes of reading aloud, marking and checking their answers. Atılım University has implemented many adjustments to improve accessibility, such as flat-leveled lecture halls, accessible elevators, accessible parking areas, accessible rooms for students with disabilities, wheelchair availability inside schools, and accessibility improvements through relevant markings.

The course ART 292 Sign Language, one of the courses of the Department of Fine Arts Common Courses, is aimed at gaining communication skills with hearing impaired individuals and is offered as a non-departmental elective course throughout the university. This course has been added to the Audiology Department curriculum as a compulsory course as of the Academic Year of 2022- 2023.

Evidence

[\[1\]\(4\)B.3.4. Yapi_isleri_Hukuk_Fakultesi.jpeg](#)

[\[2\]\(4\)B.3.4. Yapi_Isleri_Isletme_Fakultesi.jpeg](#)

[\[3\]\(4\)B.3.4. Yapi_isleri_yabancı_Diller_Yüksek_Okulu.jpeg](#)

[\[4\]\(4\)B.3.4. Hukuk_fakultesi_engelli_ogrenci_dinlenme_odasi.pdf](#)

B.3.5. Social, cultural, sports activities

Social, cultural and sportive activities at our university are planned and executed by the [Directorate of Culture and Social Affairs](#) (OD3) in line with stakeholder expectations by ensuring equal opportunities through defined processes. We have venues for student communities and their activities, social, cultural and sportive activities, and the list of annual sportive, cultural and social activities for students is reported throughout the year (with information such as activity type, subject, number of participants, etc.). This unit is supported with budgeting and guidance. The activities are monitored and improved in line with needs.

Orientation activities are held at the Amphitheatre, with the participation of all first-year students; student clubs are introduced with wide participation within the scope of this program, and the new education semester opens in a festive manner with the inauguration concerts. The International Students Festival, planned to accelerate the adaptation process of our international students and strengthen their social lives, was initiated with the participation of thousands of international students and promotion stands. In order to provide a working environment for our students who are interested in music, whether amateur or professional, preparations for our music studios have been completed and three music studios have been established, with their basic instruments. The required technical equipment is procured during this period, and one of the studios is made available for professional rehearsals. Radio Atılım, established to contribute to the development of our students in diction, oratory, broadcasting and production, continues its broadcasts under the management of our willing students who have received free professional training, and in this sense, its education and broadcasting activities continue steadily.

Our Turkish Music Choir, which had its sixth concert in 2024 and whose choristers/ soloists are our staff, has likewise achieved a stable structure and continues its rehearsal and concert activities regularly. Our student clubs, now 75, carry out scientific, social, professional and cultural activities. The Directorate of Sports aims to protect the physical and mental health of our students and staff, to enable them to work and develop in areas of interest outside of education in order to make them useful to society, to offer our students, academic and administrative staff the opportunity to do sports in a modern, healthy environment and to provide them with sports habits that they may need throughout their lives. The activities in 2024 by the Directorate of Sports are summarized in the 2024 Directorate of Sports Activity Report [[1_OD4](#)].

The cultural activities also support the program outcomes of our students. One of such events is [the one](#) titled “Postmodern Inspirations in Contemporary Turkish Novels” (OD3) organized by the Department of English Language and Literature on March 13, 2024. Our students from the same program visited Hatay Nizamettin Özkan Primary School on October 21, 2024. Before the visit, course materials that support the English course curriculum of primary school students of Grade 3 and that may be used throughout the academic year were prepared and a sample lesson presentation was made during the visit. We were aiming for an event to contribute to the educational life of students in the earthquake region and positive feedback was received from the primary school students and our teacher who participated in the presentation. Our faculty members also participate in activities with our students, one of which is the play called *A Midsummer Night's Dream*, staged by the IDEA community on February 26, 2024.

Within the scope of [Atılım University Directive on Student Clubs](#) (OD3), our clubs organize various events. For example, in the ATIC - Atılım Translation Club 2024 event titled [ATUMUN Training](#) (OD4), our students went through a Model United Nations simulation, assuming the roles of different country delegates. Unlike the classic Model United Nations simulations, this event was carried out with a training module, and aimed to familiarize our students with MUN practices. In the simulation sessions held in ECOSOC and UNICEF organizations on water security and children's rights, respectively, students had the opportunity to reinforce their terminology usage and general world knowledge in many areas such as international relations, climate crisis, human rights, and so forth, acquired in their department courses. In the event, which was held with the active participation of students from different universities and departments, our students had the opportunity to present their knowledge to other students working in different disciplines and to reconsider global issues from different perspectives.

The Arf Mathematics Club is part of the Department of Mathematics, and organizes community meetings and various events every semester to enable students and faculty members to socialize. A joyful New Year's celebration was held in the Academic Year of 2023-2024 with the participation of students and faculty members. In addition, a student seminar was organized and one of our students presented his speech titled “Safe Internet Use”. In the Semester of 2024-2025, the Mathematics-themed film *Fermat's Room* was seen with our students and faculty members; then a productive discussion was held on the mathematical problems in the film.

The panel events organized by the Department of Psychology in 2024 are as follows:

- “Representation of Violence Against Women in the Media”, Gülçin Akbaş Uslu, December 13, 2024
- “Looking at Trauma with EMDR”, Gökçe Yurdakul, December 16, 2024
- “How to Improve Our Sleep Quality”, Kutlu Kağan Türkarslan, December 18, 2024

- “Working as a Clinical Psychologist in Civil Society Organizations”, Yasemin Aksöz, December 25, 2024

We have also seen events by our Department of International Relations to support student development [2 OD4], events by our Department of Interior Architecture [3 OD4], and events by our Department of Architecture [4 OD4]. Similar lists are available for all of our programs.

Evidence

[\[1\]\(4\)B.3.5.Spor Faaliyetleri Mudurlugu 2024 Yili Faaliyet Raporu.pdf](#)

[\[2\]\(4\)B.3.5.Uluslararası İlişkiler Bölümü Düzenlenen Etkinlikler ismi ile paylaşılan kani tin açıklanması.docx](#)

[\[3\]\(4\)B.3.5. ICM385 Tasarım Konuşmaları 2024 2025 Guş](#)

[\[4\]\(4\)B.3.5. MMR Etkinlikler.pdf](#)

B.4. Teaching Staff

B.4.1. Appointment, promotion, assignment criteria

For all programs, these procedures are subject to [Regulations on Faculty Member Appointment and Promotion](#) (OD3), and [Regulations on Promotion and Appointment as Faculty Member](#) (OD3). Regulations and opportunities for the appointment, promotion and development of academic personnel are announced openly to everyone. All these criteria and processes are transparent, fair and systematically monitored. In the relevant directive, faculty member promotion [1 OD4] and appointment [2 OD4] processes are clearly defined. The processes are regularly monitored and updated in line with our policies. In this context, the [Directive on Faculty Member Appointment and Promotion was updated on 17.01.2025](#) and entered into force as of 2025 (OD4). Similarly, the Directive on Research Assistant Appointment and Employment and the Principles and Procedures of the Academic Staff Performance Measurement Criteria were updated and put into practice with improved criteria as of 2025.

The scores obtained from the student evaluation survey results are used as a multiplier in the evaluation of faculty member performance. The values obtained here are part of a mechanism (promotion / appointment process) regarding the evaluation of the annual performance of the academic staff. Academic staff members who meet certain criteria are rewarded / encouraged. In addition, during the appointment or promotion process, candidates are evaluated based on their merits by giving a seminar [3 OD4].

In this regard, the processes and criteria for the appointment, promotion and assignment of teaching staff have been determined, and are open to the public. The relevant processes and criteria are of a nature that ensures equality of opportunity, basing on academic merit [4 OD3]. The balance in lecturers' course load and distribution are shared transparently with the relevant shareholders. Institution expectations regarding each faculty member is acknowledged clearly by the individuals in question. Each semester, course loads are discussed in departmental boards, and schools submit their data to the Presidency. There are protocols for faculty members from other institutions and faculty members from Atılım University visiting others to teach. Assignment is carried out in accordance with the educational principles and culture of our institution.

Evidence

[\[1\]\(4\)B.4.1. Öğretim Üyesi Yükselme\(Terfi\) Sureci](#)

[\[2\]\(4\)B.4.1. Öğretim Üyesi Atama Sureci](#)

[\[3\]\(4\)B.4.1. seminer duyurusu.png](#)

[\[4\]\(4\)B.4.1. sbf_kadro ilanlari.docx](#)

B.4.2. Teaching competences and their improvement

Systematic training activities for instructors (courses, workshops, lectures, seminars etc.) are provided at the University through the [Teaching and Learning Center](#) (OD3), to ensure that our teaching staff learns and uses interactive-active teaching methods, and distance education processes. Teaching competence development processes are planned on the basis of needs analyses [[1 OD4](#)], performed extensively and their effectiveness is regularly monitored. Atılım University is making efforts to increase the pedagogical and technological competences of our instructors. Apart from the Teaching and Learning Center, the Directorate of Distance Education also organizes various seminars every semester to reflect the learning models and learning trends that are prominent in the world academically to the university. Some of these are the face-to-face seminar on Introduction to VR and its Applications in Medicine for the School of Medicine, the [Moodle 1 Seminar](#) (OD4), the New Learning Models Seminar I, and the New Learning Models Seminar 2. In addition, the [Flipped Classroom](#) seminar (OD4) and the [Gamification in Education](#) (OD4) seminar are systematically held for our instructors to learn and use interactive-active teaching methods and distance education processes. There are activities for training instructors (courses, workshops, lessons, seminars, etc.) and a teaching-learning center structure to undertake them/ see them through. The feedback received from students is also used in the competence development of our teaching staff [[2 OD4](#)].

The Orientation Program, organized regularly every year by the Teaching and Learning Center in order to accelerate the adaptation process of the faculty members freshly employed at our university, was held. In this regard, efforts are underway to increase the pedagogical and technological competences of our instructors. Our teaching competence development performance is evaluated. Both the activities organized by the Units themselves and the activities carried out with the individual initiative of our instructors staff are aimed at gaining competence. It may be said that the competences of the teaching staff who participated in conferences with support from our university in 2024 have also improved. Every year, a certain number of instructors from each unit may participate in conferences, congresses and seminars with the financial support they receive. The guideline prepared to support the domestic and international academic studies of faculty members is as presented in the [Atılım University Directive on Domestic and International Assignment of Academic Staff Members](#) (OD3).

Evidence

[\[1\]\(4\)B.4.2.Ogrenme Ogretme ihtiyac analizi.pdf](#)

[\[2\]\(4\)B.4.2.Tib ogretim gorevlisi gozlem sonrasi geri bildirim dokumani](#)

B.4.3. Incentives and awards on education activities

In addition to the academic performance measurement system applied at the university and the evaluations made within this scope, including metrics for the teaching performance of academics and giving incentives based on the performance evaluations obtained, it is aimed to establish this structure in order to increase the quality of education and to increase the quality of education. In this context, the [Directive on Education Awards](#) (OD3) was prepared with the decision to start evaluation studies, and give awards, as of 2024. The relevant directive entered into force with the Senate Resolution no. 2 dated 07.02.2024.

C. RESEARCH AND DEVELOPMENT

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

C.1.1. Management of research processes

The R&D processes at Atilim University are managed by, respectively:

- University Research Board
- Vice Presidency for Research
- Directorate of ARGEDA-TTO
- ARGEDA-TTO Executive Board

Our Research and Development processes are managed within the framework of the four bodies given above and within the scope of the directive detailed in the Directive on the Structure and Operation of ARGEDA-TTO [1 OD5].

The University Research Board, chaired by the President and consisting of the Vice President for Research, the Representative of the Board of Trustees, the Director of TTO, the Deans of Schools, and School/ Graduate School Directors, plays an important role in the management of research processes. At the end of each calendar year, the University Research Board convenes and evaluates the ending calendar year, and determines recommendations and targets for future research strategies.

The University Research Board (<https://www.atilim.edu.tr/tr/argeda-teknoloji-transfer-ofisi-direktorlugu/page/2798/universite-arastirma-kurulu>) is a structure specific to the institution and its duties are as follows:

- a) Determining the strategy of the university on R&D, design and innovation, and information transfer activities; and appointing internal officials where needed;
- b) Determining the research and technology transfer strategies to be adopted within an academic year in line with the strategic plan of the university;
- c) Performing evaluations on all projects and studies at Atilim University with respect to quality, quantity, and finances; and reporting to the Chairperson of the Board of Trustees on the results of these evaluations;
- d) Considering the decisions on the relevant advice by the ARGEDA-TTO Executive Board regarding project proposals, and taking the final decision with the opinions of the Board of Trustees in consideration.

At the Atilim University Research Board meeting held in January 2025, the realization levels of the 2024 targets and the targets for 2025 were emphasized. Resolutions reached at the meeting were reported to the Board of Trustees (2024 University Research Board Meeting Minutes [2 OD5]). The operation of the organizational structure [1 OD5] is clearly defined and the results regarding the functionality of the structure are being monitored. As evident in the IIE reports for previous years, the improvement-development studies based on the aforementioned University Research Board meetings are sustainable.

The Directorate of ARGEDA-TTO ensures that the strategic decisions taken by the University Research Board are executed, that processes are created in line with these strategic decisions and that internally-supported research projects are announced, evaluated, monitored, and coordinated; all in line with the Directive on ARGEDA-TTO Consultancy Projects [3 OD5].

ARGEDA-TTO is responsible for ensuring that the experience and knowledge gained through various studies are used in the most efficient way, that technologies emerging as a result of the a wide range of studies conducted within the University gain commercial value and are used by institutions and organizations that require such technologies.

One of the most important functions of the Directorate of ARGEDA-TTO is to provide input to the improvement/ development studies to be added on the agenda of the University Research Board. The analysis by ARGEDA-TTO and the data obtained constitute the basis for the Board's decision-making mechanisms. This structure and process is an internalized and systematic practice within the University. [4_OD5]

Evidence:

- [1] (5) C.1.1. ARGEDA-TTO_Yapi_ve_Isleyis_Yonergesi
- [2] (5) C.1.1. Universite_Arastirma_Kurulu_Toplanti_Notlari
- [3] (5) C.1.1. ARGEDA-TTO_Danismanlik_Projeleri_Uygulama_Yonergesi
- [4] (5) C.1.1. Surec_Yonetimi_Ornegi

C.1.2. Internal and external resources

Atılım University offers various internal support programs, funded with our own resources, all of which are revised in line with current requirements, as per their budgets and their scopes of support. With these programs, we aim to keep our research ecosystem active and provide our researchers with preliminary support and resources to help them accelerate their application processes to benefit from grants under national and international funds (such as ERC, Horizon Europe, and TÜBİTAK, among others). All details regarding our internal support programs are available for sharing with our stakeholders (<https://www.atilim.edu.tr/tr/argeda/page/943/ic-destek-programlari>). The processes regarding the use of resources are clearly defined at the relevant link.

- Support programs for students (LAP, Researcher Career Support Program) [1_OD5]
- The University-Industry cooperation support program (ATÜSAD)
- The international collaboration support program (UDP)
- The internal panel evaluation system

Atılım University has mechanisms that reward and encourage not only research processes but also research results. In order to encourage the continuity of such contributions of our researchers who contribute to science at a universal level and who publish the results of their research in international journals with a defined scope, a publication incentive system, and scientific publication superior achievement award mechanisms have been developed (<https://www.atilim.edu.tr/tr/argeda/page/5804/arastirma-destekleri-ve-tesvikleri>) [OD5].

An individual research fund has been established for researchers the projects of whom have received international support from external funds, or researchers with registered patent activities. The individual research fund, namely the ATÜ-BAF, may be utilized to cover the expenses for participation in qualified national/ international conferences, workshops and similar meetings; to purchase consumables, equipment and services to be used in R&D studies, for participation in training sessions for academic professional development, and to cover the transportation and accommodation expenses of scientists from abroad, invited to the University

to participate in joint research activities within the scope of an international collaboration. This practice is exemplary [2 OD5].

Some concrete examples and practices regarding research resources are as follows:

With the goal clearly defined in our education policies to train individuals who are able to conduct research, and utilize scientific information, Atılım University offers research-oriented education not only through limited research projects/ assignments for courses; but also through student research programs funded by our own resources, where our students may gain R&D experience by taking part in individual projects. In the Academic Year of 2024-2025, a record number of student projects (over 80) was supported, with many of our students working as scholars/ researchers/ executives in these projects (<https://www.atilim.edu.tr/tr/argeda/page/5080/yuruyen-desteklenen-projeler>, <https://www.atilim.edu.tr/tr/argeda/page/6005/yuruyen-desteklenen-projeler>). Within the scope of the LAP and ATA student research support programs, up to 45 000 TL of support was provided for each research project in 2024. It is evident that Research and Development resources are managed in line with the research strategy and policies. These programs are exemplary [1 OD5].

In order to support R&D activities in line with our research strategies, Atılım University has in place a University-Industry Collaboration Support Program (ATÜSAD) [OD5]. The ATÜSAD program aims to support R&D projects of Atılım University and various institutions and organizations, within the scope of the collaboration between the university and industries. In this scope, the core aim is to encourage institutions and organizations to conduct projects in collaboration with the university. Projects of R&D qualities are supported through the ATÜSAD program, designed to support the processes of production and/ or service through the transfer of the advanced infrastructure, know-how, and research capabilities of Atılım University to the industry in line with the requirements of institutions and organizations. The ATÜSAD program is based on the mutual support between Atılım University and the Organization; and programs devised within the scope of the program are supported for up to 12 months. The principles and procedures on the program in question are available at the University web page [OD5]. Within the scope of this program, five projects were launched based on joint funding, some of which were done in 2024. With the program, a significant contribution was made to the activities related to University-Industry cooperation.

Within the scope of University-Industry Cooperation, company interviews may be conducted by the Directorate of ARGEDA-TTO on one-on-one, in order to encourage industry-supported projects and to facilitate the working methods of academicians. The aim is to develop and increase activities especially for contracted R&D projects through various methods to contact the industry and public institutions. Atılım University provides its contributions towards the transfer of the project ideas and the current R&D studies to the industry in the most appropriate way, as well as the accurate determination of the needs of the industry and the transfer of these needs to Atılım University academicians in order to create projects; and enters into agreements with the leading companies in the defense industry. Projects and project outputs (projects, patents / publications, etc.) executed through non-university resources are monitored and documented on our university website [OD4], [OD4], [OD4]. The number of externally supported projects and the planning and monitoring activities to increase the number are discussed at regular university research board meetings [3 OD5].

Evidence:

[1] (5) C.1.2. Ogrenci_destek_programlari

[2] (5) C.1.2. Atılım_Universitesi_Bireysel_Arastırma_Fonu_(ATÜ-BAF)_Yonergesi

[3] (5) C.1.2. Universite_Arastırma_Kurulu_Toplanti_Notlari

C.1.3. Doctorate degree programs and post-doctorate opportunities

Graduate and Doctorate Degree programs of Atılım University have a significant impact on the research activities of the university. Atılım University has defined the procedures and subsidies for guest and postdoctoral researchers to be hosted at the university for joint studies with Atılım University researchers; as well as providing more scholarship opportunities for the students registered in the Graduate and Doctorate Degree programs of the university as two of the most important elements for research. A directive on practices regarding guest and post-doctorate researchers is in place, and within the scope of the directive, Atılım University offers partial support for guest researchers from outside of Turkey, visiting to conduct research with Atılım University researchers. Details are available in the easily-accessible directive itself [[1 OD3](#)]. The relevant directive also includes the requirement for the completion of a “V2” form, which includes post-research evaluation information, and submit it to the Presidency within fifteen days after the end of a study.

In 2024, a total of 2 guests or post-doctorate researchers visited our university to conduct research activities with our faculty members at various units. [[2 OD3](#)]

As for doctorate programs (number of graduates, trends) and "post-doc" opportunities, the doctorate degree programs executed by Atılım University Graduate Schools are:

- Electrical and Electronics Engineering Doctorate Degree Program, Chemistry Doctorate Degree Program, Mechanical Engineering Doctorate Degree Program, Mathematics Doctorate Degree Program, Architecture Doctorate Degree Program, Engineering Systems Modeling and Design Doctorate Degree Program, Software Engineering Doctorate Degree Program under the Graduate School of Natural and Applied Sciences; and
- Doctorate Degree Programs in English Language and Literature, Business Administration, Public Law, Political Science and Public Administration, Private Law, and Political Economy under the Graduate School of Social Sciences.

Evidence:

[1] (3) C.1.3. Misafir_ve_Doktora_Sonrasi_Arastirmacilarla_Ilgili_Uygulama_Yonergesi

[2] (3) C.1.3. Misafir_ve_Doktora_Sonrasi_Arastirmaci_Bilgileri

C.2. Competency in Research, Collaborations and Support**C.2.1. Research competencies and their improvement**

Various training activities are carried out to increase the research competency of the current faculty members. Aside from the training activities organized by the Directorate of ARGEDA-TTO and detailed in the relevant section, Atılım University Directorate of Library and Documentation also organized training sessions on issues directly related to research such as article writing, and database utilization during the year. For example ([3 OD3](#)):

The academic performance evaluation system measures the competence of the current research staff. In the annual performance evaluation; the creation of a structure that takes into account both research and educational activities, and that contributes to science in appointments and promotions was adopted. The academic performance evaluation system was constructed, taking into account the performance indicators (publications, citations, projects, patents, industry income, etc.) for Atılım University to peak both at the national and international levels. The research performance sub-measurement system in the academic performance evaluation system has a structure designed by taking into account interdisciplinary differences [1 OD4].

The evaluation results are communicated to the Deans/ Directorates by the Presidency in accordance with the schedule specified in the relevant directive, and the results are notified to the relevant faculty member by the head of department using the “faculty member performance score and performance index evaluation result notification form”. Faculty members are provided details regarding their evaluation results during the report confirmation stage [2 OD4].

Evidence:

[1](4)C.2.1.

Atılım_Universitesi_Ogretim_Elemanı_Basarım_(Performans)_Olcme_Kriterleri_Usul_ve_Esasları_Yonergesi

[2](4)C.2.1.

Ogretim_Elemanı_Basarım_Puani_ve_Basarım_Endeks_Degerlendirme_Sonucu_Bildirim_Formu

[3] (3) C.2.1. 2024_Kullanıcı_Eğitimleri_Listesi

C.2.2. National and international cooperative programs and cooperative research units

The Directorates of International Affairs and ARGEDA-TTO conduct studies on cooperative projects and potential collaborations within the framework of the bilateral cooperation programs of TÜBİTAK to be made with foreign universities with which Atılım University shares cooperation protocols (details available under “Internationalization”). The International Collaboration Support Program (UDP), initially executed within the Academic Year of 2019-2020, complements these efforts [OD4]. This program aims to provide support for Atılım University academicians intending to participate in projects planned to be conducted at international levels (H2020, COST, TÜBİTAK dual collaboration programs etc.) as coordinators or researchers in their participation to international scientific collaboration meetings, project market events, and consortium meetings; as well as for research visits relevant to their projects with research groups intended for collaboration purposes.

Incentive mechanisms are being updated to increase international collaborations. For example; within the scope of our publication incentive system, an update has been made as follows: “In case a scientific publication is published with international collaboration; (Article published with a co-author and a researcher working at a foreign University within the top 500 in the current rankings of QS (Quacquarelli Symonds) or THE (Times Higher Education) the incentive payment amount is multiplied by a coefficient of 1.2..”

C.3. Research Performance

C.3.1. Monitoring and evaluating research performance

During the University Research Board meeting at the end of each calendar year, the data created and analyzed by the Vice Presidency for Research and the Directorate of ARGEDA-TTO are presented and discussed.

In the University Research Board, data on publications, citations, internal and external supported projects and patents are evaluated. In the light of these data, the targets for the new year and the new mechanisms to be established to achieve these targets are also reported [[1 OD5](#)].

As an example to our improvement/ development studies; at the University Research Board meeting dated February 7, 2024, it was evaluated that it would be more appropriate to redefine the scope of the support to be provided for participation in scientific events such as symposiums, conferences, congresses, etc. to University researchers, by setting new conditions to encourage participation in qualified scientific meetings, in order to be more quality-oriented. The PDCA form on the improvement that was made within this scope is presented [[2 OD4](#)].

As for Research Budget Performance, the research budget of Atılım University consists of these items:

- Funds for internal support programs (LAP, UDP, ATÜSAD, ATÜBAF, ATAK),
- Expenses for publication incentives,
- Library expenses (expenses for scientific publications),
- Research database expenses,
- Expenses for Intellectual Property Rights,
- Support for conferences in and out of Turkey.

Currently, Atılım University has a practice in place to monitor the budget-performance relationship between the publication incentive expenses, and the number of complete articles indexed under WoS. Budget data are available in the table prepared to aid in annual YÖK audits [[3 OD4](#)].

Evidence:

[1] (5) C.3.1. Üniversite_Arastirma_Kurulu_Toplantı_Notları

[2] (4) C.3.1. PUKO formu

[3] (4) C.3.1.YÖK_Tablo_17B-Butce

C.3.2. Evaluating instructor/ researcher performance

As for the performance evaluation of faculty members; the competence levels of the current research staff members are measured via the academic performance evaluation system. Annual performance evaluation is measured with a controllable system that takes into account both research and educational activities and is compatible with the vision of the university. Research expectations were built taking into account inter-disciplinary differences.

Performance evaluation is performed as per transparent and objective criteria within the scope of Directive on the Procedures and Principles on Academic Staff Achievement (Performance) Measurement Criteria [[1 OD4](#)].

The process and method are as follows: Faculty members provide the required information on their activities in the previous year based on the Academic Achievement Scoring Chart attached to the relevant Directive; via the Atılım University Academic Achievement System correctly, and on a yearly basis, until February 15 every year. The information provided by faculty members is reviewed by the relevant Head of the Department until March 1 each year, and then by the Dean/ Director of Graduate School until March 15 each year. Corrections are requested and approved, where necessary. If deemed necessary, a commission of three people may be established by the Deanship/ Directorate to be chaired by the Deputy Dean/ Vice Director to review the information obtained from departments. In this case, reviews and approvals are finalized until March 15 every year. After the approval process is completed by the Dean/ Director of Graduate School, the information on the faculty members of Schools/ Graduate Schools is submitted to the Presidency until March 20, each year. The Academic Achievement Evaluation Commission, chaired by the Vice President for Research, reviews the evaluation results sent to the Presidency by the Dean/ Directors of Graduate Schools, and calculates the achievement index for each faculty member. Achievement index calculation results are submitted to the Presidency by the commission until March 31.

The achievement points for research and education activities of faculty members are calculated as per the charts attached to the relevant Directive, taking into account their Schools/ Graduate Schools. In line with the conditions on the charts, the research achievement points (P1) and the education achievement points (P2) are calculated, both of which result in an integer between 1 and 5. Once P1 and P2 has been calculated, a formula ($P = 0.65 \times P1 + 0.35 \times P2$) is used to calculate (P), or the combined achievement index.

Research performance evaluation and result-based improvements are performed on the grounds of the value P, or the achievement index, of faculty members as detailed above, within the framework of performance evaluations for faculty members. The Vice President for Research evaluates the achievement index data on all faculty members with respect to their other counterparts within the entire university, or with regards to each School, statistically.

Atılım University has unique programs and mechanisms that are compatible with our research policies, and support the R&D processes and results of our researchers, stress the importance of their global scientific contributions, and promote the continuity of such activities; all of which are updated in line with current requirements and goals (<https://www.atilim.edu.tr/tr/argeda/page/5804/arastirma-destekleri-ve-tesvikleri>).

Evidence:

[1](4)C.3.2.

Ogretim_Elemanı_Basarım_(Performans)_Olcme_Kriterleri_Usul_ve_Esasları_Yonergesi

D. SOCIAL CONTRIBUTION

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

D.1.1. Managing social contribution processes

At Atılım University, social contribution processes were carried out through the Social Contribution Commission from 2022 to 2024. In order to ensure that the efforts exerted through the Commission were realized in an organizational structure; planning efforts were made in the year 2023 regarding the management and organizational structure of the social

contribution processes of the Institution, and preparations for a directive to establish the Directorate of Social Contribution were initiated. Eventually, in March 2024, the Directive on the Directorate of Social Contribution passed in the Senate and the directorate in question was established ([OD2](#)).

By appointing a director in April 2024, the management of social contribution processes throughout the institution began to be implemented within the organizational structure in light of the Social Contribution Policy ([OD3](#)), implemented since 2022 [1_OD3]

With the start of the functioning of social contribution processes with an organizational structure through the directorate, the Social Contribution Commission has been updated. The commission, active since 2022, expanded to cover the academic and administrative units of the University more widely, and measures have been taken for a more effective social contribution process [2_OD4].

In order to monitor the functioning of the social contribution processes and the governance model, the Social Contribution Seminar was organized by the Directorate for the University employees in the Spring Semester of 2023-2024 and the Fall Semester of 2024-2025 [3_OD3], ([OD3](#)); where information was provided about the governance model, processes, activities and conceptual framework, and questions of our employees were answered. At the end of the seminar, the Social Contribution Seminar Feedback Form was presented to the participants for monitoring purposes; the participants requested that the seminars be held more and concrete examples of social contribution examples performed at the University be provided [4_OD4]. With these requests, an additional seminar was organized in addition to the seminar held every semester in the Fall Semester of 2024-2025, and these requests were fulfilled [5_OD4].

In addition to collecting evidence via the drive link in the monitoring and improvement processes regarding the management of social contribution processes and the functioning of the organizational structure, performance evaluation, monitoring, improvement, and social contribution organizational structure are also monitored up-to-date through the interaction with academic and administrative unit managers. Meetings with the Director of Social Contribution and unit managers were planned to be held every semester ([OD2](#)); our units were evaluated to lack the desired level of integration with the Social Contribution Commission support persons in the meetings [6_OD3]. Measures were taken to continue the manager meetings with the relevant commission members, and more effective communication was ensured between academic and administrative units, and the support persons in the social contribution commission [7_OD4].

A project proposal form was created for the purpose of determining and following up the social contribution activities that Atılım University units plan to execute in line with [our social contribution policy](#) ([8_OD3](#)).

In order to manage the social contribution processes and monitor the functioning of the organizational structure, the Directorate submitted activity reports on its first month, first 100 days, and first six months, to the Presidency [9_OD4]. Based on the submitted reports, the Social Contribution Monitoring Improvement Work Process was prepared and announced on the University website. ([OD4](#))

The social contribution processes of Atılım University are developed in line with the needs of the institution as well as standard practices and legislation; a University theme is now selected for each year, a practice in place since 2024 [10_OD2).

The determined University theme includes social contribution activities as well as education and research activities; units are expected to carry out activities within the scope of the theme.

Many social contribution activities have been executed within the scope of the theme of water, the theme determined for 2024 [11_OD3]. At the end of these activities, suggestions for improvement were collected with the social contribution feedback form shared with the participants [12_OD4], and subsequent events were organized taking into account the feedback shared. (OD4), (OD4)

Within the School Performance Evaluation System, implemented since 2024, targets are determined for each School under the title of "Social Contribution" and the level of achievement of these targets is tracked at the end of the calendar year (13_OD5).

Level of Completion: The results related to the management of social contribution processes in the institution and the functioning of the organizational structure are monitored, and relevant measures are taken. (OD4)

Evidence:

[1](3)D.1.1.gorevlendirme.pdf

[2](4)D.1.1.komisyon.pdf

3D.1.1.seminer_1.jpg

4D.1.1.seminer_geri_bildirim_1.xlsx

[5](4)D.1.1.seminer_2.jpg

[6](3)D.1.1. koordinatör_yonetici.docx

[7](4)D.1.1. komisyon_uyesi_yonetici.docx

[8](3)D.1.1. Toplumsal_Katki_Projesi _Oneri_Formu(1).docx

[9](4)D.1.1.ornek_rapor.docx

[10](2)D.1.1.tema.png

[11](3)D.1.1.su_1.jpg

[12](4)D.1.1.su_geri_bildirim. Xlsx

[13](5)D.1.1. Fakulte_Performans_Degerlendirme_Sistemi

D.1.2. Resources

The Atılım University social contribution strategy framework is determined by our Social Contribution Policy; and our social contribution resources are directed within this scope. As evident in the social contribution strategy accepted in the Policy, “Atılım University allocates an ever-increasing amount of resources to centers, projects, academic studies and social responsibility activities in order to fulfill the adopted social contribution policy in the best possible way, and strives to continuously improve performance by monitoring the activities carried out through formations such as strategic plan, performance management system, its Directorate of Corporate Development and Planning, and the quality commission” (OD2).

In this process, academic and administrative units allocate financial resources from their unit budgets to social contribution activities based on the examples given throughout the report. In addition, the University also creates individual financial resources for social contribution activities. One example of this is the project budget created for the theme of “Water” for the relevant academic year. With this theme, Atılım University started to prioritize social

contribution on the subject of water, the theme itself. A budget has been allocated for the Atılım University Student Research Projects Competition on the Theme of the Academic Year, which is organized in order to ensure that its importance is internalized and researched by students. (OD3) In addition, Atılım University supports different competitions and ideas through the allocation of financial resources. For example, Atılım University pioneered the engineers of the future with the “VEX Inter-High School Robotics Competition” organized by our VeciLabs Research and Development Platform. All expenses of the competition, organized to contribute to the development of the robotic coding, teamwork, and problem-solving skills of high school students, were covered by our University. 15 high schools participated in the competition with 16 robot teams, consisting of a total of 182 students (OD3).

At Atılım University, social contribution continues to be an important resource-directed area in terms of human resources as well as financial resources. In order to increase the contribution offered to the society and to prioritize the issue of social contribution as education and research by academic and administrative staff, the element of social contribution activity has been added to the performance criteria of the units; it is aimed for each unit to direct its financial resources and human resources to contribute to the society. [1](3)D.1.2.FAPS.png

With the awareness that students constitute an inseparable human resource of this process, along with academic and administrative staff, in contributing to society; the President, the Director of Social Affairs and Sports, and the Director of Social Contribution stay in touch with our student communities and encourage our students to provide social contribution activities. (OD3) Our students actively participate in social contribution activities within education, research activities, or by conducting individual social contribution activities.

In addition to the project competition on the theme of water, an example of monitoring and improving the diversity and adequacy of social contribution resources, Atılım University also allocates more financial and human resources to social issues such as combating addiction every day. We are represented at the levels of Presidency and Directorate in the Provincial Coordination Board for Combating Addiction Meetings (OD3), and based on the breadth of the scope of the issues discussed in these meetings, a separate commission has been established for combating addiction and special improvements, with precautions provided in this regard. [2](4)D.1.2.bagimlilik.pdf (OD4)

As a unique approach developed in line with the needs of the institution in terms of the management of social contribution processes and the direction of resources at our university, we may present the way our Social Contribution Commission members match with our academic and administrative units. In addition, the commission members also support the university employees and students in terms of the distribution of tasks on issues such as the United Nations Sustainable Development Goals, and project writing. Thus, expert human resources in social contribution processes are used effectively; and it is ensured that the individuals and units to create social contributions use financial resources efficiently. (OD3). Areas of support are developed as needs emerge. For example, with the emergence of the aim of turning the social contribution activity carried out in Hatay into a project for the future (OD3), a contact person for ethics committee processes was determined in the Social Contribution Commission. (OD4)

Level of Completion: The adequacy and diversity of social contribution resources are monitored and improved in the institution. (OD4)

Evidence:

[1](3)D.1.2.FAPS.png

D.2. Social Contribution Performance

D.2.1. Monitoring and evaluating social contribution performance

Parallel to the approach of providing social benefit as an element among the basic duties of universities today, Atılım University has determined its mission to be “To create high-performance areas in the production and application of scientific knowledge within the understanding of social sensitivity and sustainability, and to train qualified individuals equipped at national and universal levels” (OD2). As indicated in the Social Contribution Policy, “The Atılım University social contribution policy is shaped with the understanding to strive and act in harmony with the changing and developing dynamic structure of society, especially in ecology, health, rights awareness, social responsibility, technological development, and entrepreneurship; as we play an active role in this development process” (OD2). In this context, many initiatives are being taken to evaluate and implement social contribution rules, principles and indicators throughout the university.

Our students have a major role in our social contribution activities. An example would be the case where our students worked at Healthy Life Centers on certain days and weeks such as April 23 National Sovereignty and Children's Day, May 19 Commemoration of Atatürk, Youth and Sports Day, and the World Down Syndrome Day; to raise awareness, within the scope of the Department of Child Development course coded and titled CHL 302 Infancy and Early Childhood Practices. Throughout the process, they identified common problems of families visiting the institution, developed and suggested solutions [1_OD3].

For the course titled Volunteering Studies, our students participate in volunteer activities in many NGOs, associations, and foundations every semester. (OD3) [2_OD3].

The Atılım University Social Contribution Policy is structured to be in coordination with the United Nations Sustainable Development Goals (OD2), and an effective social contribution performance is presented in line with these goals.

End Poverty and Starvation

In cooperation with the Alumni Association and with the support of local tradesmen, Atılım University undertook a significant social responsibility project for primary school students affected by the earthquake. Within this scope, approximately 1000 earthquake victim students were provided with shoes, and other contributions for their basic needs (OD3).

Atılım University also provided sports and classroom materials to Gölbaşı Topaklı Primary School, within the scope of our volunteer work. (OD3)

Health and Quality living

Atılım University Department of Textile and Fashion Design signed a cooperation protocol with the Foundation for Children with Leukemia [3_OD2]; nearly a hundred gift boxes were prepared by our students, and a visit to LÖSEV was made within the scope of the protocol (OD3); Based on the information obtained and the requirements observed during the visit, a total of 6 children's clothing items were made by our students to be donated to LÖSEV within the scope of the course MTT355 Children's Clothing Design, opened in the Spring Semester of 2023-24. These items were delivered to the authorities and measures were taken in line with the requirements. [4_OD4].

Our faculty members from the Schools of Medicine and Health Sciences have participated in programs and academic activities on various topics such as free provision of HPV vaccination [5_OD3], Venous Thromboembolism in Orthopedic Patients, and Evidence-Based Nursing Care (OD3).

The School of Medicine organized the Atılım in Surgery Congress; with 270 students from 10 universities participating in the event (OD3). The School of Health Sciences also organized the Panel “A Drop of Life: Water and the Future in Health” (OD3), and made social contributions in many areas regarding health and quality of life.

Quality Education

In addition to the quality education we provide to our students, Atılım University also contributes to external stakeholders in terms of quality education through social contribution activities. In this regard, we are active in terms of activities and efforts relating to Combating Addiction activities and efforts (OD3).

Atılım University hosted the “2024 Kuzeyboru Spaghetti Bridge Competition”, organized in collaboration with Kuzeyboru; providing an innovative and practical experience that allowed engineering students to develop their design, analysis and production skills [6_OD2], (OD3).

With the contributions of the Department of Child Development of the School of Health Sciences, the event “Growing Together and Becoming Stronger: Intergenerational Interaction, Addictions, Bullying” was organized, aiming to increase the interaction between generations and contribute to the reduction of bullying [7_OD3].

Clean Water and Sanitation

Atılım University operates in many areas such as domestic use of clean water, water cleanliness awareness of primary school students, and awareness-raising activities for the use of clean water in public areas. [8_OD3]. The School of Business also organized the event titled New Horizons for Sustainable Water: Sea Water Treatment (OD3); and the Ankara Province Drinking Water Supply Seminar was organized by ARGEDA-TTO within the scope of the 2054 Projected Master Plan Studies on Climate Change and Water Management (OD3) (OD3).

Accessible and Clean Energy

The event titled LEED Certification Process for Energy Efficient Buildings (OD3) was organized by the Architecture Club; the Panel on Water Resources Recovery and Sustainable Energy Production (OD3) was organized by ARGEDA-TTO; and the event titled Energy Sector in Türkiye (OD3) was organized by the Directorate of Cultural and Social Affairs to play an active role in this regard, as well as other sustainable development goals.

Responsible Production and Consumption

Atılım University has earned a zero waste certificate (OD2); waste management monitoring is executed through hazardous and non-hazardous waste collection areas established within the campus (OD3), and improvements are reported every year. [9_OD4].

Atılım University plays an active role in raising the awareness of our external stakeholders, just as we prioritize responsible production and consumption on campus. Assoc. Prof. Dr. S. Egemen Nadasbaş, Head of Department of Textile and Fashion Design, talked about the consequences of waste production in the textile sector and how the situation may fundamentally change consumer behavior in the context of sustainability in the panel “The Other Side of Fashion”. [10_OD3].

Climate Action

At Atılım University, different events are organized to raise awareness in all segments of society about climate action. One of these is the Climate Change Water Resources Seminar (OD3) organized by the School of Engineering, and the other is the Atılım Kids Club visit. Atılım Kids Club students visited the greenhouses with the Directorate of Environmental Planning; seedlings were explained to the students; and we planted flowers together (OD3). In addition, an “Ecological Garden” was created in the Atılım Kids Club garden for our young students to learn about ecological agriculture and see the production stages themselves; we also informed them on watering and maintenance. (OD3)

Aquatic Life

In order to keep aquatic life alive and develop it within Atılım University, landscaping efforts and activities are undertaken by the Directorate of Environmental Planning (OD3).

There are also processes to monitor, evaluate and improve social contribution performance, and with the establishment of the Directorate of Social Contribution here, a monitoring and improvement model was designed through the Directorate and the Social Contribution Commission; the designed model was finalized through the business process and announced on our official website. (OD2) The adopted performance monitoring and improvement model was operated with the data collection call made in the middle of 2024; and the working model of the Directorate and the Commission with the academic and administrative units of the University was implemented in line with institutional preferences [11_OD3].

The data collected in June 2024 was examined and monitored by the Directorate and the Commission; feedback was provided to the relevant academic and administrative units as a precaution related to the functionality of the social contribution governance model, and the missing data was updated. [12_OD4]. The same cycle was operated in January 2025, for the data on the second half of 2024. [13_OD3], [14_OD4].

Since certain deficiencies were determined in the monitoring and improvement mechanisms in the activities by our academic and administrative units in the governance model implemented in June 2024 ([15_OD4], [16_OD4]), precautions were taken by the Social Contribution Commission with the preparation of the Social Contribution Feedback Form which was then posted on the University web page. (OD4)

Atılım University is in effective communication and cooperation with external stakeholders as well as internal stakeholders in the processes of social contribution activities. One leg of this process is the feedback forms shared annually with external stakeholders. The form that was implemented for the year 2023, and the 2024 Atılım University Social Contribution External Stakeholder Opinion Suggestion Form were discussed in the Social Contribution Commission, and necessary improvements were made. [17_OD4]. At the end of 2024, the Atılım University Social Contribution External Stakeholder Opinion Suggestion Form was made available to our external stakeholders with its updates. [18_OD4].

In the university social contribution seminars, successful examples of social contribution performance were examined; information was provided on areas open to improvement. In this process, in addition to standard practices and legislation, a guide was developed in line with the needs of the institution and shared on the drive link where the social contribution data was collected throughout the University; seminar records, general information on the conceptual framework and detailed information on the organizational structure were also added (OD2).

Level of Completion: Social contribution performance of the institution is monitored and improved through evaluations with relevant stakeholders. (OD4)

Evidence:

- [1](3)D.2.1. SHM.docx
- [2](3)D.2.1.gonulluluk.docx
- [3](2)D.2.1.LOSEV_protokol.jpg
- 4D.2.1.LOSEV_kiyafet_ders.jpg
- [5](3)D.2.1.HPV.jpg
- [6](2)D.2.1. sartname.png
- [7](3)D.2.1. zorbalik.docx
- [8](3)D.2.1.temiz_su. docx
- [9](4)D.2.1. atik_veri. docx
- [10](3)D.2.1.modanin_diger_yuzu. docx
- [11](3)D.2.1.cagri_1.jpg
- [12](4)D.2.1.cagri_geri_bildirim. docx
- [13](3)D.2.1.cagri_2.png
- [14](4)D.2.1.izleme_3.png
- [15](4)D.2.1.izleme_1. docx
- [16](4)D.2.1.izleme_2. docx
- [17](4)D.2.1.toplanti_notu.docx
- [18](4)D.2.1.anket_2024.pdf

RESULTS AND EVALUATIONS

Atılım University has a comprehensive quality assurance system that takes into account stakeholder feedback, changes in ecosystem dynamics, and mission-vision-based change, and the processes related to this system are clearly defined. A business model is in place where the top management actively participates in the efforts and performs a function aimed at providing support.

Evaluations relating to the external THEQC evaluation studies initiated in the Academic Year of 2016-2017 at Atılım University, the “follow-up evaluation” studies of 2020, and finally, the “institutional accreditation program evaluation” of 2021 are detailed in the [2021 Institutional Internal Evaluation Report \(page 73/75\)](#).

With the “IAP - Institutional Accreditation Program” initiated at Atılım University in the year 2021, Atılım University exercised active participation in the programs organized by THEQC in line with our approach of sustainable and continuous improvement. [In their official letter dated 27.05.2022 numbered 36374](#), THEQC notified Atılım University that we have been granted a full accreditation for 5 years, as a result of their Institutional Accreditation Program evaluations of 2022. Thus, Atılım University is regarded to set an example in terms of our structure where we continuously question our level of institutional maturity, a structure allowing us to monitor our performance in an internalized way in line with our policies, and one with solidified self-evaluation mechanisms.

Evaluations regarding the strengths and weaknesses of Atılım University identified within the scope of the Institutional Accreditation Program detailed above are included in detail in the [2022 Institutional Internal Evaluation Report \(pages 27-29\)](#).

The IAP Result report by THEQC was reviewed and analyzed at an institutional level; with suggested actions separated into categories with respect to their types (Organization and Business Model, Analysis and Reporting, Shareholder Experience, Process Improvement), and prioritized with respect to their criteria points. Some of the practices regarding these mechanisms are available in the [2022 Institutional Internal Evaluation Report \(page 29\)](#).

Various improvement/ development studies concerning the processes of the University were undertaken in 2024, and these studies were shared with all internal stakeholders by the President as the [Activity Summary for the Academic Year of 2023-2024](#).

The University analyzed the data within the scope of the “IAP - Accreditation Result Report” by THEQC within the scope of the Institutional Accreditation Program, evaluated it in the quality commission meetings held and prepared an “[action plan](#)” for the areas identified to be open to improvement. Within the scope of the prepared action plan, elements such as areas that need improvement, the function responsible for improvement, the start/ end dates of the proposed action, and its association with the IIER titles were examined. On 30.09-01.10-2024, the THEQC Interim Evaluation Team paid a field visit to Atılım University.