

INSTITUTIONAL INTERNAL EVALUATION REPORT

ATILIM UNIVERSITY

2025

ABSTRACT

Atılım University structures the preparation and implementation processes of its Institutional Internal Evaluation Report (IIER) as an integral part of its quality assurance system; it conducts this process systematically and sustainably based on the Plan - Do - Check - Act (PDCA) cycle. The studies for the IIER 2025 were also approached within the same framework; a holistic self-assessment model was applied in line with institutional experience, previous evaluation outcomes, and current guidelines. Regardless of any official request from the Turkish Higher Education Quality Council (THEQC), and in accordance with a previously defined and announced timetable, the preparatory work for the IIER was officially announced on February 19, 2026, via an internal correspondence document titled “[2025 Kurum İc Değerlendirme Komisyonu.pdf](#)”. At the initial meeting held on February 9, 2026, and based on the preparatory activities that had been initiated previously, the IIER commission members were provided with the following:

- Comprehensive and example-based [training sessions](#) were held between February 9 and February 13, 2026 on the content, scope, maturity levels, and integration model of the Institutional Internal Evaluation Report (IIER) with the PDCA cycle, as outlined in the latest version of the IIER writing guidelines.
- A comprehensive explanation was provided regarding the feedback and guidance received from THEQC concerning the 2024 [interim evaluation report](#).
- THEQC provided information regarding the requirements for the renewed work planned to ensure the continuity of the institutional accreditation process, set to end on May 27, 2027, within the scope of the “Institutional Accreditation Program”, and the importance of these studies in terms of quality assurance.

During the planning phase, sub- and cross-study groups were formed for the main headings (Leadership, Governance and Quality; Education; Research and Development; Social Contribution), and the preparation process for the IIER was pre-planned in line with the institutional calendar; with tasks, authorities, and responsibilities clearly defined. The scope, methodology, and expectations were determined based on the current IIER guidelines published by THEQC; the reports and accreditation feedback for the previous year were analyzed to identify areas for improvement. Within this context, at the initial meeting held on February 9, 2025, the content and scope of the previous IIER were evaluated, and feedback regarding the 2024 interim evaluation results was provided.

During the implementation phase, data collection, evidence documentation, performance indicator analysis, and unit-based activity reports were performed through designated study groups. Active participation of all relevant academic and administrative units was ensured through online meetings where the aim was to integrate the quality assurance system into the institutional workflow, rather than simply reducing it to report generation. In this process, the current state of institutional practices was determined through policy documents, strategic plan objectives, performance indicators, process improvement and development, stakeholder feedback, and the PDCA cycle.

During the review phase, the collected data were analyzed according to the criteria specified in the IIER guidelines; maturity levels were matched with evidence, and the consistency and effectiveness of improvement activities were evaluated. Comparative analyses were conducted with internal stakeholder opinions and previous external evaluation findings; strengths and areas for improvement were systematically identified. These evaluations are presented in the relevant sections of the report with an evidence-based and holistic approach.

In the action phase, improvement plans were created for the identified areas for development; and the responsible units were defined. In line with the concept of continuous improvement, policy and process updates have been planned; and steps have been determined to strengthen performance monitoring and feedback mechanisms. Thus, the IIER is positioned not merely as a report describing the current situation, but as a dynamic management tool that supports organizational learning and the internalization of a quality culture at the organizational level.

Atilım University has structured its evaluation processes in a systematic, participatory, and evidence-based manner with a quality assurance approach based on the PDCA cycle; and has completed the studies for the IIER 2025 with an institutional quality approach that embraces these efforts at the academic and administrative levels in line with its goal of sustainable development and institutional maturity.

INSTITUTION INFORMATION

Contact Information

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Holding a public legal personality, Atilım University is a foundation higher education institution established by the Atilım Foundation in accordance with Higher Education Law no. 2547, 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) Atilım University was initially 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 Atilım University Presidency. (Article 40, Additional Provisions of the Law no. 2809 on the Organization of Higher Education Institutions) Educational activities began at Atilım 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 current [history](#) of Atilım University is presented chronologically. The Atilım University [institutional handbook](#) systematically documents its corporate identity, academic and administrative structure, education processes, program

diversity, infrastructure and student support services, and other components, and provides reference information for relevant stakeholders within the scope of the internal and external quality assurance efforts by the institution, offering holistic and evidence-based information about our mission, vision, strategic goals, and current resources.

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.”

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 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.”

The [core aim and objectives](#) of Atılım University are to realize the idea of “a university that offers quality education, creates science and technology, conducts studies, brightens and contributes to the future of Türkiye through its students.”

Units Undertaking Educational Services

Educational activities at Atılım University are conducted through structured [academic units](#) at the graduate, undergraduate, and associate degree levels. The academic structure of the University consists of the following: Schools of Arts and Sciences; Fine Arts, Design and Architecture; Law; Business; Engineering; Health Sciences; and Medicine; all of which offer undergraduate degree education. Graduate degree education activities are undertaken within the Graduate Schools of Natural and Applied Sciences; Social Sciences; and Health Sciences; and associate degree programs are executed by the Vocational School, and the Vocational School of Health Services. Other educational activities are executed by the School of Civil Aviation and the School of Foreign Languages. Academic units plan, implement, monitor, and continuously improve their education processes in accordance with the [legislation](#) and the strategic objectives of the University, making necessary updates in line with a continuous improvement approach.

Units Undertaking Research Activities

At Atılım University, the institutional infrastructure where research activities are conducted is organized within a holistic structure to develop and ensure the sustainability of the capacity for research. In this context, the research ecosystem is structured to include the application and research centers operating within the university, research laboratories, the [Directorate of ARGEDA Technology Transfer Office](#), and departmental and program laboratories established within the schools.

Units Undertaking Research Activities

The [organizational structure](#) of Atılım University is designed to define the roles, authorities, and responsibilities between academic and administrative units.

A. LEADERSHIP, GOVERNANCE, AND QUALITY

1. Leadership and Quality

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 ([OD4](#)).

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 improved and updated in line with current requirements (1_OD4). For example, the Directorate of Corporate Development and Planning and the Coordination Office of Strategy and Business Development were merged to form the [Coordination Office of Corporate Planning and Data Management](#), which has been active since March 20, 2025. The Directorate of Inventory and Fixtures, which was previously under the Directorate of Financial Affairs and Budget, has been incorporated into the Directorate of Purchasing.

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.

The details on the Interim Evaluation for the Atılım University Institutional Accreditation Program are available in the [2024 Institutional Internal Evaluation Report \(see page 4/44\)](#). Having been granted a 5-year full accreditation in May 2022 within the scope of the Institutional Accreditation Program by the Turkish Higher Education Quality Council (THEQC); our university was included in the 2024 Interim Evaluation Program which has ended in their decision to continue our full accreditation ([OD4](#)).

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

Evidence

- [\[1\]\(4\)A.1.1-Kurumsal Planlama ve Veri Yonetimi Koordinatorlugu.pdf](#)
- [\[2\]\(4\)A.1.1 - Demirbas ve Ayniyat Mudurlugunun Satinalma Direktorigune Baglanmasi.pdf](#)

2. Leadership

The President regards Atılım 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 development cycles within the university that have been closed through the method described above, including the President's approach to processes. An example is provided in the file (Rektor'un_Surec_Yonetimi_Ornek 2.pdf) (4_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 (5_OD4) ([OD4](#)).

As the Chairperson of the [Atılım University Quality Commission](#), the President monitors and undertakes the affairs of the commission. The Quality Commission, which includes school representatives and a student representative, aims to disseminate quality processes and culture. 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 Research](#) and the [Vice Presidency for Academic Affairs](#), within the framework of the determined distribution of duties.

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](#)
- [\[4\]\(4\)A.1.2-Rektor'un Surec Yonetimi Ornek2.pdf](#)
- [\[5\]\(4\)A.1.2-UAK-Rapor-MH-2025.pdf](#)

3. Corporate transformation capacity

The President's Process Management approach, detailed in Section A.1.2., includes a structure that considers 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).

Atılım University Quality Forms have been created and made available on [Moodle](#) as Process Improvement Development Request Form, PDCA Form, Meeting Minutes Form, Stakeholder Feedback Form, SWOT and PESTLE Analysis Form (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. Our university continues its continuous improvement/development efforts by designing new minor programs with an approach that considers the changes in ecosystem dynamics and the current needs of our students (OD4)(3_OD4). The Minor Program in Artificial Intelligence for the major program students at our School of Engineering, and the Department of Mathematics will be implemented starting from the Academic Year of 2025-2026. The Minor Programs in Design Management and Entrepreneurship and in Medical Translation will be implemented starting from the Spring Semester of 2025-2026, whereas the Minor Program in Virtual and Augmented Reality Technologies will be implemented starting from the Fall Semester of 2026-2027.

With the approach that artificial intelligence has the potential to affect our

education, research and development activities, as it does in other areas of life, and that determining ethical values in the integration of artificial intelligence into higher education processes is extremely important, the “Atılım University Artificial Intelligence Policy” has been created to outline the basic framework for the use of artificial intelligence tools in the education, research and development activities of Atılım University ([OD2](#)).

Evidence

- [\[1\]\(4\)A.1.3-Rektor'un Surec Yonetimi Ornek3.pdf](#)
- [\[2\]\(4\)A.1.3-Kalite Formlari.png](#)
- [\[3\]\(4\)A.1.3-04-06-25 Iyilestirme Gelistirme \(Yapay zeka yan dal programi\).pdf](#)

4.Internal quality assurance mechanisms

Atılım 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 Atılım 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](#)).

To effectively manage quality assurance processes and ensure continuous improvement, Atılım University Quality Forms have been created with the aim of continuous improvement through sustainable PDCA cycles within the scope of analyzing, improving, monitoring, and developing existing processes. Our Process Improvement Development Request Form, PDCA Form, Meeting Minutes Form, Stakeholder Feedback Form, and SWOT and PESTLE Analysis Form are available on [Moodle](#) (1_OD4). In addition, all forms in use within our university units are stored in Moodle (2_OD4). At Atılım University, student feedback is generally received through four different methods/ sources. 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](#)).

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 initiated from the Koru metro station to the campus (3_OD4) (4_OD4). In addition, student residential maps were created based on neighborhoods, and transportation options to the campus were revised and improved (5_OD4). In line with student requests, a new shuttle line was implemented from Eryaman Metromall to the campus (6_OD4). Following new requests, a student shuttle service was introduced from the campus to Eryaman Metromall (7_OD4).

In our university, physical space usage data was previously collected by the units

through manual tables, and the consolidation process was executed by the Directorate of Construction. However, there were operational difficulties such as data format differences, calculation inconsistencies, and the consolidation period. Improvements have been made in this regard, and a digital and integrated data management system has been designed in coordination with the Directorate of Construction and the Coordination Office of Corporate Planning and Data Management by 2025 (8_OD3).

Level of Maturity: Internal quality assurance system mechanisms are monitored and improved in collaboration with relevant stakeholders.

Evidence

- [\[1\]\(4\)A.1.4-Kalite Formlari.png](#)
- [\[2\]\(4\)A.1.4-Akademik Idari Kalite Form Sayfasi.png](#)
- [\[3\]\(4\)A.1.4-Duyuru E-posta ring.pdf](#)
- [\[4\]\(4\)A.1.4-Screenshot Messages ring.jpg](#)
- [\[5\]\(4\)A.1.4-Surec Iyilestirme ve Gelistirme.pdf](#)
- [\[6\]\(4\)A.1.4-Ogrenci Ring Servisi.png](#)
- [\[7\]\(4\)A.1.4-Yeni Ring Hatti.png](#)
- [\[8\]\(3\)A.1.4-Birim Veri Giris Formu Ana Ekran.png](#)

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 to contribute to the evaluation and conclusion of the applications made 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 on our 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 2025, over 6700 requests conveyed via 17 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 2025,

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, and YouTube accounts managed by the [Directorate of Corporate Communications and Promotion](#), the individual accounts of various academic and administrative units are followed by an increasing number of people each year. With these accounts, we inform our students, employees, graduates, external shareholders, and the 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). The 2025-2029 Strategic Plan is available to the public via our official website ([OD3](#)).

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

Evidence

- [\[1\]\(3\)A.1.5-2025 yılı Arsiv ve Belge Yonetim Koordinatorlugu Faaliyet Raporu.pdf](#)
- [\[2\]\(3\)A.1.5-2025 yılı Cumhurbaskanligi Arsiv Hizmetleri Faaliyet Raporu.pdf](#)
- [\[3\]\(3\)A.1.5-Stratejik Plan 2025-2029 Paydas Gorusu.pdf](#)

2. Mission and Strategic Objectives

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 Policies on Research, Education, Quality, Social Contribution, Internationalization, Energy Efficiency and Energy Management; Equality, Diversity and Inclusion; Waste Disposal and Management, Water Conservation and Management, Environment, Leadership and Governance, Information Security, Human Resources, Sustainable Procurement, Sustainability & Climate Action, Anti-Discrimination and Harassment, Sustainable Investment, and Anti-Fraud, Bribery, Corruption and Organized Crime were prepared in line with the Atılım University [mission and vision](#), and [our policies](#), most of which are new, as well as the updated [Directive on Quality Assurance](#) are made accessible to internal and external stakeholders through our website. A quality assurance system has been established at Atılım University that views the university as a system composed of subsystems/components, influenced by both external and

internal dynamics/developments/views, and that takes this perspective into account in process management, ensuring the security of this system structure (OD4).

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 2025-2029 Strategic Plan (OD4). With the approach that artificial intelligence has the potential to affect our education, research and development activities, as it does in other areas of life, and that determining ethical values in the integration of artificial intelligence into higher education processes is extremely important, the “Atılım University Artificial Intelligence Policy” was created to outline the basic framework for the use of artificial intelligence tools in the education, research and development activities of Atılım University (OD2). The Minor Program in Artificial Intelligence has been in place since the Academic Year of 2025-2026. (OD4).

2.Strategic goals and objectives

On 03.04.2024, the initial meeting for the Atılım University 2025-2029 Strategic Plan was held with all academic and administrative unit managers (OD4). During the strategic plan preparation process, sub-study committees consisting of university stakeholders were established. The groups continue their operations in five sub-areas (Education, Research and Development, Social Contribution, Corporate Sustainability, Digital Transformation) (1_OD4). Coordination was provided by the Directorate of Corporate Development and Planning under the Presidency. The first version of the strategic plan was submitted for stakeholder 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 2025-2029 Strategic Plan is currently being created.

Within the scope of the [Atılım University 2025-2029 Strategic Plan](#); Education, Research and Development, Social Contribution, Corporate Sustainability, and Digital Transformation have been identified as strategic priority areas. In this regard, an integrated approach has been put forward with a total of 20 objectives, 35 targets, 119 performance indicators and the responsible/cooperating unit, annual action planning and elements of prioritization for each strategic priority area.

[The “2025 Evaluation Report” for the Atılım University Strategic Plan 2025-2029](#) is available on our website (OD4). Within the scope of the “Sustainability in Terms of Environment and Campus Life” sub-heading under the main heading of “Corporate Sustainability” in the Strategic Plan 2025-2029, the “Sustainable Campus Commission” was established in 2025 (5_OD3). In line with the sub-heading “Expansion of interdisciplinary and research-oriented educational activities” under the main heading of “Education” in the Strategic Plan 2025-2029, the Minor Program in Artificial Intelligence has been implemented since the Academic Year of 2025-2026 (OD4).

Level of Maturity: The institution monitors the strategic plan it has implemented and evaluates it with relevant stakeholders, which is then reflected in our projections.

Evidence

- [\[1\]\(4\)A.2.2-Stratejik Plan 2025-2029 Calismalari.pdf](#)
- [\[2\]\(4\)A.2.2-Stratejik Plan 2025-2029 Paydas Gorusu.png](#)
- [\[3\]\(4\)A.2.2-Stratejik Plan 2025-2029 Paydas Gorusu mezun.png](#)
- [\[4\]\(4\)A.2.2-Atılım Universitesi 2025-2029 Stratejik Planı V.1.0 Paydas Gorus Oneri ve Degerlendirmeleri.xlsx](#)
- [\[5\]\(3\)A.2.2-Surdurulebilir Kampus Komisyonu.pdf](#)

3. Performance management

In line with the vision, goals and strategic plan of the University, the Faculty 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, considering 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 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 2025 targets submitted to the Presidency by our Schools has been evaluated and the evaluation results have been shared with the Schools. The report evaluates the level of achievement of the targets determined by the Presidency for each School and includes notes specific to the Schools (2_OD5). Through the FAPS, which is unique to our university, systematic, sustainable and exemplary, the functionality of performance indicators is monitored and improvements based on the results are clearly observed. Significant increases have occurred in the relevant performance indicators of the University with the performance targets included in the FAPS application (4_OD5). 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 (OD5) (3_OD5). After the end of the calendar year, the extent to which the key objectives outlined in the Strategic Plan have been achieved is analyzed and shared in a report (OD5).

Evidence

- [\[1\]\(5\)A.2.3-Fakulte Performans Degerlendirme Sistemi.pdf](#)
- [\[2\]\(5\)A.2.3-Fakulte Performans Degerlendirme Sonuclari.png](#)
- [\[3\]\(5\)A.2.3-Stratejik Plan Takip Ekrani.png](#)
- [\[4\]\(5\)A.2.3-FAPS Performans artis.pdf](#)

3. Management Systems

1. Information management system

Atilim University adopts an integrated “evidence-based management” approach focused on technology and processes, placing knowledge management at the heart of its corporate strategy. With a 2025 perspective, our university is resolutely pursuing a policy of building a sustainable digital ecosystem that prioritizes stakeholder participation and supports data-driven decision-making mechanisms in order to maximize academic and administrative efficiency. The [Directorate of Information and Communication Technologies \(B&IT\)](#) is responsible for planning, establishing, and managing our technological infrastructure, playing a strategic role in software development, data security, and system continuity. Accordingly, our university ensures managerial transparency and operational excellence in line with quality assurance standards through a comprehensive set of integrated systems developed using its own resources.

The year 2025 was designated as a year of comprehensive transformation for our IT infrastructure in line with our “System Continuity” strategy. The activities undertaken with an approach that minimizes our operational risks are presented thematically below:

- **Network and Communication:** As part of the institutional expansion plans, the Guest House network infrastructure has been established, and 802.1x migration work has been completed in accordance with cybersecurity protocols. The WiFi infrastructure in the School of Engineering and the School of Fine Arts, Design and Architecture buildings has been strengthened in terms of coverage and speed, and WiFi equipment in the administrative building and the School of Law has been renewed. The IP phone migration project at the Library has been successfully completed.

- **System and Server Management:** As part of DevOps activities, the use of Bitnami images was abandoned to increase system flexibility, and customized enterprise structures were adopted. The Nexus service, which plays a critical role in continuous integration and deployment (CI/CD) processes, was updated (27_OD4). Operating systems were modernized with MinIO object storage services (29_OD4); failover installations for DNS and DHCP services were completed, ensuring system redundancy and business continuity.

- **Monitoring and Support:** Zabbix (28_OD3), TimescaleDB, and Ansible installations were carried out to increase real-time monitoring of system performance and proactive intervention capabilities. To improve the efficiency of the “Stakeholder Feedback Loop” in software development processes, a full transition to Kanban and Agile methodologies was achieved via YouTrack

(30_OD4). Jobe Server installation to support the Moodle infrastructure has been completed.

- **Physical Infrastructure and Security:**

Despite physical constraints such as the necessity of moving the side wall of the School of Medicine 3-4 meters inwards, the critical fiber infrastructure was successfully moved without any interruptions. Network equipment and cabling checks have been completed and commissioned at the School of Medicine, and active equipment installations have been performed for the new Simulator Laboratory. In addition, technical infrastructure support for security IP cameras throughout the campus has been maintained without interruption.

Our university is currently transitioning from the ATACS platform to the UNACS ERP system, which offers a more modern and scalable architecture, as a “Strategic Risk Management” success. Built on a microservice architecture, using current technologies such as .NET 10 and Vue 3, and an on-premises cloud architecture, UNACS aims to maximize corporate efficiency from a “process-oriented” perspective.

- **Academic Personnel Appointment and Promotion Processes:** Within the scope of the digitalization of human resources management, the Academic Pre-Application module has been activated (1_OD3). Through this module, candidates' CV data (2_OD3) and qualitative performance indicators such as their SCI-E/SSCI indexed publication achievements are systematically tracked for academic positions such as Assistant Professor (3_OD3).

- **Student Life Cycle and Transfer Transactions:** The processes of making candidate applications, listing, approval, and rejection through internal and inter-institutional transfer modules have been made transparent (23_OD3) (24_OD3) (25_OD3). In student services, focusing on “process improvement”; the creation of registration suspension requests (14_OD3), approval mechanisms (15_OD3), and semester reporting processes have been automated (16_OD3). In addition, military service status inquiry and deferment processes are successfully operated within the scope of integration with public institutions (7_OD4), (8_OD4). Vehicle Sticker sales module infrastructure improvements have been completed (6_OD4). A module was developed that allows students to obtain more than 10 printed documents such as Discipline, Intra-Institutional Transfer, Graduation, Additional Article, and Language of Instruction documents online using QR codes (18_OD3) (19_OD3) (20_OD3). The Honor-High Honor Student report was also prepared, and the reporting was standardized (21_OD3).

- **Administrative Reporting and the Bologna Process:** Reporting (4_OD3), (5_OD3), which are audit elements to support accreditation processes, may be done in real time. The Bologna Information Package module has been created to increase academic transparency (9_OD3) (10_OD3) (11_OD3).

- **Financial and Asset Management:** Undergraduate tuition fees are managed flexibly with respect to schools/ departments, year of entry, and semester criteria (12_OD3). The Asset Management module (13_OD3), developed to protect institutional inventory, enables personnel to track fixed assets and to record fixed assets provided to students in relation to staff relationships. Online

control of student and staff inventory has been ensured for the disengagement processes. A system has been developed for our staff to access their own pay slips online for the past 5 years.

In the area of data security and integration with external systems, central identity management, data integration with national systems, and regular cybersecurity practices have been implemented to ensure that corporate information systems operate securely, seamlessly, and in an integrated manner.

- **Central Identity Management and Access:** SSO (Single Sign-On) and SLO (Single Logout) processes have been optimized; secure login options with activation codes (OTP verification) have been provided for prospective and guest users (17_OD4).
- **YÖKSİS Integration:** With the Higher Education Information System, data transfer processes are executed seamlessly; inconsistencies in the data are detected and corrected instantly with our error management screens (22_OD4).
- **Certified Technical Success (MATLAB/FIGES):** Atilım University staff and students were awarded the “Integration Success Certificate” by MathWorks/FİGES because of the successful integration process in the MATLAB Campus License model (26_OD3). This certificate proves that our technical competence has been recognized by international industry leaders.
- **Cybersecurity:** Periodic penetration tests (31_OD3) are conducted to protect corporate data, and emergency action plans are implemented based on the findings.

Our information management system is planned in line with corporate strategic objectives and operates within an integrated structure that supports all academic and administrative processes. As part of system development efforts, information systems are integrated into corporate processes through the development of UNACS/ATACS modules, the implementation of DevOps processes, and the creation of redundancy and maintenance mechanisms. System performance is regularly monitored through analysis and testing processes and monitoring tools (Zabbix, Prometheus, Grafana); evaluations are made in line with agile software metrics, penetration tests, and user feedback. Improvement efforts are carried out within the software lifecycle based on the monitoring data obtained. In this context, the information management system is effectively used throughout the organization as a structure that is regularly monitored, evaluated, and systematically improved according to the results obtained (32_OD4).

- **Business Intelligence Platform Usage:**

To operate data-driven decision-making processes, a mechanism was established to enable the digital monitoring of performance indicators. To track the performance and activity indicators of our university, the [Coordination Office of Corporate Planning and Data Management](#) made process improvements in the Power BI environment. (33_OD4) [34_OD4].

Level of Maturity: An integrated information management system is operated throughout the institution to support core processes (education and training, research and development, community service, quality assurance).

Evidence

- [\[1\]\(3\)A.3.1-Akademik On Basvuru Modulu1.png](#)
- [\[2\]\(3\)A.3.1-Akademik On Basvuru Modulu2.png](#)
- [\[3\]\(3\)A.3.1-Akademik On Basvuru Modulu3.png](#)
- [\[4\]\(3\)A.3.1-Akreditasyon Raporlari1.png](#)
- [\[5\]\(3\)A.3.1-Akreditasyon Raporlari2.png](#)
- [\[6\]\(4\)A.3.1-Arac Sticker Park Sistemi.png](#)
- [\[7\]\(4\)A.3.1-Askerlik Entegrasyonu1.png](#)
- [\[8\]\(4\)A.3.1-Askerlik Entegrasyonu2.png](#)
- [\[9\]\(3\)A.3.1-Bologna Modulu1.png](#)
- [\[10\]\(3\)A.3.1-Bologna Modulu2.png](#)
- [\[11\]\(3\)A.3.1-Bologna Modulu3.png](#)
- [\[12\]\(3\)A.3.1-Fakulte Bolum Bazli Ucret Cesitliligi Yapisi.png](#)
- [\[13\]\(3\)A.3.1-Inventory \(Zimmet\) Modulu.png](#)
- [\[14\]\(3\)A.3.1-Kayit Dondurma Modulu1.png](#)
- [\[15\]\(3\)A.3.1-Kayit Dondurma Modulu2.png](#)
- [\[16\]\(3\)A.3.1-Kayit Dondurma Modulu3.png](#)
- [\[17\]\(4\)A.3.1-Misafir Girislerine Olanak Saglayan OTP Sistemi.png](#)
- [\[18\]\(3\)A.3.1-Online Belge Yonetimi Modulu1.png](#)
- [\[19\]\(3\)A.3.1-Online Belge Yonetimi Modulu2.png](#)
- [\[20\]\(3\)A.3.1-Online Belge Yonetimi Modulu3.png](#)
- [\[21\]\(3\)A.3.1-Onur Yuksek Onur Hesaplama.png](#)
- [\[22\]\(4\)A.3.1-YOKSIS Entegrasyon Calismalari.png](#)
- [\[23\]\(3\)A.3.1-Yatay Gecis Modulu1.png](#)
- [\[24\]\(3\)A.3.1-Yatay Gecis Modulu2.png](#)
- [\[25\]\(3\)A.3.1-Yatay Gecis Modulu3.png](#)
- [\[26\]\(3\)A.3.1-Figes Entegrasyon.jpg](#)
- [\[27\]\(4\)A.3.1-Nexus.png](#)
- [\[28\]\(3\)A.3.1-Zabbix.png](#)
- [\[29\]\(4\)A.3.1-Minio.png](#)
- [\[30\]\(4\)A.3.1-Youtrack.png](#)
- [\[31\]\(3\)A.3.1-Penetrasyon Testi.png](#)
- [\[32\]\(4\)A.3.1-PUKO Universite Bilgi Yonetimi Sistemi.docx](#)
- [\[33\]\(4\)A.3.1-YOK Universite Veri Gosterge Sistemi.png](#)
- [\[34\]\(4\)A.3.1-YOK Faaliyet Takip Sistemi.png](#)

2. Human resources management

The [Directorate of Human Resources](#) manages all administrative human resource processes at Atılım University in line with the mission, vision, core values, and strategic plans of the University, within the framework of sustainability, corporate governance, and continuous improvement principles. Human resources management is positioned as a holistic management area that is not limited to personnel processes; it contributes strategically to achieving corporate goals and

is addressed within a planning, implementation, monitoring, and development cycle. In line with this strategic approach, human resources processes are addressed within an integrated structure encompassing planning, talent acquisition, onboarding, development, and employee experience.

Administrative human resource planning is carried out considering organizational needs analyses, financial resource management, and medium-term corporate goals. Job descriptions for administrative staff within the university have been created in writing, areas of responsibility have been clarified, and a competency-based structure has been established. Thus, the aim is to position human resources with the right skills in the right positions through recruitment or rotation, and to increase organizational efficiency. As of 2025, Atılım University employs: 590 full-time academic staff members, 209 part-time academic staff members, and 428 administrative staff members.

An internal award system has been established to encourage, reward, appreciate, and thank our university staff for their contributions, and at the opening ceremony of each academic year, the “Scientific Publication Awards”, “Education Awards”, “Academic Promotion Awards”, “20th and 10th Year of Service Awards” are presented ([OD3](#)).

The developments and activities in human resources management in 2025 are as follows:

1. Agreements are made with employment portals to announce job postings to a wider audience and to ensure a more objective search process in the recruitment process [[1_OD3](#)] [[2_OD3](#)] [[3_OD3](#)].
2. Exams and other practices are executed to measure the language and technical knowledge required for specific positions [[4_OD3](#)].
3. Professional, technical, and competency development training programs as well as informative announcements, are systematically conducted for the staff. Training requirements are determined based on surveys, feedback, and organizational requirements; the necessary programs are organized in collaboration with internal or external instructors and/ or units such as the Continuing Education Center (ATÜSEM), the Coordination Office of Distance Education and Educational Technologies, the Office of Dean of Students, the Directorate of Information and Communication Technologies, and so forth. All training activities are recorded and their traceability is ensured [[5_OD3](#)] [[6_OD3](#)] [[7_OD3](#)] [[8_OD3](#)] [[9_OD3](#)] [[10_OD3](#)] [[11_OD3](#)] [[12_OD3](#)].
4. In order to ensure the sustainability of the duties of experienced and qualified employees within the university, to support the career development of our personnel, to increase their motivation, to render the operations of our units more effective and to ensure workforce stability, re-organization studies are executed and working conditions based on rotation and/ or additional assignments are created [[13_OD3](#)].
5. To improve the language levels of the staff, inter-country staff exchange is encouraged within the framework of Erasmus agreements, and in this process, the Director of Human Resources plays an active role in the relevant commission, especially in the selection process of administrative staff [[14_OD3](#)].
6. To facilitate the access of staff to health services, discount protocols are made by the University with different health institutions. The relevant processes are

executed under the coordination of the Directorate of Human Resources and communicated to the personnel accordingly. Free vaccinations are administered periodically at our health care center. Data on the utilization of the services provided is monitored by the Directorate of Human Resources, and work continues improving processes and adopting new approaches. [15_OD3] [16_OD3] [17_OD3] [18_OD3] [19_OD3] [20_OD3] [21_OD3].

7. Activities are executed both within and outside the institution to ensure, understand and listen to the motivation of the staff [22_OD3] [23_OD3] [24_OD3].
8. Surveys and mini surveys are conducted through our online platform, the information management system ATACS, or through different digital platforms to evaluate training, increase employee commitment and motivation, and the results are shared with the senior management [25_OD3] [26_OD3].
9. Practices are introduced and corporate agreements are signed to facilitate our employees' lives and provide support for fringe benefits (our birthday leave, celebrations and gifts for births and marriages, corporate solidarity practices in case of condolences and get-well wishes, adjustment of working hours, supplementary and private health insurance agreements, etc.). [27_OD3] [28_OD3] [29_OD3] [30_OD3] [31_OD3] [32_OD3].
10. Personnel employment records are maintained, and statistical analyses are prepared periodically using various business intelligence programs and reported to senior management (number of employees (men to women ration), number of candidates contacted, education levels, age breakdowns, etc.). [33_OD3].
11. The [Directorate of Human Resources website](#) is periodically reviewed, and data is updated and shared (OD3).
12. To improve human resources processes, proposals were received from consulting firms in 2020 regarding job evaluation, wage systems, etc., job evaluation studies were conducted, levels and salaries for employed personnel were determined, and improvements were made to existing administrative positions when necessary. For the established system to proceed correctly, communication is maintained with the consulting firm, and market conditions and external factors affecting the fee are monitored [34_OD3].
13. Promotion opportunities are prioritized among our existing personnel for new positions opened by the institution and for vacant managerial positions [35_OD3].
14. Human resources processes and existing policies are reviewed at regular intervals, and improvement efforts are made [36_OD3].

Level of Maturity: Human resources management practices throughout the organization are executed in accordance with defined processes.

Evidence

- [\[1\]\(3\)A.3.2-kariyer.net uyelik sozlesmesi.pdf](#)
- [\[2\]\(3\)A.3.2-iskur ilan portali.pdf](#)
- [\[3\]\(3\)A.3.2-linkedIn ilan gonderisi.pdf](#)
- [\[4\]\(3\)A.3.2-](#)
- [yazilim gelistirme mudurlugu yazilim uzmani istihdami teknik mulak at.pdf](#)

- [\[5\]\(3\)A.3.2-isg egitimi duyurusu.pdf](#)
- [\[6\]\(3\)A.3.2-ilkyardimci sertifika yenileme egitim duyurusu.pdf](#)
- [\[7\]\(3\)A.3.2-siber guvenlik farkındalik egitimi.pdf](#)
- [\[8\]\(3\)A.3.2-senaryolu acil durum ve yangin tatbikati duyurusu.pdf](#)
- [\[9\]\(3\)A.3.2-atacs unacs raporlamalari egitim duyurusu.pdf](#)
- [\[10\]\(3\)A.3.2-saglikli iletisim ve sinir koyma egitim duyurusu.pdf](#)
- [\[11\]\(3\)A.3.2-uygulamali yapay zeka egitimi duyurusu.pdf](#)
- [\[12\]\(3\)A.3.2-kriz iletisimi ve zaman yonetimi egitim duyurusu.pdf](#)
- [\[13\]\(3\)A.3.2-gorevlendirmeye iliskin resmi yazi.pdf](#)
- [\[14\]\(3\)A.3.2-erasmus idari personel degisim resmi yazi.pdf](#)
- [\[15\]\(3\)A.3.2-grip asisi uygulama duyurusu.pdf](#)
- [\[16\]\(3\)A.3.2-check up duyurusu.pdf](#)
- [\[17\]\(3\)A.3.2-losante hastanesi anlasma duyurusu.pdf](#)
- [\[18\]\(3\)A.3.2-dunyagoz hastanesi anlasması duyurusu.pdf](#)
- [\[19\]\(3\)A.3.2-medipol universitesi dis hastanesi anlasmasi duyurusu.pdf](#)
- [\[20\]\(3\)A.3.2-denge laboratuvarı anlasmasi duyurusu.pdf](#)
- [\[21\]\(3\)A.3.2-medikalpark hastanesi anlasma duyurusu.pdf](#)
- [\[22\]\(3\)A.3.2-bayramlasma etkinligi duyurusu.pdf](#)
- [\[23\]\(3\)A.3.2-geleneksel ogle yemegi etkinligi duyurusu.pdf](#)
- [\[24\]\(3\)A.3.2-yeni yıl kokteyl duyurusu.pdf](#)
- [\[25\]\(3\)A.3.2-idari personel memnuniyet anket analizleri.pdf](#)
- [\[26\]\(3\)A.3.2-akademik personel memnuniyet anket analizleri.pdf](#)
- [\[27\]\(3\)A.3.2-grup saglik oss teminat tablosu.pdf](#)
- [\[28\]\(3\)A.3.2-grup saglik tss teminat tablosu.pdf](#)
- [\[29\]\(3\)A.3.2-dogum gunu izni duyurusu.pdf](#)
- [\[30\]\(3\)A.3.2-dogum tebrik karti.pdf](#)
- [\[31\]\(3\)A.3.2-evlilik tebrik karti.pdf](#)
- [\[32\]\(3\)A.3.2-bas sagligi mesaji.pdf](#)
- [\[33\]\(3\)A.3.2-mevcut idari personel istatistik ornegi.pdf](#)
- [\[34\]\(3\)A.3.2-](#)
- [korn ferry ucret ve yan haklar artis tahminleri raporu ocak 2025.pdf](#)
- [\[35\]\(3\)A.3.2-terfilere iliskin yeni pozisyon resmi yazi ornegi.pdf](#)
- [\[36\]\(3\)A.3.2-insan kaynaklari politikasi.pdf](#)

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, 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. 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 (OD3). All activities are planned based on 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 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).

4. Process management

At Atılım University, process management is addressed holistically within the framework of our mission, vision, strategic goals, and quality assurance system. Education, research and development, community service, and administrative support processes are considered interrelated subsystems, and these processes are managed with a continuous improvement approach based on stakeholder feedback and performance indicators. In terms of contributing to corporate processes; within the scope of the improvement studies made in the quality assurance system in 2025, the [Coordination Office of Corporate Planning and Data Management](#) updated the Process Improvement and Development Request Form and the PDCA forms, and created the Meeting Minutes Form, Stakeholder Feedback Form and SWOT Analysis Form, publishing a total of 5 forms (1_OD4).

To operate data-driven decision-making processes, a mechanism was established to enable the digital monitoring of performance indicators. To track the performance and activity indicators of our university, the [Coordination Office of Corporate Planning and Data Management](#) made process improvements in the

Power BI environment (2_OD4) (3_OD4). Process definition documents have been created for our processes under the main headings of education, research and development, administrative support, and senior management ([See: IIER 2024, p. 12](#)).

Level of Maturity: Process management mechanisms of the institution are monitored and improved through evaluations with relevant stakeholders.

Evidence

- [\[1\]\(4\)A.3.4-Kalite Formlari.png](#)
- [\[2\]\(4\)A.3.4-Fakulte Performans Sistemi Panelleri.png](#)
- [\[3\]\(4\)A.3.4-Akademisyen Senaryo Analizi.png](#)

4. Stakeholder Participation

1. Internal and external stakeholder participation

Atılım 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). Student/External Stakeholder/Sector Advisory Board meetings were organized by our schools and departments in 2025 (2_OD3). ([Department of International Trade and Logistics](#)) (OD3).

A meeting was held with universities in Ankara that were previously fully accredited by the Turkish Higher Education Quality Council (THEQC) within the scope of the Institutional Accreditation Program (IAP) to discuss the “Planned Updates to the Institutional Internal Evaluation Report (IIER) Format”. Representatives from the Atılım University Coordination Office of Corporate Planning and Data Management attended the meeting on 24.11.2025 (3_OD3).

Student participation was also ensured within the Atılım University Quality Commission, and the Commission continues to meet regularly (4_OD3)(OD3). In addition, the Atılım University Quality Club has been established with the aim of increasing the awareness of our university students on quality management, continuous improvement and excellence models, and to cultivate creative and problem-solving individuals (OD3). The first version of the 2025-2029 strategic plan was submitted to stakeholders for feedback (5_OD3)(6_OD3). Based on the feedback received, relevant updates were made to the strategic plan (7_OD4).

Evidence

- [\[1\]\(3\)A.4.1-Ogrenci memnuniyet anketi sonuclari 2025.pdf](#)
- [\[2\]\(3\)A.4.1-Ogrenci ve Sektor Danisma Kurulu Toplantilari1.pdf](#)
- [\[3\]\(3\)A.4.1-19-11-25 YOKAK KIDR Formatinda Yapilmasi Planlanan Guncellemeler.pdf](#)
- [\[4\]\(3\)A.4.1-Kalite Komisyonu 2025 Toplantı Notlari 17012025.pdf](#)
- [\[5\]\(3\)A.4.1-Stratejik Plan 2025-2029 Paydas Gorusu.png](#)

- [\[6\]\(3\)A.4.1-Stratejik Plan 2025-2029 Paydas Gorusu mezun.png](#)
- [\[7\]\(3\)A.4.1-Atılım Üniversitesi 2025-2029 Stratejik Planı V.1.0 Paydas Gorusu Oneri ve Degerlendirme.xlsx](#)
- [\[8\]\(3\)A.4.1-Ogrenci ve Sektor Danisma Kurulu Toplantilari2.pdf](#)

2.Student feedback

A total of 157 students participated in the “Turkish and International Student Workshops” program on May 5-7, 2025, 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). The satisfaction survey, conducted for the ninth time in 2025 with the participation of 1998 students, aimed to measure students' experiences regarding the academic, social, and physical environment at Atılım University. The survey included 46 questions under different headings ranging from classroom environment and course quality to campus facilities and student services, and student satisfaction was evaluated using frequency analyses with scores from 1 to 5. The issues compared with previous years were determined as an increase/ decrease in satisfaction, and areas open to improvement were analyzed and presented to the Presidency (1_OD3).

Dean - Student meetings were held within the internal quality assurance system of Atılım University, especially to increase student participation and effectiveness. 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 (4_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 2025 (See Evd. no.: 2_OD4).

With the “President in School” program, the President visits our Schools and takes students' requests and feedback (5_OD4). The feedback of our university students towards providing an environment and space for their sportive activities is also considered, and the relevant function is successfully executed by the Directorate of Sports. The activities of 2025 are included in the Directorate of Sports Activity Report (6_OD3).

Evidence

- [\[1\]\(3\)A.4.2-Ogrenci memnuniyet anketi sonuclari 2025.pdf](#)
- [\[2\]\(4\)A.4.2-Ogrenci calistay raporu 2025.pdf](#)
- [\[3\]\(4\)A.4.2-Dekan-Ogrenci toplantilari.pdf](#)
- [\[4\]\(4\)A.4.2-TIB Ogrenci Temsilcileri Toplantı Tutanaklari.pdf](#)
- [\[5\]\(4\)A.4.2-Rektor Fakultede.png](#)
- [\[6\]\(3\)A.4.2-Spor Faaliyetleri Mudurlugu 2025 Yili Faaliyet Raporu.pdf](#)

3. Management of alumni affairs

Atılım University [Alumni Communication Office](#) was established 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 can share their opinions and feedback with events such as the Alumni Fair, and the Alumni Reunion (1_OD3).

The Atılım University Alumni Communication 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 Communication 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). Our [Coordination Office of Career Planning and Cooperative Education](#) organizes [Career Days](#). Within this framework, our students and alumni meet with representatives from participating companies to receive information about the sector, job/internship opportunities, and career prospects. Career Days offer our students and our graduates the chance to take a strong step forward in their career journeys ([OD3](#)).

Evidence

- [\[1\]\(3\)A.4.3-Mezun Etkinlikleri 2025.pdf](#)

5. Internationalization

1. Management of internationalization processes

Atılım University regards “internationalization” as a strategic area to constitute the key to be “among the top 10 universities in Türkiye 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. The [Directorate of International Relations](#) was established in order to contribute more to the internationalization studies among the main strategic goals of Atılım University. The field of duty of the Directorate of International Relations is defined as “contributing to the efforts of Atılım University to increase international integration in education, research and community service”.

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](#)). In line with its vision, Atılım University constantly follows the developing global trends in higher education and devises strategies in this regard. These studies yielded successful results in national and international rankings in the year 2025 ([OD3](#)).

2. Internationalization resources

Within the scope of internationalization activities undertaken for the Fall Semester of the Academic Year of 2025-2026 by the International Student Resources Office, affiliated with the Directorate of International Relations: A total of 103 international students were registered at our University, including 68 undergraduate, 1 associate, 29 graduate and 5 doctorate degree program registrations (1_OD3). Judging from the department/ degree breakdowns of new international student registrations, our undergraduate degree programs welcomed most of our international students. Considering the country distributions of our new 103 international students, these students come from 32 different countries. The top 10 countries are: Iraq, Azerbaijan, Republic of Türkiye, Iran, Somalia, Turkmenistan, Afghanistan, Saudi Arabia, Pakistan, Djibouti (2_OD3).

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%. In accordance with the internationalization strategy of Atılım University, international student diversity is as important as the number of international students.

Salesforce, an online application platform, is used to increase efficiency, minimize the risk of errors, and ensure effective communication with candidates in the processes of receiving and evaluating international student applications, sending acceptance letters, and other related procedures. (OD3) Through the dashboards offered by the Salesforce application platform, any data such as country distributions, degree-department breakdowns, and gender distribution may be viewed and stored in a secure environment to ensure the continuity of the institutional memory. This makes it easier to evaluate performance over the years in internationalization processes. (5_OD3)

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 2025 (3_OD3). International education fairs attended in 2025 took place in the following countries: Nigeria, Senegal, Mali, Tanzania, Qatar, Algeria, Morocco, Pakistan, Azerbaijan, Uzbekistan, Indonesia, Germany, and Tunisia. Additionally, studies have been carried out to increase the satisfaction of international students and minimize dropout rates. The International Student Workshop, now an Atılım University tradition, was held on May 7, 2025, 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 (OD4) (4_OD4).

Evidence

- [\[1\]\(3\)A.5.2-2025-](#)
- [2026 Akademik Yili Guz Donemi Uluslararası Öğrenci Derece Kayıt Dağılımı.xlsx](#)

- [\[2\]\(3\)A.5.2-2025-2026 Akademik Yili Guz Donemi Ulke Kayit Dagilimi.xlsx](#)
- [\[3\]\(3\)A.5.2-Fuar Katilim Dosyalari.png](#)
- [\[4\]\(4\)A.5.2-Ogrenci calistay raporu 2025.pdf](#)
- [\[5\]\(3\)A.5.2-Salesforce Takip Sistemi.PNG](#)

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 far 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 2025, a total of 36 people participated in Erasmus + mobility programs, including 21 students in Erasmus+ Student Mobility, 6 students in Erasmus+ Internship Mobility, 4 Academic/ Administrative Staff members in Erasmus+ Staff Mobility, and 5 Academic Staff in Erasmus+ Teaching Mobility programs (1_OD3).

Each participant in an Erasmus+ mobility program is required to complete participant questionnaires containing satisfaction indicators sent to them by the European Commission at the end of their mobility. When the report results of the participants within our university were examined, it was observed that all participants in the mobility program showed full satisfaction (2_OD3). The reports of 2 participants are presented as examples. (3_OD3). In order to increase our number of international contracts in 2025, 7 new Erasmus+ contracts were made. Erasmus+ agreements have been made with the following departments: Accademia Del Lusso (Italy) for Textile and Fashion Design, Università Vanvitelli (Università degli studi della Campania Luigi Vanvitelli) for Economics, Josef Stefan International Postgraduate School (Slovenia) for Metallurgy and Materials Engineering, Universidad De Alicante (Spain) for Industrial Design, Wittenborg University of Applied Sciences (Netherlands) for Information Systems Engineering and Computer Engineering and Software Engineering; Université Toulouse III - Paul Sabatier (France) for Pilot Training, and ESAD – College of Art and Design (Portugal) for Industrial Design (4_OD3). A detailed and up-to-date list of our active international partnerships is available ([OD3](#)).

Assoc. Prof. Dr. Sacip Toker and Lecturer Dr. Kerem Ay of our School of Engineering participated in an international training program held at Luarasi University in Tirana, the capital of Albania, between March 17-21, 2025. As Atılım University, in partnership with the project titled “Enhancing the Quality of Vocational Education Through Innovation with Virtual Reality (VRinVET),” which involves universities and public institutions from Türkiye, Greece, Albania, Algeria, Poland, and Azerbaijan, and is supported by the European Commission

under the ERASMUS-EDU-2023-CB-VET call, a comprehensive program titled “Developing Educational Content with Virtual Reality (VR) Technologies” was implemented for teachers and experts working in the field of vocational education during the training period (<https://www.virtualrealityvet.com/>). The training, conducted as part of the capacity building and curriculum digitization work package for which Atılım University is responsible within the scope of the project, will be a significant achievement not only in terms of project outputs but also in terms of laying the groundwork for future academic and institutional collaborations (OD4).

As part of its internationalization activities, our University continues its efforts regarding the employment of foreign faculty members, and within this scope, 14 foreign faculty members have been employed at our University in 2025. (5_OD3) In addition, Prof. Dr. Narayanaswamy Balakrishnan, a faculty member at McMaster University (Canada), who has numerous articles in the field of statistics and its applications, more than 25 books published by international publishing houses, and serves as editor of several journals, has been assigned to the Department of Mathematics, School of Arts and Sciences of our University between 05.12.2025 and 05.12.2026 within the scope of Article 46 of Law No. 2547 (“Part-Time Assignment of Qualified Researchers of Turkish or Foreign Nationality with a Doctorate Degree in Higher Education Institutions”) (6_OD3). 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 post doctorate researcher status in 2025 (7_OD3).

Evidence

- [\[1\]\(3\)A.5.3-2025 Erasmus+Ogrenci-Akademik ve Idari Personel Verileri.docx](#)
- [\[2\]\(3\)A.5.3-Erasmus+ Katilimci Memnuniyet Anketi.docx](#)
- [\[3\]\(3\)A.5.3-Participant Reports.pdf](#)
- [\[4\]\(3\)A.5.3-2025 Yili Erasmus+ Ikili Anlasmalar.docx](#)
- [\[5\]\(3\)A.5.3-Yabancı Uyruklu Akademik Personel Listesi.xlsx](#)
- [\[6\]\(3\)A.5.3-Prof. Dr.Narayanaswamy Balakrishnan.jpg](#)
- [\[7\]\(3\)A.5.3-](#)
- [Uluslararası Arastirmaci Misafir ve Doktora Sonrasi Arastirmaci Sayisi.xlsx](#)

B. EDUCATION

1. Program Design, Evaluation, and Updates

1. Program design and approval

The design and approval of programs at our university are performed within the framework of the Directive on Quality Assurance determined by the Presidency and put into effect by a relevant Senate resolution [1_OD3]. Program objectives and learning outcomes are prepared in accordance with the Turkish Qualifications Framework and are shared through the Bologna pages of our

departments ([OD3](#)). The School of Arts and Sciences programs, specifically the Departments of Mathematics ([OD3](#)), Psychology ([OD3](#)), English Translation and Interpretation ([OD3](#)), and English Language and Literature ([OD3](#)) publish current Bologna frameworks, course objectives, outcomes, and alignment tables with national field qualifications on their respective web pages. Course content for the Department of Social Sciences Electives is available via the link ([OD3](#)). Course schedules and information packages are announced at the beginning of each semester through the department web pages and the Course and Program Office ([OD3](#)), ([OD3](#)); and may be tracked in real time by academics and students through the mobile application Atılım Schedule ([OD4](#)).

The relevant departments within the School of Fine Arts, Design and Architecture have received accreditation from the national design accreditation organization. Periodic meetings are held with the Student Advisory Board and student opinions are reflected in the curriculum [2_OD3]. Cooperation protocols are being established with industry organizations throughout the faculty [3_OD4]. The School of Law undergraduate program consists of eight semesters and a total of 240 ECTS credits. The program structure and course distribution are publicly available on the [ECTS and Turkish Qualifications Framework Catalog – School of Law Undergraduate Program Curriculum](#) ([OD3](#)) page. At the External Stakeholder Meeting of the School of Law, it was decided to increase the effectiveness of the law clinic courses; Ombudsman-Friendly Law Clinic and Legislative Clinic courses were opened. This decision was formalized by the School Board [4_OD4].

At the School of Engineering, program design processes are operated within the framework of national engineering accreditation mechanisms. New minor programs are implemented in line with feedback from the Sector Advisory Boards ([OD3](#)) [5_OD4]. Academic activities of the previous year are evaluated at the school level with the periodic Academic Council Meeting [6_OD3].

The design and approval processes of the programs within the School of Business are systematically executed through departmental board resolutions. Program objectives and learning outcomes are determined in accordance with the Turkish Higher Education Qualifications Framework (THEQF); and the relationship between course outcomes and program competencies is shared with the public via the [ECTS and the THEQF Catalog – Business Administration \(Turkish\) Course & Program Competencies Matrix](#) ([OD3](#)). This matrix shows the contribution levels (on a scale of 1–5) of all compulsory and elective courses to program competencies on a semester basis and is announced transparently and accessibly throughout the faculty. Curriculum and course structures are periodically evaluated and updated in line with emerging academic requirements. The actions through which program-level competencies may be acquired are announced through course information packages and the ECTS Catalog ([OD3](#)). The balance between compulsory and elective courses according to field differences, elective courses outside the field, and collaborative education practices also constitute integral components of this design process.

In the School of Business, program updates are made systematically through departmental board decisions. Curricula and course structures are periodically evaluated and updated in line with academic requirements. As a result of evaluations conducted in 2025 within this process, interdisciplinary courses from

the graduate degree program (KAM501, KAM507, KAM516) were integrated into the elective course pool of the doctorate degree program. [7_OD4]. The addition of new courses to the elective course pool in the Department of International Trade and Logistics was decided by the department board [8_OD4].

Our School of Medicine program was designed through referencing the [National Core Curriculum \(NCEP 2020\)](#) when it opened in 2019 (OD3). The duties and responsibilities of the relevant commissions and coordinators in the program design and updating processes are defined in the [School of Medicine Directive on Education Boards](#) (OD3). Program objectives, outcomes, and assessment methods are shared with the public in the committee information booklets (OD3) (p. 7). Program-level qualifications are announced through [ECTS and Turkish Qualifications Framework Catalog](#) (OD3). Stakeholder participation is ensured in the program update processes; meetings with faculty members [9_OD4] and discussions with external stakeholders [10_OD4] support this process. External stakeholders include Gölbaşı Health Center, Private Boylam Psychiatry Hospital, Sincan Training and Research Hospital and Bahçeci IVF Center. Efforts are underway to prepare a comparative table of course titles with THEQF on a committee basis [11_OD4].

Evidence

- [\[1\]\(3\)B.1.1-AU Kalite Guvencesi Yonergesi.pdf](#)
- [\[2\]\(3\)B.1.1-MTT Ogrenci danisma kurulu toplantisi 2025.pdf](#)
- [\[3\]\(4\)B.1.1-MTT Isbirligi protokolu.pdf](#)
- [\[4\]\(4\)B.1.1-hukuk fakultesi fakulte kurulu karari 2025 01.pdf](#)
- [\[5\]\(4\)B.1.1-Yapay Zeka Yandal Programi Acilmasi Sen Kar 08.07.2025 06.pdf](#)
- [\[6\]\(3\)B.1.1-2025 Yili Akademik Kurul Tutanagi.pdf](#)
- [\[7\]\(4\)B.1.1-SBKY BK4.pdf](#)
- [\[8\]\(4\)B.1.1-UTL BK2.pdf](#)
- [\[9\]\(4\)B.1.1-UCEP TEPDAD iliskisi.pdf](#)
- [\[10\]\(4\)B.1.1-Dis Paydas Toplantı Tutanagi.pdf](#)
- [\[11\]\(4\)B.1.1-Program Tasarimi Guncelleme.pdf](#)

2. Program course distribution balance

At Atılım University, the course distribution in programs is planned in a way that allows students to develop their interdisciplinary competencies through the ratio of compulsory to elective courses, and the balance between courses in their field and outside their field. When preparing course plans, the expertise, academic qualifications, and teaching load of the instructors are taken into consideration; course assignments are evaluated and decided upon by the departmental boards. The courses to be offered in the departments and the assignment of instructors are determined by the decisions of the academic board and recorded in writing. This practice ensures that courses are conducted by field experts and that the education and training processes are planned in a sustainable manner [1_OD3], [2_OD3].

The course distribution of the programs is monitored and evaluated regularly not only during the program design phase but also in line with student feedback and

stakeholder opinions. Through student advisory boards established in the departments and student meetings held, student opinions on the curriculum, course content and elective course variety are obtained and the suggestions deemed appropriate are reflected in the program development processes. These meetings allow students to share their experiences regarding their educational processes and contribute to the continuous improvement of the programs [3_OD3].

The university also includes non-field and multidisciplinary elective courses to support students in gaining an interdisciplinary perspective. Owing to the multidisciplinary elective course pools created, especially in engineering programs, students from different departments come together in the same courses, engage in collaborative project studies, and gain experience in interdisciplinary collaboration. This practice helps students to become familiar with different fields and develop their skills in working with different disciplines [4_OD3]. In addition, in some programs, the curriculum structure is enriched with groups of elective courses outside the field that will enable students to become familiar with different disciplines. [5_OD3].

Evidence

- [\[1\]\(3\)B.1.2-UTL BK1 OD3.pdf](#)
- [\[2\]\(3\)B.1.2-MLY BK2.docx](#)
- [\[3\]\(3\)B.1.2-SBKY BK1.pdf](#)
- [\[4\]\(3\)B.1.2-2024-2025-Guz Bahar Acilan Cok Disiplinli Dersler.pdf](#)
- [\[5\]\(3\)B.1.2-hukuk fakultesi fakulte kurulu karari 2024 05.pdf](#)

3.The harmony between course outputs and program outputs

Our university has defined processes for creating learning outcomes and aligning them with program outcomes. These processes are implemented in all departments. In the School of Arts and Sciences, the learning outcomes of each course are matched with program outcomes through matrices that grade their contribution levels. At the end of each academic semester, a Learning Outcomes Survey is initiated for all courses, and improvement decisions are made based on the results [1_OD3]. In the departments, the contribution levels of each course are shown with a matrix that is rated between 1 (low) and 5 (high), relating the course outcomes to the program outcomes. The Bologna forms for the Departments of Psychology (OD3), English Translation and Interpretation (OD3), English Language and Literature (OD3), and Mathematics (OD3) are available at their respective web pages.

In the School of Fine Arts, Design and Architecture, a Pre-Graduation Student Survey is performed; and data regarding the level of attainment of program competencies are analyzed [2_OD3]. In the School of Business, Department of Economics, the learning outcomes of all courses have been defined and matched with program outcomes. This is documented through course syllabi [3_OD3]. In the Department of Political Science and Public Administration, alignment matrices are also reflected in exam and assignment evaluation forms [4_OD3]. In the Department of International Relations, teaching methods are defined in the course syllabi in a way that aligns with program outcomes [5_OD3].

In the School of Engineering, the relationship between program outcomes and course achievements is demonstrated in tables in the accreditation self-assessment reports [6_OD4]. In the School of Medicine, achievements are defined at cognitive, affective and psychomotor levels and announced in the committee information booklets [7_OD3]. In order to monitor and evaluate the learning outcomes of the courses matched with the THEQF, it is expected that the questions from the instructors within the scope of the committee exams will be accompanied by a letter sent via EDMS, specifying the THEQF equivalent of the questions and the reference sources [8_OD3]. After the feedback received from the students at the end of each semester, the learning outcomes are updated, and improvement studies are performed [9_OD3].

Level of Maturity: Learning outcomes are aligned with program objectives across the programs and are shared in course information packages.

Evidence

- [\[1\]\(3\)B.1.3-Isletme TI Program Ciktisi Anketi.docx](#)
- [\[2\]\(3\)B.1.3-MTT Mezun ogrenci anketi raporu.docx](#)
- [\[3\]\(3\)B.1.3-ECON 207 Syllabus.pdf](#)
- [\[4\]\(3\)B.1.3-Isletme sbky.pdf](#)
- [\[5\]\(3\)B.1.3-IR Ders Izlence Ornegi.docx](#)
- [\[6\]\(4\)B.1.3-Mekatronik Muhendisligi Oz Değerlendirme Raporu.pdf](#)
- [\[7\]\(3\)B.1.3-Tip Komite Bilgilendirme Kitapcigi.pdf](#)
- [\[8\]\(3\)B.1.3-Soru istem yazisi.pdf](#)
- [\[9\]\(3\)B.1.3-Tip Fakultesi Geri Bildirim Toplantı Tutanagi.pdf](#)

4.Course design based on student workload

At Atılım University, course design is planned in accordance with the principles of the Bologna Process, based on student workload, and ECTS credits are determined by considering the time students are expected to dedicate to in-class and extracurricular learning activities. Learning outcomes, teaching methods, assessment processes, and student workload components related to the courses are shared with the public through our ECTS information package system [1_OD3], [2_OD3]. In this system, the workload of the courses is calculated by taking into account course hours, projects and assignments, exams, practical work and individual study periods, and ECTS credits are defined accordingly. The Diploma Supplement clearly documents the content, credits and ECTS values of the courses taken by the student, showing that the workload-based learning processes are carried out in a transparent and internationally standardized manner [3_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.

At the university, course design is not limited to theoretical learning activities but is also supported by application-based learning activities. For example, within the scope of the Professional Ethics course conducted in the Department of Public Relations and Advertising, students are enabled to interact directly with the

business world through an applied interview process, and internship opportunities are created for successful students (OD3). In addition, the designs by our students in the courses were shared with the public through the end-of-year exhibition of the Department of Public Relations and Advertising (OD3).

Similarly, various programs implement practices that support students in gaining professional experience. Within the scope of the Cooperative Education Program (OD3) implemented at our university, the time students spend in the workplace is also evaluated and credited as part of the student workload (OD3). These applications help students reinforce their theoretical knowledge through practice and gain professional experience before graduation. In health-related programs, practice-based learning activities constitute an important component of course design. Within the scope of clinical skills training conducted in the School of Medicine, students are enabled to learn basic medical practices in a systematic way, and these processes are structured with course programs and practice plans [4_OD3].

Student workload-based course design is also monitored through feedback mechanisms. Through Student Advisory Board meetings held regularly in the departments, student opinions on course content, teaching methods and workload distribution are received and the feedback is considered in the development of the programs [5_OD3], [6_OD3]. In addition, alumni feedback is also used in evaluating the effectiveness of the programs [7_OD4]. Through alumni surveys, student evaluations of program outcomes and learning processes are collected, and the findings are used in the program development process. In this context, course design processes at Atılım University are conducted within a student workload-based approach; these processes are continuously monitored and improved through application-based learning opportunities, industry collaborations, and feedback mechanisms.

Evidence

- [\[1\]\(3\)B.1.4-MDB Eng102 Bolonya Belgesi.pdf](#)
- [\[2\]\(3\)B.1.4-MDB Eng201 Bolonya Belgesi.pdf](#)
- [\[3\]\(3\)B.1.4-ECON Diploma.pdf](#)
- [\[4\]\(3\)B.1.4-Klinik Beceri Listesi.pdf](#)
- [\[5\]\(3\)B.1.4-Bilgisayar Muhendisligi OD Kurulu Toplantı Tutanagi.pdf](#)
- [\[6\]\(3\)B.1.4-TI ODK.docx](#)
- [\[7\]\(4\)B.1.4-ide mezun anketi.docx](#)

5. Program monitoring and updates

Principles, rules, and indicators for monitoring and updating programs have been established at our university; and these mechanisms are implemented across all units. Program outcomes are updated periodically by considering the opinions of internal and external stakeholders. In the departments of the School of Arts and Sciences, meetings are held annually with external stakeholders to gather their opinions [1_OD3]. Expectation surveys are conducted for our new students [2_OD3]. Alumni surveys and student meetings provide input to program development processes [3_OD3]. It was decided to increase applied approaches at the External Stakeholder Meeting in the School of Law [4_OD3]. Through the

Mentorship Program within the School, students receive guidance from professionals on career planning. The program is monitored and improved every year ([OD2](#)).

Internal and external stakeholder feedback is systematically evaluated in the process of monitoring and updating programs in the School of Business. In line with the student representatives' request for greater integration of international relations theories into course content, the content of the relevant courses has been updated. Feedback regarding the inadequacy of diplomacy-themed courses has been evaluated, and new courses have been opened in the fall and spring semesters. In line with the external stakeholders' requests for think tank-focused education and simplification of academic English content, the relevant course content has also been updated. Feedback from external stakeholders is also reflected in program updates [[5_OD4](#)],[[6_OD4](#)],[[7_OD4](#)]. Surveys were conducted among students and alumni to monitor the programs; success rates and statistical indicators are followed up on a semester basis [[8_OD3](#)],[[9_OD3](#)],[[10_OD4](#)]. The performance of the education processes is regularly monitored [[11_OD4](#)].

In the School of Engineering, annual self-assessment reports are prepared for accredited programs, and in some departments, special software tools are used to monitor program outcomes. In this context, PC-Link software is used in the Department of Information Systems Engineering to monitor the level of achievement of program outcomes; relationship matrices between courses and program outcomes are uploaded to the system via the software interface and saved to the database [[12_OD5](#)]. After each committee exam in the School of Medicine, a comprehensive evaluation report is prepared by the committee head and presented at meetings attended by all stakeholders. These reports include student success percentages for each question, student feedback, and school evaluations [[13_OD4](#)]. The data obtained are monitored periodically, discussed in the relevant committees, and improvement decisions are implemented in the next semester [[14_OD4](#)].

Evidence

- [\[1\]\(3\)B.1.5-mtb dis paydas toplanti katilimcilari.docx](#)
- [\[2\]\(3\)B.1.5-math yeni ogrenci anketi.pdf](#)
- [\[3\]\(3\)B.1.5-psy mezun anketi.docx](#)
- [\[4\]\(3\)B.1.5-Hukuk Fakultesi Dis Paydas Toplantisi 2025.pdf](#)
- [\[5\]\(4\)B.1.5-IR DERS ICERIK REVIZYONU IF OD4.docx](#)
- [\[6\]\(4\)B.1.5-IR Ders Acilmasi Karari.docx](#)
- [\[7\]\(4\)B.1.5-IsletmeFakultesi DERS ICERIGI IF.docx](#)
- [\[8\]\(3\)B.1.5-IKT Anket.docx](#)
- [\[9\]\(3\)B.1.5-ECON312 2025 SPRING.xlsx](#)
- [\[10\]\(4\)B.1.5-ECON Bolum Kurulu.docx](#)
- [\[11\]\(4\)B.1.5-Isletme Fakultesi SBKY.pdf](#)
- [\[12\]\(5\)B.1.5-Muhendislik PC Link Yazilimi.pdf](#)
- [\[13\]\(4\)B.1.5-Tip komite Raporu.pdf](#)
- [\[14\]\(4\)B.1.5-Tip Komite Geri Bildirim iyilestirme.pdf](#)

6. Management of education processes

At Atılım University, the management of education and training processes is undertaken within the framework of principles, rules, and mechanisms defined at the institutional level. The principles regarding the planning, execution, and evaluation of education and training activities are determined by Atılım University Regulations on Education and Examination, and the implementation schedule for these processes is announced through the Academic Calendar prepared for each academic year ([OD3](#)), ([OD3](#)). To ensure the coordination of educational processes throughout the university, offices of deans, heads of departments, and various committees within the schools play an active role. In this context, the distribution of duties and responsibilities within the departments is defined, ensuring the systematic conduct of academic processes [[1_OD3](#)] (p.7), [[2_OD3](#)]. Issues such as course planning, assessment processes, and the selection of academic resources are evaluated, and necessary decisions are made through department board meetings [[3_OD3](#)]. In addition, practices aimed at the professional development of students are performed through certificate programs and career-oriented training activities conducted in some programs [[4_OD3](#)].

Stakeholder participation plays an important role in the management of education and training processes. Through student representative meetings and student advisory board meetings held regularly in the schools, student opinions and suggestions regarding the education processes are taken and the feedback is used in the development of programs [[5_OD3](#)], [[6_OD3](#)], [[7_OD3](#)], [[8_OD3](#)]. In addition, in some programs, the opinions of graduates and industry representatives are considered through alumni meetings and external stakeholder advisory boards; contributing to the development of education programs in line with industry requirements [[9_OD3](#)], [[10_OD3](#)].

The quality assurance of education processes is supported by continuous monitoring and improvement mechanisms. The Education Commission operating in the School of Engineering plays an active role in curriculum updates, new course planning and program development processes; education processes are evaluated through regular meetings [[11_OD4](#)]. In addition, within the scope of continuous improvement processes implemented in the school, educational processes are regularly reviewed, and necessary improvement efforts are executed in line with student feedback, advisory board meetings and department evaluations [[12_OD3](#)]. Owing to this structure, the management of education processes at Atılım University is undertaken within a holistic quality assurance system supported by institutional legislation, academic organizational structure, stakeholder participation and continuous improvement mechanisms.

Evidence

- [\[1\]\(3\)B.1.6-IKT Gorev Tablosu.docx](#)
- [\[2\]\(3\)B.1.6-MMR Yonetsel gorev dagilimi.docx](#)
- [\[3\]\(3\)B.1.6-ody ders kaynaklari ve olcme degerlendirme tt.pdf](#)
- [\[4\]\(3\)B.1.6-math kriptografi sertifika ornegi.pdf](#)
- [\[5\]\(3\)B.1.6-ICM Ogrenci danisma kurulu toplanti tutanagi.docx](#)
- [\[6\]\(3\)B.1.6-MTT Ogrenci danisma kurulu toplanti tutanagi.pdf](#)
- [\[7\]\(3\)B.1.6-EUT Ogrenci danisma kurulu toplanti tutanagi.pdf](#)

- [\[8\]\(3\)B.1.6-GSTMF Dekanlik ogrenci temsilcileri toplantı tutanagi 8.pdf](#)
- [\[9\]\(3\)B.1.6-GSTMF Dis paydas danisma kurulu toplantı tutanagi.docx](#)
- [\[10\]\(3\)B.1.6-IKT Dis Paydas Toplantisi.docx](#)
- [\[11\]\(4\)B.1.6-Muhendislik Fakultesi Egitim Komisyonu Tutanagi.pdf](#)
- [\[12\]\(4\)B.1.6-Fakulte Surekli Iyilestirme Surecleri Akis Semasi.pdf](#)

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

1. Teaching methods and techniques

Principles and plans for the implementation of student-centered learning-teaching approaches have been determined at our university and are implemented in all programs. In this context, feedback received from students within the scope of the ATU100 Introduction to University Life / ATU111 Orientation courses conducted throughout the university have been evaluated; various improvement decisions have been made regarding the content, language and organizational structure to increase the effectiveness of the course [1_OD4]. As part of these improvement decisions, action has been taken regarding “*the need to update the content of informational presentations, especially those by administrative units, by shortening them and making them more engaging*”. In this regard, the presentation content has been shortened and combined. Detailed information regarding the presentation content and duration is available at the link ([OD4](#)).

Student-centered teaching methods are effectively implemented in all departments of the School of Arts and Sciences. In the Department of English Language and Literature, course content, success rates and the level of achievement of learning outcomes are evaluated in regular meetings with the academic staff; data obtained from end-of-term surveys form the basis for course updates [2_OD3]. In the Department of English Translation and Interpretation, MUN-based (Model UN) learning applications are being implemented [3_OD3], artificial intelligence tools are being practically integrated into course content [4_OD4] [5_OD3], and the Minor Program in Medical Translation is implemented ([OD4](#)). Department and school decisions regarding this program have been documented [6_OD4] [7_OD4].

In the School of Fine Arts, Design and Architecture, design research, field trips and collaborative work environments are created in studio courses; and field trips are supported every semester ([OD3](#)). Works produced in elective courses are exhibited in the department exhibition ([OD3](#)), interactive events are organized with guest experts, and these contribute to the graduation portfolios of students ([OD3](#)).

Within the scope of the “Your Turn (TR: *Sıra Öğrencide*)” Program, conducted in the ICM Department since the Academic Year of 2012-2013, fourth-year students share their experiences with second-year students, providing peer education. The seventh installation of the program was completed in the Spring Semester of 2024-2025 ([OD3](#)). The results of the applied evaluation survey were examined [8_OD4] and will be shared in the accreditation process. By the decision of the

Department Board, the peer critique practice has been extended to involve all studios.

The LAW491 Legislative Clinic course at the School of Law is conducted within a weekly thematic, hands-on model (OD3). Students critically examine existing regulations in the areas of family, health, sports, criminal, and procedural law, develop proposals for amendment, repeal, or new regulation, and write justification texts (OD3). Within the scope of the Mock Case courses, students prepare for an international commercial arbitration competition; English reading, research and petition writing skills are developed through interactive methods [9_OD3] [10_OD3] (OD3).

At the Department of International Relations of our School of Business, mechanisms to encourage student participation in classes and the use of English have been added to the course syllabi [11_OD4]. In the Department of Tourism Management, teaching processes are not limited to the classroom environment but are extended to sectoral areas; technical visits to hotels and travel agencies are organized (OD3). In the Department of Economics, reinforcement sessions are implemented using interactive techniques such as problem-solving and question-and-answer to support theoretical explanation [12_OD4]. In the Department of Political Science and Public Administration, alternative teaching methods such as role-playing, debate, and peer assessment are integrated into the course syllabi [13_OD3].

New courses integrating current technologies and application-based learning into the program have been opened in the School of Engineering [14_OD4]. In this context, courses on virtual and augmented reality technologies have been added to the curriculum in an applied learning environment supported by the Virtual Reality Laboratory established in the Department of Information Systems Engineering [15_OD4]. Postgraduate education at the Graduate School of Health Sciences is conducted with a student-centered and research-oriented approach. In the Physiotherapy and Rehabilitation program, the REH589 Seminar courses [16_OD3] support the integration of students into research processes; students gain practical experience such as preparing ethics committee application files [17_OD3] and collecting clinical data. Seminar courses encourage critical evaluation of current literature, peer discussions, and preliminary data presentations. In addition, our Student Research Projects Competition contributes to strengthening the research identities of graduate students (OD3).

In the School of Medicine, various student-centered learning models are systematically applied throughout all semesters. These models include problem-based learning, flipped learning, case-based learning, and team-based learning, as well as clinical skills and laboratory practical courses; all applications are described in the curriculum (OD3) and committee information booklets (OD3). In anatomy courses, technology is integrated into the learning process through digital anatomy applications. In addition to research project courses, 8 students in the school were supported within the scope of our Undergraduate Research Program - LAP (OD3) and Researcher Career Support Program for Atılım University Students - ATAŞ (OD3) during the Academic Year of 2024-2025; students who successfully completed these projects were given the opportunity to have their elective courses credited with the code ATU400 (OD4).

At our university, the student-centered learning approach is holistically supported by research-oriented education policies. As emphasized in the education policies, training graduates with research competence has been determined as one of the main goals, and in this direction, various support mechanisms have been developed to encourage the active participation of students in research processes [18_OD3]. In this context, research-oriented learning is not limited to assignments and projects given within the scope of courses; through the Undergraduate Research Projects (LAP) and Researcher Career Support Program for Atılım University Students (ATAK) programs funded by university resources, students gain R&D experience by participating in independent research projects. In the Academic Year of 2025-2026, a total of 65 student projects were supported within the scope of these programs, and student participation in research processes was ensured with a support rate of 45.7% out of 142 applications. Details on ongoing projects are available on the ongoing supported projects pages ([OD3](#)), ([OD3](#)).

In addition, students are actively involved in research projects through the ATU200-400 Research Project Participation course, developed to encourage student participation in research projects. Within the scope of this course, 158 students participated in research projects during the Spring Semester of 2024-2025, and 14 students participated during the Fall Semester of 2025-2026. Detailed information about the course is available on the ATU 200-400 Research Project Participation page ([OD3](#)). Furthermore, in line with our 2025-2029 Strategic Plan, students are encouraged to participate in external funding programs such as TÜBİTAK; these goals are monitored within the scope of the Faculty Performance Evaluation System (FAPS). In 2025, 39 projects were supported under the TÜBİTAK 2209-A/B programs, and over 130 applications were received in the new call period. Educational processes are conducted within the framework of both the strategic plan and the vision of the institution. The objectives under “Education” in the Faculty Performance Evaluation System (FAPS) are structured in a way that aligns with the strategic plan and is systematically monitored. Within the scope of our 2025-2029 Strategic Plan, *“Our students should be encouraged to engage in research activities not only through internal support programs, but also through external funds. School administrations within the University shall be encouraged to guide their students to partake in the research support programs of institutions and organizations such as TÜBİTAK.”* Therefore, the FAPS involves objectives pertaining to the matter. Objectives are monitored through the FAPS. The results are presented in the [2025 Strategic Plan Evaluation](#), and shared with our stakeholders. ([OD4](#))

Evidence

- [\[1\]\(4\)B.2.1-ATU100-ATU111 Üniversite Hayatına Giriş.pdf](#)
- [\[2\]\(3\)B.2.1-ide bolum kurul toplanti tutanagi.docx](#)
- [\[3\]\(3\)B.2.1-eti206 syllabus.docx](#)
- [\[4\]\(4\)B.2.1-mtb fedek paydas toplanti tutanagi.docx](#)
- [\[5\]\(3\)B.2.1-eti419 syllabus.docx](#)
- [\[6\]\(4\)B.2.1-Fen edebiyat fakultesi yandal programi bolum kurulu.docx](#)
- [\[7\]\(4\)B.2.1-yandal fakulte karari.docx](#)
- [\[8\]\(4\)B.2.1-ICM SiraOgrencide Anket Sonuclari 2025.docx](#)

- [\[9\]\(3\)B.2.1-Hukuk Fakültesi 2024 2025 Bahar Donemi Acilan Dersler Raporu.pdf](#)
- [\[10\]\(3\)B.2.1-Hukuk Fakültesi 2025 2026 Guz Donemi Acilan Dersler Raporu.pdf](#)
- [\[11\]\(4\)B.2.1-IR DERSE KATILIM INGILIZCE GELISIMI IF.docx](#)
- [\[12\]\(4\)B.2.1-Isletme Fakültesi Ders Icerigi Iyilestirme Formu.docx](#)
- [\[13\]\(3\)B.2.1-Isletme sbky toplanti.pdf](#)
- [\[14\]\(4\)B.2.1-Yeni Acilan Dersler.pdf](#)
- [\[15\]\(4\)B.2.1-SE320 Dersleri açılma senato karari.pdf](#)
- [\[16\]\(3\)B.2.1-REH589 ders izlencesi.docx](#)
- [\[17\]\(3\)B.2.1-Etik kurul basvurusu.pdf](#)
- [\[18\]\(3\)B.2.1-ARASTIRMA ODAKLI EGITIM MEKANIZMALARI.pdf](#)

2.Measurement and evaluation

At our university, measurement and evaluation processes are conducted within the framework of relevant regulations and guidelines and are systematically applied to determine the extent to which students have achieved learning outcomes and program competencies. These processes utilize a multi-dimensional assessment approach, employing various assessment tools including written exams, assignments, projects, presentations, in-class activities, and participation.

Mechanisms have been established in our university to obtain the opinions of internal stakeholders in the measurement and evaluation processes of courses [1_OD3], [2_OD3], [3_OD3], [4_OD3], [5_OD3]. Courses are monitored and updated with the feedback received from these mechanisms [6_OD4], [7_OD4]. As a result of these updates, the measurement and evaluation criteria for the courses of our departments in our university vary [8_OD3], [9_OD3], [10_OD3], [11_OD3], (OD3). 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 [12_OD3].

All multiple-choice exams of Atılım University are scanned and evaluated by the Coordination Office 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 [13_OD3]. 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 [14_OD3].

Evidence

- [\[1\]\(3\)B.2.2-PTR201 memnuniyet anketi.pdf](#)
- [\[2\]\(3\)B.2.2-Odyoloji bolumu ogrenci memnuniyet anketleri.pdf](#)
- [\[3\]\(3\)B.2.2-mtb ogrenme ciktilari-anketi anket sonuclari.pdf](#)
- [\[4\]\(3\)B.2.2-math ders degerlendirme anketi mail.pdf](#)
- [\[5\]\(3\)B.2.2-psy102 ogrenim ciklisi anketi.docx](#)
- [\[6\]\(4\)B.2.2-IR DERSE KATILIM INGILIZCE GELISIMI IF OD4.docx](#)
- [\[7\]\(4\)B.2.2-ECON Ders Icerigi Iyilestirme Formu.docx](#)
- [\[8\]\(3\)B.2.2-CHL407 degerlendirme olcutleri.pdf](#)
- [\[9\]\(3\)B.2.2-NURS301 seminer degerlendirme formu.pdf](#)
- [\[10\]\(3\)B.2.2-NUT212 sunum degerlendirme olcutleri.pdf](#)
- [\[11\]\(3\)B.2.2-yasama klinigi ogrenci degerlendirme formu.pdf](#)
- [\[12\]\(3\)B.2.2-tib sinav uygulama ve gozetmenligi sureci.docx](#)
- [\[13\]\(3\)B.2.2-sinavlar.xlsx](#)
- [\[14\]\(3\)B.2.2-tib engelli ogrenci sureci.docx](#)

3.Student admission, recognition and crediting of previous education

The principles and rules regarding the recognition and crediting of prior education at our university are determined within the framework of the relevant regulations and guidelines and are shared with the public ([OD3](#)), ([OD3](#)). In the School of Arts and Sciences, the equivalence of a course taken at another institution is included in the scope of exemption with the approval of the Department and School Board [1_OD3] [2_OD3].

In the School of Fine Arts, Design and Architecture, the Adaptation Commission meets to decide on horizontal transfers and exemptions from prior education [3_OD3], [4_OD3]. In the departments within the School of Business Administration, the processes of horizontal transfer, recognition of prior education within the scope of double major and minor programs are evaluated and decided upon by the relevant boards based on course content, learning outcomes and ECTS loads [5_OD3] [6_OD3] [7_OD3] [8_OD3].

Evidence

- [\[1\]\(3\)B.2.3-ide ornek intibak formu muafiyet.docx](#)
- [\[2\]\(3\)B.2.3-mtb ornek intibak formu.docx](#)
- [\[3\]\(3\)B.2.3-MTT intibako825.docx](#)
- [\[4\]\(3\)B.2.3-MTT intibako925.docx](#)
- [\[5\]\(3\)B.2.3-IR 2025 YATAY GECIS INTIBAKI.docx](#)
- [\[6\]\(3\)B.2.3-ECON Cift Anadal Protokolü.docx](#)
- [\[7\]\(3\)B.2.3-TI Yatay gecis.docx](#)
- [\[8\]\(3\)B.2.3-UTL Yatay gecis.pdf](#)

4.Certification of qualifications and diplomas

Certification of student qualifications at our university is determined by defined processes. Qualification approval status of all academic units, graduation conditions, and graduation decision processes is 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, 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 [1_OD3]. In addition, our Department of Mathematics offers two certificate programs designed to enable students to pursue Graduate Degree programs in Mathematical Finance and Cryptography and to increase their job opportunities in these fields by providing courses that will build their foundation in these areas (OD3).

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

- [\[1\]\(3\)B.2.4-mtb c dili sertifikası ornegi.pdf](#)

3. Learning Resources and Academic Support Services

1. Learning media and resources

At our university, the management of learning resources is undertaken considering field-specific conditions and accessibility. Monitoring and improvement studies aimed at the development of learning resources are currently underway (OD3). Our university library offers access to 122,320 printed books, 1,295,158 e-books, 2,288 theses, and 14,556 multimedia resources, in addition to 110 databases. We also offer 18 printed and 69,138 electronic periodicals (OD3). The library has 24 desktop computers and 12 iMac scanning computers available for students. User training sessions are organized in one-on-one and group sessions. [Digital](#) (OD3) and print resources used in medical school education, such as Clinical Key, Complete Anatomy, and UpToDate databases, are also available at the university library or via remote connection to the library network.

The [MOODLE](#) Learning Management System is used in all units of the university. The Educational Technologies unit upgraded the [MOODLE](#) system to version 4.5 in 2025; with over 2,600 courses, 26,420 users, and over 34,300 pieces of content managed currently (OD3). The plagiarism control system is provided to all academic units with technical support (OD3). Physical improvements have been made in the study areas in the School of Business based on student feedback regarding the learning environment [1_OD4].

For example, in the School of Health Sciences, all classrooms are equipped with projection systems and computers are provided for teaching staff. Students may access course materials and online activities through the [MOODLE](#) Learning Management System ([OD2](#)) [[2_OD3](#)]. Course schedules and exam calendars are made available via the website ([OD2](#)); and through the Atılım Schedule application developed by the university, students create their course schedules in a way that avoids conflicts and according to their own criteria and track their courses and exams in real time ([OD4](#)).

The School of Medicine moved to its new building ([OD2](#)) with a closed area of 27,576 m² in 2025. The building houses lecture halls of varying capacities, classrooms, flexible learning areas, a conference hall, a study hall, and 20 laboratories.

The School of Engineering has 45 classrooms and 94 educational and research laboratories. In 2025, the [VRinVET Virtual Reality Laboratory](#) ([OD3](#)) was established under the Erasmus+ grant program, paving the way for the digitization of undergraduate and graduate course content and virtual/augmented reality-based research ([OD2](#)). In the same year, the High-Performance Computing Center [[3_OD4](#)] [[4_OD4](#)] and the Aerodynamics Laboratory in the Department of Aerospace Engineering were put into service for the use of faculty members and undergraduate, graduate and doctorate degree students [[5_OD4](#)].

Evidence

- [\[1\]\(4\)B.3.1-IKT Ogrenme Ortami Iyilestirme Formu.docx](#)
- [\[2\]\(3\)B.3.1-moodle online egitim etkinlik ornegi.pdf](#)
- [\[3\]\(4\)B.3.1-Yuksekk Basarimli Hesaplama Lab Talep Formu.pdf](#)
- [\[4\]\(4\)B.3.1-Yuksekk Basarimli Hesaplama Lab Gorseli.jpg](#)
- [\[5\]\(4\)B.3.1-Havacilik Uzay Muh Aerodinamik Lab Gorseli.pdf](#)

2.Academic support services

At our university, every student has an academic advisor who monitors their academic development and supports their career planning. Academic advising services, academic advising activities, the Advisory Board, and regular student meetings are carried out within the framework of the Academic Advising Guidelines, which are updated in line with current requirements, and are monitored through the information management system ([OD4](#)). Mandatory academic advisor meetings are held with students whose academic performance falls below a certain level, and this practice is continued in all units. The results of the meetings are recorded in the information management system; students are referred to the Student Development and Counseling Center.

In the School of Business Administration, academic advisors monitor the academic and psychological status of students through periodic meetings [[1_OD3](#)]. In the Department of Economics, an academic advisor is assigned to each student; meetings are held face-to-face and through digital channels, and student issues are addressed in department meetings [[2_OD3](#)]. Individual interviews and mentoring sessions are conducted with students with low grade point averages (GPA) in the Department of International Trade and Logistics

[3_OD4]. One-on-one guidance is provided to students experiencing a loss of motivation in the Department of Political Science and Public Administration [4_OD4]. In addition, student success rates were reported in tables on a course basis, and the development of different practices for courses with low student success was discussed at the department board meeting as part of continuous improvement efforts [5_OD4] (p. 7-8). As a result of the discussions at the meeting, in-class practices were implemented in line with the feedback of the students in the courses, students were encouraged to work in groups by solving questions in groups, and they received extra points from in-class practices, which contributed to the improvement of their success [6_OD4] and [7_OD3].

In the School of Medicine, advisor visit hours are scheduled; these meetings are documented through forms [8_OD4]. In the School of Health Sciences, starting from the Fall Semester of 2021–2022, Student Follow-up Analyses aimed at early detection of psychosocial and academic problems are conducted face-to-face or via e-mail. Counseling sessions were held with students whose GPA was below 2.00; problem areas such as time management, exam anxiety, and city adaptation were identified, and the meeting notes were recorded in the system. Students were also informed about course selection during course registration and add-drop periods [9_OD3], [10_OD3]. Online orientation meetings for Turkish and foreign-national students enrolled in the Graduate School of Social Sciences were held in two sessions; information was provided about academic procedures, course registration, counseling, and student support mechanisms (OD3). At our university, support for students' career-oriented requirements is provided by the Coordination Office of Career Planning and Cooperative Education; and support services in the areas of personal and academic development are offered within the Student Development Center (OD3), (OD3).

Evidence

- [\[1\]\(3\)B.3.2-IR Akademik Danisma Toplantisi.pdf](#)
- [\[2\]\(3\)B.3.2-ECON Akademik Danisma Kurulu Raporu.docx](#)
- [\[3\]\(4\)B.3.2-UTL BK1.pdf](#)
- [\[4\]\(4\)B.3.2-SBKY ADK2.pdf](#)
- [\[5\]\(4\)B.3.2-Bolum Kurul Toplantisi.docx](#)
- [\[6\]\(4\)B.3.2-ISL TR Sinif Ici Uygulama.pdf](#)
- [\[7\]\(3\)B.3.2-ISL ENG Sinif Ici Uygulama.pdf](#)
- [\[8\]\(4\)B.3.2-Tip Advisor visit.pdf](#)
- [\[9\]\(3\)B.3.2-danisman bilgilendirme maili.pdf](#)
- [\[10\]\(3\)B.3.2-danisman ogrenci gorusme analiz.pdf](#)

3. Facilities and infrastructure

At our university, facilities and infrastructure are provided in sufficient quantity and quality to support education processes; and managed with consideration for the principles of accessibility and equal opportunity (OD3). The School of Medicine and Health Sciences continues its education and training activities in its new building with a closed area of 27,576 m². In this building, lecture halls, classrooms, flexible learning areas, a conference hall and study areas, as well as a simulation center and specialization laboratories are actively used (OD3). In addition to numerous classrooms and laboratories, the School of Engineering has

commissioned a virtual reality laboratory, a high-performance computing center, and new specialized laboratories ([OD3](#)).

Servers are updated annually; MOODLE has been upgraded from 3.12+ to 4.5+ and restructured with a new and user-friendly interface. 35 Zoom licenses have been purchased for online meetings, seminars, and Flight School, and the technical processes are managed by the Coordination Office of Distance Education and Education Technologies. The open-source Big Blue Button (2.7.15+) for e-MBA programs has been installed at the university, and the infrastructure and technical processes are managed by our unit ([OD3](#)). Social Sciences electives are conducted online via MS-Teams; user guides and MOODLE FAQ pages for academics and students are updated regularly ([OD3](#)), ([OD3](#)), ([OD3](#)).

In order to support the applied education conducted within the School of Health Sciences, the following facilities were actively used in classes during 2025: 1 simulation center, the nutrition principles laboratory, the basic skills laboratory, the electrophysical agents laboratory, the therapeutic exercise laboratory, the basic training laboratory, the manual therapy laboratory, the nutritional anthropometry laboratory, the child development laboratory, the child development application and research unit, the child parent support unit, the child development assessment and monitoring unit, the family interview room, the computer laboratory, the hearing unit, the audiology laboratory, the food chemistry laboratory, the speech-information-balance laboratory, the balance laboratory, and the healthy living laboratory ([OD3](#)), [[1_OD3](#)], [[2_OD3](#)], [[3_OD3](#)].

Evidence

- [\[1\]\(3\)B.3.3-cocuk_gelisimi_lab.pdf](#)
- [\[2\]\(3\)B.3.3-beslenme_diyetetik_lab.pdf](#)
- [\[3\]\(3\)B.3.3-hemsirelik_lab.pdf](#)

4. Disadvantaged groups

At Atılım University, access to educational opportunities for disadvantaged groups is ensured by inclusion. The [Directive on Education and Examination for Students with Disabilities](#) ([OD3](#)) is in effect. Practices regarding fair access to educational opportunities for disadvantaged groups are implemented throughout the institution. In the School of Arts and Sciences, examination procedures are carried out for students with disabilities in accordance with the relevant guidelines. An accompanying reader-signatory is assigned, exam papers with large font and divided paragraphs are prepared, extra time is given in addition to the standard exam time, and an accessible classroom suitable for the student's disability is allocated [[1_OD3](#)] [[2_OD3](#)]. The safety and inclusivity of the learning environment in the School of Business are regularly monitored; teaching methods that raise awareness on issues such as peer bullying are added to the curriculum [[3_OD3](#)].

In the new building of the School of Medicine and Health Sciences ([OD3](#)), ramps, audio systems, and elevators with Braille alphabet have been provided as infrastructure for individuals with physical, hearing, and visual impairments. A

[Special Needs Support Unit \(OD3\)](#) has been established to ensure the full and independent participation of students with disabilities in the education process. This unit coordinates all activities, starting from disability assessment, including physical space arrangements, examination procedures, and supporting social participation. Seminars and training events are organized to increase the awareness levels of university staff and students in the field of disability [4_OD3]. The Student Development and Counseling Center ([OD3](#)) provides support services to disadvantaged students.

Evidence

- [\[1\]\(3\)B.3.4-dezavantajli ogrenci sinav ornegi.docx](#)
- [\[2\]\(3\)B.3.4-dezavantajli ogrenci tutanak.docx](#)
- [\[3\]\(3\)B.3.4-SBKY BKK.pdf](#)
- [\[4\]\(3\)B.3.4-temel isaret dili farkindalik semineri.pdf](#)

5. Social, cultural, sports activities

Various scientific, artistic, and social events are organized by different schools and departments throughout the university to support the academic, social, and cultural development of students. Within this framework, student associations, seminars, and talks increase student interaction with the academic community, create interdisciplinary learning environments, and contribute to the development of their professional awareness.

To support the academic and professional development of students, departments organize talks, seminars and student activities. In this context, students get career planning support, and their awareness of scientific research processes is increased through student activities in the field of mathematics and talks organized with the participation of professional representatives [1_OD3], [2_OD3]. Similarly, the Medical Translation Specialization event was organized to inform our students of the Department of English Translation and Interpretation about professional opportunities ([OD3](#)).

The university also fosters inter-institutional collaborations that encourage students to interact with peers from different disciplines. Through art workshops and exhibitions organized jointly with various universities, students gain experience in collaborative production and become acquainted with different artistic approaches. These types of activities contribute to the development of students in terms of creativity, strengthening their teamwork skills, and expanding their academic and social networks. In this context, the art workshop and exhibition event organized within the scope of inter-institutional cooperation serves as an example of practices that support the active participation of students in artistic production processes ([OD3](#)). Similarly, various annual sports, cultural and social activities were carried out for students in the Department of Basic English throughout the year [3_OD3].

In addition, the active participation of student clubs operating within the university is encouraged, and these clubs are supported in undertaking sustainable activities. Feedback from internal stakeholders is very important for our university in the organization and implementation of events. In advisory

board meetings held with the participation of student representatives, club activities are evaluated, and decisions are made to ensure that events supporting the social and academic development of students are held regularly. In line with requests from internal stakeholders, departments organize various events throughout the year with relevant departmental communities to increase student participation and interaction in university life [4_OD4], [5_OD4]. Through these activities, not only the academic development of students but also their social, cultural and professional development is supported; and a participatory and interaction-based learning environment is created throughout the university.

Evidence

- [\[1\]\(3\)B.3.5-math matematikciler dernegi ile soylesi.pdf](#)
- [\[2\]\(3\)B.3.5-math matematikte kariyer soylesisi.pdf](#)
- [\[3\]\(3\)B.3.5-tib faaliyet raporu.docx](#)
- [\[4\]\(4\)B.3.5-ECON Etkinlik Iyilestirme Formu.docx](#)
- [\[5\]\(4\)B.3.5-IR ETKINLIK IF.docx](#)

4. Teaching Staff

1. Appointment, promotion, assignment criteria

The appointment, promotion, and assignment processes at our university are performed within the framework of the Higher Education Law no. 2547 and the Regulations on Promotion and Appointment to Faculty Positions. In this context, the criteria for appointment and promotion of academic positions are defined by the Atılım University Directive on Appointment and Promotion, and the processes are executed in accordance with the principles of transparency and accessibility, and the relevant regulations are shared with the public through our official website ([OD3](#)).

In the processes of appointing teaching staff and planning course distributions in academic units within the university, the areas of expertise, academic background, research activities, and teaching and learning qualifications of staff members are taken into consideration. Accordingly, course assignments are planned at the beginning of the academic year, and compatibility is ensured between the courses taught by the teaching staff and their areas of expertise. Examples of the application of these planning processes may be followed with the academic staff distributions, course assignment plans, and course load distribution documents created in the relevant academic units [1_OD3], [2_OD3].

Evidence

- [\[1\]\(3\)B.4.1-sbf akademik kadro ve ders dagilimleri.pdf](#)
- [\[2\]\(3\)B.4.1-ody ders yuku dagilimi planlamasi ornegi.pdf](#)

2. Teaching competences and their improvement

At our university, participation in professional development activities aimed at improving the teaching competencies of faculty members is encouraged. In this

context, faculty members are supported in their participation in national and international academic meetings, seminars, and professional sharing platforms to improve their knowledge and skills regarding contemporary teaching methods, interactive and active learning approaches, and distance education processes.

In line with this, the Atilım University Teaching and Learning Center has organized the “Training of Trainers and Effective Training” program to support the pedagogical and professional development of faculty members. The program took place between May 26, 2025, and May 29, 2025, and lasted a total of 8 hours, with faculty members and research assistants employed at our schools, and certificates were issued to the participants at the end of the program [1_OD3].

Faculty members in academic units within the university follow current developments in education processes and share experiences at such academic events. In this context, faculty members of the Department of Architecture within the School of Fine Arts and Architecture participate in the annual Meeting of Heads of Departments of Architecture (MOBBIG) to follow current developments in architecture education and teaching methods [2_OD3].

On the other hand, an online information meeting is organized for part-time faculty members teaching in the Departments of the Graduate School of Social Sciences regarding the use of the MOODLE learning management system, course management and student automation system ([OD4](#)).

Evidence

- [\[1\]\(3\)B.4.2-Egiticilerin egitimi sertifikası.pdf](#)
- [\[2\]\(3\)B.4.2-MMR MOBBIG Toplantısı.pdf](#)

3. Incentives and awards on education activities

Our university implements various incentive mechanisms to support the teaching and academic activities of its faculty members. Within this framework, faculty member participation in national and international academic activities, as well as their contributions to education and research processes, are institutionally supported. LAP projects and Erasmus mobility programs run by the university show that the academic activities of our teaching staff are encouraged at the institutional level ([OD3](#)), ([OD3](#)).

In addition, in order to make visible the outstanding achievements of full-time faculty members and lecturers in teaching activities, to ensure the continuity of quality practices and to encourage best practices, an institutional award and incentive system is implemented within the scope of the Atilım University Implementation Guidelines for Teaching Awards ([OD3](#)). The practices implemented within this scope are among the important mechanisms contributing to the improvement of the quality of education throughout the university. Furthermore, the aim is to encourage innovative and student-centered practices to improve the quality of education activities within the faculties, to support best practices in measurement and evaluation processes, and to expand improvement efforts based on student feedback.

C.RESEARCH AND DEVELOPMENT

1. Management of Research Processes, and Research Resources

1. Management of research processes

The following bodies are involved in managing Research and Development processes within the university:

- 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](#) is a unique structure of the institution and its duties are clearly defined in the ARGEDA-TTO Structure and Operation Guidelines [1_OD5].

At the Atılım University Research Board meeting held in January 2026, the realization levels of the 2025 targets and the targets for 2026 were emphasized. Resolutions reached at the meeting were reported to the Board of Trustees (2025 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.

Research processes are conducted within the framework of both the strategic plan and the vision of the institution. The objectives under “Research” in the Faculty Performance Evaluation System (FAPS) are structured in a way that aligns with the strategic plan and is systematically monitored. [3_OD5], [4_OD5]. As evident in the IIE reports for previous years, the improvement-development studies based on the University Research Board meetings are sustainable. As can be seen in [2_OD5], the assessment regarding the issues in the final section of the previous year's report is included in the first part of the 2026 report. An example of process management is presented as [5_OD5].

Level of Maturity: There are internalized, systematic, sustainable, and exemplifiable practices in place.

Evidence

- [\[1\]\(5\)C.1.1-ARGEDA-TTO Yapi ve Isleyis Yonergesi.pdf](#)
- [\[2\]\(5\)C.1.1-Universite Arastirma Kurulu Toplantı Notlari.pdf](#)

- [\[3\]\(5\)C.1.1-Fakulte Performans Degerlendirme Sistemi.pdf](#)
- [\[4\]\(5\)C.1.1-Stratejik Plan 2025 Degerlendirme.pdf](#)
- [\[5\]\(5\)C.1.1-Surec Yonetimi Ornegi.pdf](#)

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. [Details are available to our stakeholders regarding our internal support programs.](#)

The processes related to the use of resources are clearly defined in the relevant link. Our university has mechanisms that reward and thus encourage not only the research processes but also the research results. 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 [\[OD5\]](#).

In line with university objectives, researchers are supported and encouraged to seek external funding. For example, an individual research fund called ATÜ-BAF has been established for researchers who obtain project support from external funds or who have registered patent activities, and 6 researchers benefited from this fund in 2025 [\[1_OD5\]](#). Evaluation of the use of internal university resources is regularly conducted at the University Research Board meeting [\[2_OD5\]](#).

To encourage industry-supported projects within the scope of University-Industry Cooperation and to facilitate the working methods of academics, company meetings may also be conducted directly by the Directorate of ARGEDA-TTO. 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.) created through non-university sources are monitored and documented at the [official web site for our university.](#)

Level of Maturity: There are internalized, systematic, sustainable, and exemplifiable practices in place.

Evidence

- [\[1\]\(5\)C.1.2-Bireysel Arastirma Fonu.pdf](#)
- [\[2\]\(5\)C.1.2-Universite Arastirma Kurulu Toplantisi Ic Destek Programlari Analizi.pdf](#)
- [\[3\]\(5\)C.1.2-Fakulte Performans Degerlendirme Sistemine Dayali Gelistirme.pdf](#)

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 Türkiye, 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 2025, 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 as follows:

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

Level of Maturity: The outcomes of doctorate degree programs and postdoctoral opportunities at the institution are regularly monitored and improved.

Evidence

- [\[1\]\(3\)C.1.3-Yonerger.pdf](#)
- [\[2\]\(3\)C.1.3-Misafir ve Doktora Sonrasi Arastirmaci Bilgileri.png](#)

2. Competency in Research, Collaborations and Support

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. Some examples regarding the events organized in

2025 are as follows [1_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 considers both research and educational activities, and that contributes to science in appointments and promotions was adopted. The academic performance evaluation system was constructed, considering 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 considering interdisciplinary differences [2_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 with details regarding their evaluation results during the report confirmation stage [3_OD4].

Level of Maturity: Practices aimed at improving the research skills of faculty members are implemented throughout the institution.

Evidence

- [\[1\]\(3\)C.2.1-2025 Etkinlikler.pdf](#)
- [\[2\]\(4\)C.2.1-Yonerge.pdf](#)
- [\[3\]\(4\)C.2.1-Ogretim Elemani Degerlendirme Sonucu Bildirim Formu.pdf](#)

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]. The purpose of the program is as follows: This program aims to provide support for Atılım University academics intending to participate in projects planned to be conducted at international levels 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.”

At the University Research Board meeting on January 22, 2025, it was stated that “Efforts will be made to employ academic staff with the status of 'research-oriented faculty member' who have international recognition in their field, high research potential, and have proven this with research results.” [The most significant development](#) in this regard in 2025 was the appointment of Prof. Dr. Narayanaswamy Balakrishnan, a faculty member at McMaster University (Canada) and one of the world's leading scientists in the field of Statistics, to our Department of Mathematics under Article 46 of Law No. 2547 (“Part-Time Appointment of Qualified Researchers of Turkish or Foreign Nationality with a Doctorate Degree in Higher Education Institutions”). Professor Balakrishnan has begun making significant contributions to our research metrics, and this part-time assignment has added value in terms of international collaboration.

3. Research Performance

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].

To give an example of improvement/development efforts, at the University Research Board meeting on January 22, 2025, it was stated that “Within the scope of the new Faculty Performance Evaluation System (FAPS), which was implemented as of the 2024 calendar year, the number of project applications, especially those related to externally funded projects under the 'Research' subheading, will be increased to ensure that our University benefits more from external funds.” Consequently, the number of externally funded project applications given to Schools within the scope of FAPS has been increased. As a result, an increase in the number of applications for external funding by our university researchers has been observed, and the number of projects supported under the TÜBİTAK and TÜSEB programs in 2025 reached 13. Compared to the number of projects supported in the previous year, this represents a twofold increase. [2_OD5] The evaluation of the year 2025 in the 2025-2029 Strategic Plan also includes an evaluation of Research and Development activities [3_OD5].

Regarding Research Budget Performance, the items of our research budgets consist of the following:

- Funds for internal support programs (LAP, UDP, ATÜSAD, ATÜBAF, ATAK),
- Library expenses (expenses for scientific publications),
- Research and database expenses
- Intellectual Property Rights expenses;
- Support for domestic/international conferences.

Currently, Atilım 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 [4_OD4].

Level of Maturity: There are internalized, systematic, sustainable, and exemplifiable practices in place.

Evidence

- [\[1\]\(5\)C.3.1-Universite Arastirma Kurulu Toplantı Notlari.pdf](#)
- [\[2\]\(5\)C.3.1-Izleme ve Gelistirme Ornegi.pdf](#)
- [\[3\]\(5\)C.3.1-Stratejik Plan 2025 Degerlendirme.pdf](#)
- [\[4\]\(4\)C.3.1-YÖK Tablo 17B-Butce.xlsx](#)

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 considers both research and educational activities and is compatible with the vision of the university. Research expectations were built considering 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 Atilım 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, considering 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](#).

Level of Maturity: There are internalized, systematic, sustainable, and exemplifiable practices in place.

Evidence

- [\[1\]\(4\)C.3.2-Yonerger.pdf](#)

D. SOCIAL CONTRIBUTION

1. Managing Social Contribution Processes, and Social Contribution Resources

1. Managing social contribution processes

At our university, social contribution activities are executed as a complementary element to research and development and education activities under the Coordination Office of Social Contribution, established in March 2024. With the establishment of the coordination office, coordination of activities across the university has been ensured, and processes continue in accordance with the relevant directive ([OD2](#)) and Community Contribution Policy ([OD3](#)) ([OD3](#)). (See also: IIER 2024, p. 4) In 2025, the organizational structure of the coordination office was updated to improve the social contribution activity processes; and an assistant coordinator was appointed to strengthen the management capacity of the processes (1_OD4). Due to the recent establishment of the Coordination Office and the new coordinator (2_OD3), a continuity approach has been adopted to preserve institutional knowledge, and the existing membership structure of the Social Contribution Commission has been maintained (3_OD4).

In line with national policies and guidelines aimed at strengthening the sharing of scientific knowledge with society in higher education institutions, the Science Communication Office was established within the Coordination Office of Social Contribution ([OD2](#)). The institutional structure of the coordination office was expanded through this office for science communication activities carried out at the university ([OD3](#)). In addition, feedback on the processes was received from academic and administrative units within the scope of the community

contribution seminars held in 2024 ([OD3](#)) (See: IIER 2024, p. 39). In line with this feedback, individual meetings with academic and administrative units have been planned for 2025 to address unit-specific needs more effectively (4_OD2). As a result of the planned meetings, the need to strengthen information sharing and coordination regarding the units' community contribution processes has been revealed (5_OD3). In this context, process improvements have been made, and the scope of unit support personnel has been expanded to include all faculty and administrative units to strengthen inter-unit coordination (6_OD4).

To improve activity planning processes, the previously used social contribution project proposal form has been updated, digitized, and integrated into the EDMS system. The updated form has been made available for use by Atılım University staff (7_OD3). In this context, the workflows related to project application and evaluation processes have been reorganized and applications have been made to be executed in a more systematic, transparent and traceable manner ([OD3](#)) (8_OD4) (12_OD3).

A digital data monitoring system has been created to improve the processes for monitoring the performance of the community contribution coordination. Through this system, data related to activities are tracked via a dashboard and dynamically reported (9_OD3). In addition, the performance development of community contribution processes is monitored through annual evaluation reports prepared within the scope of the Strategic Plan ([OD4](#)). The management of community contribution processes is also evaluated through coordination commission meetings. In this context, the activities for 2025 were evaluated and the plans for 2026 were discussed at the commission meeting held for the year 2025. In addition, the opinions of external stakeholders were shared and examples of good practices in other universities were evaluated at the meetings (OD3), (10_OD3).

To ensure that activities at our university focus around issues prioritized according to the needs of society, a university theme is determined for each academic year starting from 2024, and units are encouraged to undertake activities in line with these themes. Within this scope, various social contribution activities were carried out within the framework of the “Water” theme determined for the Academic Year of 2024–2025 and the “Ankara” theme determined for the Academic Year of 2025–2026 ([OD3](#)). Within the scope of the Faculty Performance Evaluation System implemented since 2024, the level of achievement of the targets determined for schools under the heading “Social Contribution” is regularly monitored at the end of each year (11_OD5).

Level of Maturity: The management and organizational structure of community service processes throughout the institution are implemented in accordance with corporate preferences.

Evidence

- [\[1\]\(4\)D.1.1-toplumsal katkı koordinator yardimcisi gorevlendirme.pdf](#)
- [\[2\]\(3\)D.1.1-toplumsal katkı koordinator gorevlendirme.pdf](#)
- [\[3\]\(4\)D.1.1-toplumsal katkı koordinatorluk komisyon uyeleri degisimi puko.docx](#)

- [\[4\]\(2\)D.1.1-koordinatörlük değerlendirme toplantısı.pdf](#)
- [\[5\]\(3\)D.1.1-surec iyileştirme geliştirme talep formu.docx](#)
- [\[6\]\(4\)D.1.1-destek kisilerinin kapsamının genişletilmesi.docx](#)
- [\[7\]\(3\)D.1.1-tk proje oneri formu mail.pdf](#)
- [\[8\]\(4\)D.1.1-proje oneri formu ebys puko.docx](#)
- [\[9\]\(3\)D.1.1-toplumsal katkı proje oneri formu.docx](#)
- [\[10\]\(3\)D.1.1-powerbi.pdf](#)
- [\[11\]\(3\)D.1.1-toplumsal katkı komisyon toplantısı.pdf](#)
- [\[12\]\(5\)D.1.1-FAPS 2025 etkinlik.xlsx](#)

2. Resources

As stated in the Social Contribution Policy and Strategic Plan, our social contribution strategy is that “Our university allocates continuously increasing resources to centers, projects, academic studies, and social responsibility activities, etc., in order to best implement the adopted social contribution policy” (OD3). Each unit operating within our university contributes to the planning, implementation, and sustainability of social contribution activities in line with its academic and technical knowledge, human resources, infrastructure facilities, and financial resources. In this context, improvements have been made in the allocation of human resources for the execution of these activities; and the coordination of human resources allocated to the support unit has been expanded to ensure that it is spread throughout the university. Human resource support is provided to the support unit by a total of 10 academic units, including 7 schools, 1 college and 2 vocational schools, as well as 20 administrative units consisting of 10 directorates and 10 coordination offices (1_OD3) (2_OD4). In addition, our university also provides additional financial resources to respond to the evolving needs of society (OD3).

In order to support the sustainability of social contribution activities, resources are allocated for social contribution projects carried out by the units, and the allocated resources are regularly monitored (OD3). Resource planning is carried out in line with the evaluation results, and improvement studies are conducted on budget allocation within the framework of activity increase targets (OD4). In this context, 9 social contribution projects were carried out in 2025 (OD4), (3_OD4). The scope and resource utilization of the projects are regularly evaluated and necessary improvements are made (OD4). In this context, long-term initiatives such as the Love Flower Project (2006-), the Juventude English Reading Platform (2020-) (OD4), and the Career Awareness Project (2022-) (OD4) are growing with increasing widespread impact; human resources, infrastructure, and financial resources are allocated annually to accommodate this growth; and our production capacity, digital learning resources, and academic background are shared with the community (OD4). In addition, our technical infrastructure and physical resources are shared with educational institutions within the scope of projects such as the VEX Robotics High School Robotics Competition (2023-) and the Learning Environment Improvement Project (OD4).

In carrying out social contribution activities, students, as well as academic and administrative staff, are included in the process as an important human resource. In this context, the Director of Social Affairs and Sports and the Coordinator of Social Contribution maintain regular communication with student associations

and encourage students to develop community contribution activities ([OD3](#)). In addition, the resources allocated to social responsibility activities by students are regularly monitored ([OD3](#)). On the other hand, various social responsibility projects were carried out with 75 students within the scope of the volunteering course ([OD3](#)). ([3 OD3](#)) Students participate in social contribution activities through social responsibility studies they undertake within their education and research processes or independently ([OD3](#)). Non-governmental organizations, public institutions, universities and professional organizations in our external stakeholder pool constitute an important institutional capacity source in our social contribution activities. Within this scope, joint activities and project-based studies are carried out with institutions such as LÖSEV, AFAD, Turkish Alzheimer's Association, European Commission, German Turkish Lawyers Association, Hacı Bayram Veli University and TED University ([OD3](#)).

Level of Maturity: The organization manages its community contribution resources by considering its community contribution strategy and maintaining a balance between its units.

Evidence

- [\[1\]\(3\)D.1.2-surec iyilestirme gelistirme talep formu.docx](#)
- [\[2\]\(4\)D.1.2-kaynak izleme puko.docx](#)
- [\[3\]\(4\)D.1.2-TK-KIDR2025 faaliyet verisi.xlsx](#)

2. Social Contribution Performance

1. Monitoring and evaluating social contribution performance

Atılım University executes its social contribution activities within the framework of our institutional policies and principles in line with its understanding of social responsibility and sustainability, which is included in our mission statement ([OD3](#)). In this context, activities in areas such as ecology, health, rights awareness, social responsibility, technological development and entrepreneurship are planned and implemented in a way that is compatible with the changing and developing needs of society. The studies in line with our Social Contribution Policy are implemented through institutional coordination between the relevant academic and administrative units and stakeholders ([OD3](#)).

The performance of social contribution activities carried out by the academic and administrative units of our university is monitored and evaluated through project outputs, reach level, and participation data. In this context, with the Love Flower (*Centaurea tchihatcheffii*) Project, endemic plants grown using our own production facilities are distributed to local stakeholders, and institutional knowledge is shared with the society ([OD4](#)). Access to digital learning resources offered through the Juventude English Reading Platform is regularly monitored; a 44% increase in platform views, a 47% increase in visitor numbers, and reaching users from 86 countries demonstrate the widespread impact of the activities ([OD4](#)). Activities and their impact within the scope of the Career Awareness Project are tracked through the CRM system ([OD4](#)). Furthermore, the human resources and infrastructure capacity allocated for the VEX Robotics High School Robotics Competition have increased in line with the increase in the number of

participating teams from 15 to 36 (OD4). In addition, classroom equipment resulting from classroom renovation works is donated to secondary schools in need, thus ensuring that physical resources generate social benefit (OD4). Within the scope of the [Zero Waste Management project](#), improvements of 21% in tree saving, 8.3% in energy saving, 13.5% in water saving and 12.9% in greenhouse gas emissions were achieved in 2025 compared to 2024 (OD4).

Our students, another internal stakeholder of our university, also actively participate in social contribution activities through student associations and course-based applications. Within the scope of the Volunteer Studies course, students carry out volunteer activities in non-governmental organizations, health institutions and social service organizations. In the Spring Semester of 2024–2025 and the Fall Semester of 2025–2026, a total of 27 projects and various events were undertaken within the scope of volunteer activities conducted in cooperation with 27 different institutions (OD3), (1_OD3). These activities contribute to the development of students' social responsibility awareness and at the same time constitute an important component of their social contribution performance (OD4). Social contribution activities are also supported by training and certification programs organized in line with the lifelong learning approach. Training programs conducted in fields such as mediation, law, finance, expert witness services, and psychosocial development through Atılım University Continuous Education Center (ATUSEM) contribute to the development of individuals' professional competencies and the training of intermediate personnel who accelerate the business processes of institutions (OD3). Improvement studies have been performed upon the feedback received from the stakeholders who participated in the training program (2_OD4).

It is observed that the addiction prevention efforts mentioned in the IIER 2024 continued in 2025. In this context, the training and awareness activities carried out on Addiction Prevention, Disaster Awareness, Neglect and Abuse, and Traffic were aimed at internal stakeholders, but since internal stakeholders are part of society, they were evaluated within the scope of social contribution; since they were not directly aimed at external stakeholders, they were not classified separately under the subheadings of the UNSDG and were presented under a general heading (1_OD3). Social contribution activities are monitored and reported in relation to the United Nations Sustainable Development Goals. Activities are evaluated in alignment with the relevant sustainable development goals, and the scope and effectiveness of social contribution efforts are regularly reviewed based on the findings. (OD3).

1. Zero Hunger

To raise awareness about sustainable nutrition and reducing food waste, the Department of Nutrition and Dietetics at the School of Health Sciences organized a seminar titled “Sustainable Nutrition and Food Waste”. The seminar addressed the economic, environmental, and social impacts of food waste and aimed to create public awareness about sustainable nutrition. (OD3).

3. Good Health and Well-Being

Our university conducts scientific and social awareness activities aimed at protecting public health and promoting healthy living. Within this scope, the

“Alzheimer Awareness Symposium: From Science to Society”, “Endometriosis Awareness Meeting” and “Little-Talked About in Audiology 2: Sports and Balance Symposium” were organized, and current developments in the health field were shared with academics, health professionals and the public (OD3), (OD3), (OD3). Participation in the “Healthy Türkiye Century – Healthy Living Plan Workshop” was ensured to contribute to the development of health policies, and evaluations were made on strategic goals for the health field (OD3). Collaboration was established with the Turkish Nurses Association to support the health workforce; professional knowledge sharing and professional solidarity were strengthened through events bringing together clinical nurses and academics (OD3). Within the framework of a preventive health approach, informative videos on rare diseases and chronic diseases were prepared and shared on social media; the impact level of the information activities is evaluated by monitoring the reach data of the content (OD3).

4. Quality Education

In addition to the high-quality education it offers to its own students, our university supports its goal of providing quality education through social contributions and educational activities for society. In this context, educator support was provided to the TÜBİTAK 2202 Science Olympiad Program to contribute to guiding young people towards scientific fields (OD4). To improve the quality of vocational education and training, VRinVET training and Sheet Metal Forming Process Simulation Training were organized (OD4); (OD3). To support professional development in the health field, Nursing and Care Training was organized; in addition, to support family communication and child development, “Stronger Together: Building Strong Bonds in the Family” training was given and counseling services were provided through the Child Development Assessment and Monitoring Unit (OD3),(OD3),(OD3). To increase financial awareness in society, educator support was provided for the “Economics for All – Financial Literacy” events and “Business Development and Marketing” training was organized within the scope of the program by the Secretariat of Defense Industry (OD3), (OD3). In addition, the public was informed about macroeconomic developments with a presentation titled “2026 Budget and Current Economic Developments” (OD3). The number of participants and feedback from the training activities are monitored by the relevant units and used in the development of the programs.

5. Gender Equality

To raise academic awareness on gender equality, the School of Law organized the “Symposium on Critical Perspectives on Law in the Context of Gender”. The event saw the discussion of the effects of legal norms on social inequalities using an interdisciplinary approach, and the symposium outputs were published as a book of abstracts, making a lasting contribution to the field (OD4). In addition, the “Women in Logistics and Supply Chain” event was organized to increase the visibility and representation of women in the business world. (OD3).

6. Clean Water and Sanitation

As part of sustainable campus practices, a rainwater harvesting and reuse system has been implemented. Rainwater collected from roof gutters is filtered and

stored in underground tanks and used for garden irrigation. It is planned to expand this practice to other campus buildings in the future. (OD3)

7. Accessible and Clean Energy

To raise awareness about renewable energy technologies, a contribution was made to the event titled “Hydrogen Energy Technologies for a Sustainable Life” (OD3). In addition, it is aimed to increase the use of renewable energy through energy efficiency studies and solar energy systems practices undertaken on campus (OD3).

8. Decent Work and Economic Growth

Our university provides academic contributions to projects in the field of economic development and employment. In this context, participation as an academic partner was provided in the “Journey of Peace Silk with Linen and Hemp” project with EkoDoku Sustainable Living Cooperative, and the project was supported within the scope of the ENHANCER Employment Creation Focused Cooperative Grant Program [3_OD3]. Participation was provided in the “Ankara Tourism Master Plan Search Conference” and the “2024-2025 Türkiye Tourism Assessment” meetings aimed at the tourism sector (OD3). In addition, the assessment program titled “Türkiye Tourism with its Advantages and Disadvantages” was shared with the public, and assessments regarding economic developments were shared with the society through print media and television programs (OD3). A conference titled “Current Debates in Labor Law with Supreme Court Decisions” was organized to discuss employee rights, and current developments in labor law were evaluated (OD3). Professional awareness activities in the field of information and document management were undertaken to support the career development of students.

9. Industry, Innovation, and Infrastructure

In order to strengthen university-industry collaboration, participation was ensured in the panel “Building a Bridge from Academia to Industry: Why is University-Industry Collaboration Important for SMEs and Startups?”. Information events were organized about TÜBİTAK TEYDEB 1501 and 1507 support programs (OD3). Participation was ensured in the “Producing University Libraries in the Digital Age: Problems and Solution Suggestions Workshop” in the field of information management (OD3). In addition, CTS Environmental Test Systems Seminar, LogiMode: Transportation Modes in Logistics Panel and technical trips for high schools were organized by the Metal Forming Center of Excellence for external stakeholders (OD3), (OD3).

10. Reduced Inequalities

Educational and awareness-raising activities were carried out for children staying in the Homes of Love. The IEEE Student Chapter organized university presentations, laboratory tours, and career awareness events to encourage young people to pursue careers in science and technology (OD3). Based on feedback regarding the activities carried out for the Homes of Love, it is planned to develop more comprehensive educational programs in the future (5_OD3). In addition, the study titled “The Shrinking Inclusion of Industrialized Football” drew

attention to current issues regarding social inclusion. [\(OD3\)](#).

11. Sustainable Cities and Communities

Our university has made significant progress in the UI GreenMetric World University Rankings, reaching 419th place in 2025, compared to its previous year's ranking of 513th (OD4). In this context, in the “Atılım Architecture with Children: What Does an Architect Do? City and Architectural Dreams” workshops, children were enabled to produce designs with recyclable materials and environmental awareness was supported ([OD3](#)). In addition, “Two Schools, One City: Ankara Painting Workshop” was organized ([OD3](#)); cultural and artistic activities were brought together with the community through photography exhibitions and theater events ([OD3](#)). Spatial vision training sessions titled “Design Your Dream Spaces!” and “City-Space-Time Relationships” were conducted in digital environments ([OD3](#)), ([OD3](#)).

12. Responsible Consumption and Production

Within the scope of [Zero Waste Management practices](#) at our university, water conservation, energy conservation, and tree conservation have been achieved, contributing to greenhouse gas reduction, and improvements are made through regular monitoring ([OD4](#)). Organic waste generated on campus is turned into compost and used as natural fertilizer in the maintenance of green areas ([OD4](#)). In addition, social awareness on sustainable consumption has been increased by organizing an “Upcycling Jewelry Workshop” in cooperation with the Spouses of Foreign Ministry Personnel Solidarity Association ([OD4](#)).

13. Climate Action

To raise awareness about climate change, the School of Law organized “Environmental Law Workshops” in cooperation with the Ankara Bar Association and TOBB-ETÜ. The workshops covered climate legislation, energy transition and COP processes (4_OD3). In addition, the effects of the climate crisis on children's health were evaluated with the training titled “Growing Generations While the Planet Warms: The Effects of the Climate Crisis on Children's Health and Development” ([OD3](#)).

14. Aquatic Life

The “Conference on Current Developments in Maritime Law,” organized by the School of Law, addressed maritime spatial planning studies in Türkiye and current issues concerning the Aegean Sea; the legal framework for the protection of marine ecosystems was also discussed. ([OD3](#)).

Level of Maturity: Social contribution performance of the institution is monitored and improved through evaluations with relevant stakeholders.

Evidence

- [\[1\]\(3\)D.2.1-TK-KIDR2025 faaliyet verisi.xlsx](#)
- [\[2\]\(4\)D.2.1-atusem egitim programlarinin yurutulmesi.docx](#)

- [\[3\]\(3\)D.2.1-ekodoku_protokol.docx.docx](#)
- [\[4\]\(3\)D.2.1-cevre hukuku atolyeleri 2025.pdf](#)
- [\[5\]\(3\)D.2.1-toplumsal katki komisyon toplantisi.pdf](#)

E.RESULTS AND EVALUATIONS

The content and evaluations presented in the Atılım University 2025 Institutional Internal Evaluation Report demonstrate that our unique quality assurance system has become a governance mechanism integrated with its corporate governance structure, systematically operated, and developed through a continuous improvement approach. Quality assurance processes within the institution are conducted in an integrated manner with strategic planning, performance management, and data-driven decision-making mechanisms; the Plan - Do - Check - Act (PDCA) cycle is applied to all core processes, supporting institutional learning and development.

In terms of **leadership, governance, and quality**, strong ownership of quality processes by top management plays a decisive role in disseminating a corporate quality culture. Through corporate policy documents, strategic goals, and performance indicators, all academic and administrative units of the university operate in an integrated manner with the quality assurance system. The adoption of a data-driven management approach in decision-making processes and the effective use of corporate information management systems strengthen the traceability and accountability of quality processes.

Strengths

- Implementing the quality assurance system in the institution in an integrated manner with the strategic plan, institution-specific performance system/ indicators, and process management.
- Ensuring strong leadership from top management in quality assurance processes and the ownership of the quality culture at the corporate level.
- Adopting a data-driven management approach in corporate decision-making processes and effectively using information management systems.
- Systematically including internal and external stakeholder participation in corporate processes.
- Monitoring and improving corporate processes within the framework of the Plan - Do - Check - Act (PDCA) cycle.

Areas to Improve

- Conducting impact analyses of stakeholder feedback and reflecting it more strongly in process improvements
- Further strengthening data analytics and enterprise data management capacity

Improvements Made After External Evaluation

During the external evaluation process, it was recommended that the institution's quality assurance system be made more systematic, stakeholder participation be increased, and the data-driven management approach be strengthened. In this context, the quality commission and sub-quality units were restructured, a strong link was established between strategic plan monitoring and quality processes, and mechanisms for monitoring institutional performance indicators were developed. Survey, feedback, and advisory board practices aimed at increasing stakeholder participation were disseminated.

Furthermore, studies are ongoing to use data analytics more effectively in decision-making processes, and this area is considered among our areas for improvement.

In the field of **education**, the design, implementation, monitoring, and updating processes of programs are carried out in line with the student-centered learning approach; the relationship between program outcomes, assessment systems, and learning outcomes is systematically monitored. Program accreditation processes, student and graduate feedback, and external stakeholder contributions are used as important mechanisms that contribute to the continuous improvement of education and training processes. This approach has created significant institutional capacity that supports the sustainable development of educational quality.

Strengths

- Considering changes in ecosystem dynamics during program design and updating processes
- Systematically establishing the relationship between program outcomes and measurement and evaluation processes
- Emphasis on program accreditation processes and operation of quality assurance mechanisms at the program level
- Utilizing student feedback to improve teaching and learning processes
- Integration of digital learning environments into educational processes

Areas to Improve

- More systematic data-driven analysis in program monitoring and evaluation processes
- More effective use of the alumni tracking system in institutional decision-making processes
- Further increase in internationalization and international student mobility

Improvements Made After External Evaluation

Suggestions were made to monitor programs and increase stakeholder participation in the external evaluation process. In this regard, program advisory boards were established, student and alumni feedback mechanisms were strengthened, and program evaluation processes were systematized. Mechanisms for monitoring education and training processes within the scope of quality assurance have been developed, and work continues to support these processes with data-based analyses.

In the field of **research and development**, the university implements systematic practices aimed at increasing academic productivity through its research infrastructure, research centers, technology transfer mechanisms, and research support processes. Monitoring research performance, encouraging and supporting research activities, and developing national and international collaborations constitute the fundamental elements of our research strategies. Strengthening practices aimed at transforming research outputs into scientific, technological, and social impact is considered one of the institution's strategic development areas.

Strengths

- The research strategies of the institution are determined in line with the strategic plan.
- R&D management based on our vision and policies (individual and unit-based performance evaluation, reward/incentive mechanisms, support programs) is adopted.
- Research activities are supported through research centers, laboratory infrastructure, and technology transfer mechanisms.
- Support and incentive mechanisms and internal support programs that encourage the scientific productivity of academic staff and are revised in line with current needs are in place.
- Initiatives aimed at developing national and international research collaborations.

Areas to Improve

- Increasing the international visibility and impact of research outputs
- Ensuring a more balanced distribution of research activities/outputs across disciplines
- Increasing the capacity of more effective academic human resources in research activities

Improvements Made After External Evaluation

In the external evaluation process, it was suggested that research capacity be

improved and research performance be monitored more systematically. Accordingly, research support mechanisms were strengthened, the activities of research centers were encouraged, and performance systems/indicators for monitoring research performance were developed at the School/ Center level. Furthermore, increasing the international impact of research output remains one of the institution's strategic development areas.

In terms of **social contribution**, the university considers sharing its knowledge with society and contributing to social development as one of the fundamental elements of its institutional mission. Through collaborations developed with public institutions, local governments, civil society organizations, and sector representatives, our social contribution activities are systematically executed and developed in line with the sustainable development goals.

Strengths

- Ensuring that the institution's social contribution activities are carried out in line with its institutional mission and strategic goals
- Collaborations developed with public institutions, local governments, and civil society organizations
- Diversity of social responsibility projects and educational activities for the community
- Practices aimed at sharing the knowledge of the university with the community

Areas to Improve

- More systematic impact analysis of community contribution activities
- Stronger integration of community contribution performance indicators into institutional monitoring mechanisms

Improvements Made After External Evaluation

During the external evaluation process, it was suggested that community contribution activities be more strongly linked to institutional strategies. Accordingly, community contribution activities were linked to strategic plan objectives, and the institutional coordination of community contribution projects was strengthened. However, studies on monitoring the measurable impact of community contribution activities are ongoing.

Assessments conducted throughout the institution show that the comprehensively designed quality assurance system at Atılım University is not limited to reporting processes; it is used as an effective tool in the management of strategic management, academic activities, and administrative processes. It is assessed that quality assurance practices have been institutionalized in many processes and have reached an advanced level of maturity. However, more effective use of data analytics in decision-making processes, strengthening stakeholder feedback mechanisms with impact analyses, and increasing the measurable impact of research and societal contribution outputs are among the areas for improvement

within the institution.

Atılım University positions its quality assurance system as a fundamental component of institutional development and ensures its internalization within the institution. Quality management practices, carried out through strategic goals, performance indicators linked to these goals, and institutional monitoring mechanisms, strengthen our alignment with national and international higher education quality standards and make a significant contribution to its sustainable institutional development.