

INSTITUTIONAL SELF-EVALUATION REPORT

ÇUKUROVA UNIVERSITY

SUMMARY

The Çukurova University 2024 INSTITUTIONAL SELF-EVALUATION REPORT (ISER) has been prepared by incorporating monitoring and improvement activities carried out throughout the year in accordance with the feedback provided in the Institutional Accreditation Report under the main headings of Leadership, Governance and Quality, Education and Training, Research and Development, and Social Contribution. Çukurova University plans, implements, monitors, and carries out improvement activities in line with the Higher Education Monitoring and Evaluation Criteria data and the strategic objectives outlined in the quality-oriented 2024–2028 Strategic Plan. The university completed the Institutional External Evaluation process in 2017, the Institutional Monitoring Program process in 2020, and the Institutional Accreditation Program process in 2022, achieving accreditation for a period of two years.

The university's quality processes are conducted with a stakeholder-centered approach through the Quality Commission, Quality Coordination Office, Education Coordination Office, Social Contribution Coordination Office, and Research and Development Strategies Coordination Office. Quality-related activities at Çukurova University are organized by the Quality Coordination Office and implemented through working groups within the Quality Commission and unit quality coordination boards, ensuring the university-wide dissemination and sustainability of quality efforts. In preparing the 2024 ISER, a participatory approach was adopted, and Quality Commission members were divided into working groups under four main headings. These groups compiled the report with appropriate documentation and evidence. All academic and administrative units uploaded their supporting documents to the Quality Management Information System (QMIS). The working groups, consisting of Quality Commission members, reviewed the documents and evidence uploaded to QMIS, ensuring that the 2024 Institutional Self-Evaluation Report was prepared in accordance with the Higher Education Quality Council – Institutional Self-Evaluation Report Preparation Guide (Version 3.2.1 - 24/01/2025).

ABOUT THE INSTITUTION

▪ CONTACT INFORMATION

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▪ HISTORICAL DEVELOPMENT

Founded under Law No. 1786 on November 22, 1973, Çukurova University was established based on the Universities Law No. 6336, published in the Official Gazette on June 18, 1946. It incorporated the Adana Faculty of Agriculture, which had been established by Ankara University in 1969, and the Çukurova Faculty of Medicine, which had been founded by Atatürk University in 1972. Located on the eastern shore of the Seyhan Dam Lake within the Sarıçam district of Adana, the university spans approximately 18,000 hectares, with an additional 2,000 hectares outside the main campus, bringing its total area to 20,000 hectares. The name “Balcalı” originates from the village that previously existed on the university’s current site.

The Balcalı Campus houses administrative and educational buildings, a fully equipped university hospital, a central library, dining halls for staff and students, sports facilities (indoor and outdoor), a boathouse, a botanical garden, laboratories, a congress center, various amphitheatres, an open-air theater, a marketplace (North Market), a kindergarten, staff housing, bank branches, ATMs, a supermarket, and various cafes and restaurants. The Faculty of Agriculture also operates a research and application farm within the campus.

Çukurova University consists of: • 19 Faculties • 4 Institutes • 1 School • 11 Vocational Schools • 1 State Conservatory • 39 Research and Application Centers

Academic and administrative units, along with the Research and Application Centers, ensure the university provides high-quality education, research, and social contribution activities with an experienced and competent staff.



▪ MISSION, VISION, VALUES, AND OBJECTIVES

Mission: To act as a research university that applies its knowledge for the benefit of humanity, fostering critical and creative thinkers equipped with contemporary skills, conducting high-quality research at local, national, and international levels, and serving the public good and sustainable development while adhering to its core values.

Vision: To be an internationally recognized university that leads the way in the dissemination of science, culture, arts, and sports, embracing innovation and sustainability in education, research, and social contribution.

Core Values

- **Academic Freedom:** Ensuring freedom of expression in line with academic ethics.
- **Ethical Conduct, Participation, and Transparency:** A democratic governance structure upholding Republican values and universal ethical principles.
- **Quality-Oriented Approach:** Implementing all processes in accordance with quality standards.
- **Merit-Based System:** Hiring and promotions based on competence and equal opportunity.

- **Learner-Centered Education:** Prioritizing students' learning and development.
- **Leadership and Pioneering Role:** Guiding education, research, and social activities.
- **Respect, Communication, and Inclusivity:** Supporting disadvantaged groups economically and socially.
- **Environmental and Social Responsibility:** Ensuring sustainability and social sensitivity.
- **Gender Equality:** Promoting equal representation in decision-making.
- **Innovation and Analytical Thinking:** Encouraging critical and scientific decision-making.

Objectives

A1. Enhancing Research, Development, and Entrepreneurship Capacity

1. Increasing the number of internal and external projects and publications annually.
2. Strengthening technology transfer capacity.
3. Increasing financial resources allocated to R&D.
4. Enhancing research infrastructure for sustainability.
5. Developing innovation and entrepreneurship capabilities.

A2. Ensuring Sustainable, Future-Oriented Education

1. Improving student quality.
2. Continuously updating curricula to meet modern demands.
3. Increasing student preference rates for the university.
4. Enhancing academic staff quality.
5. Improving on-campus living conditions for students.

A3. Expanding Public Access to Knowledge and Services

1. Providing effective, accessible, and high-quality healthcare services.
2. Offering educational programs for all societal segments.
3. Conducting cultural, artistic, and sports activities.
4. Engaging in sustainable development and migration-related projects.

A4. Strengthening Internationalization

1. Increasing the university's global visibility and international student numbers.
2. Enhancing the diversity and quality of international programs.
3. Expanding collaborations in international student and faculty exchanges.

A5. Improving Institutional Capacity Based on Quality Standards

1. Enhancing physical infrastructure.
2. Strengthening staff engagement and loyalty.
3. Improving technological and digital infrastructure.
4. Advancing the higher education quality assurance framework.

A. LEADERSHIP, GOVERNANCE, AND QUALITY

1. Leadership and Quality

1. Governance Model and Administrative Structure

The governance model and administrative structure of Çukurova University have been established in compliance with legal regulations. The management and organizational structure of the university are based on the Higher Education Law No. 2547, the Law on the Organization of Higher Education Institutions No. 2809, the Decree Law No. 124 on Higher Education Institutions and Their Administrative Structure, and related secondary legislation.

The governance model of Çukurova University, developed in accordance with legal regulations, exhibits a hierarchical structure based on authority and responsibility. The administrative structure of the university includes the Rector, Vice Rectors, University Administrative Board, Senate, Secretary General, Faculties, Institutes, Schools, Vocational Schools, Units affiliated with the Secretary General, and the Internal Audit Unit. Academically, the university consists of 19 faculties, 4 institutes, 1 school, 11 vocational schools, 1 State Conservatory, 39 Research and Application Centers, and 4 departments directly affiliated with the Rectorate. Under the Secretary General, there are 8 Department Directorates, the Legal Consultancy Office, and the Revolving Fund Management Office [OD3].

As part of the 2024–2028 Strategic Plan, specifically under Objective A5: Enhancing Institutional Capacity in Line with Quality Standards and Target H5.1: Improving Physical Capacity, several organizational changes were implemented within the Department Directorates in 2024:

- The Electronic Document Management System (EDMS) Unit, previously affiliated with the Administrative and Financial Affairs Directorate, was transferred to the Information Processing Department along with all personnel, budget, and assets to enhance workflow efficiency and operational effectiveness [1_OD4].
- The Civil Defense Office and the Disaster Management Unit, previously separate entities under the Administrative and Financial Affairs Directorate, were merged into a single Civil Defense, Disaster, and Emergency Management Branch Office to improve efficiency by consolidating overlapping responsibilities [2_OD4].
- The Parks and Gardens Branch Office, formerly under the Administrative and Financial Affairs Directorate, was transferred to the Construction and Technical Affairs Directorate, along with all personnel, vehicles, machinery, equipment, and budget [3_OD4].

Guided by the University's Management System Policy [OD3], Çukurova University has adopted a human-centered, participatory, and democratic governance approach. This policy ensures a quality-

oriented governance system that is transparent, accountable, innovative, and capable of institutional transformation, reinforcing stakeholder representation and a sense of belonging. In alignment with this policy, coordinatorships, councils, and commissions have been established to support the university's governance and administrative functions, playing an active role in decision-making processes in accordance with one of the university's core values: "Ethical Behavior, Participation, and Transparency" [\[OD3\]](#).

Currently, Çukurova University has six coordinatorships, each playing a crucial role in the university's decision-making and improvement processes:

- Quality Coordination Office [\[OD4\]](#)
- Education Coordination Office [\[OD4\]](#)
- Social Contribution Coordination Office [\[OD4\]](#)
- Research and Development Strategies Coordination Office (ARGES) [\[OD4\]](#)
- Elective Courses (ADS) Coordination Office [\[OD4\]](#)
- Barrier-Free University Coordination Office [\[OD4\]](#).

The organizational structure and areas of activity of these coordinatorships have been clearly defined and are widely recognized by stakeholders.

As part of the 2024–2028 Strategic Plan, specifically under Objective A2: Adapting Education to the Ever-Evolving Conditions of the Era in a Sustainable Manner and Target H2.4: Enhancing the Quality and Quantity of Academic Staff, certain changes have been made: • The Academic Data Monitoring and Evaluation Coordination Office (AVİDEK) has been dissolved, and its responsibilities have been transferred to the Research and Development Strategies Coordination Office (ARGES) as per the AVİDEK Directive [\[4_OD4\]](#). • Other active coordinatorships continue their operations within the areas of Quality, Education, Research and Development, and Social Contribution, under the leadership of the Vice Rector to whom they report [\[5_OD4\]](#).

The university's top decision-making bodies consist of the University Senate and the University Administrative Board. Decisions taken by academic and administrative units, coordinatorships, commissions, and councils are submitted to the Senate and the Administrative Board for final approval. To ensure stakeholder transparency and accessibility, all decisions made by the Senate [\[OD4\]](#) and the Administrative Board [\[OD4\]](#) are regularly published on the university's official website.

Maturity Level: Practices related to governance and organizational structure of the institution are monitored and improved.

Evidence

- [\[1\]\(4\)A.1.1-ebys_unit_information_processing_revolution.pdf](#)
- [\[2\]\(4\)A.1.1-merger of civil defense amirligi and disaster management unit.pdf](#)
- [\[3\]\(4\)A.1.1-park bahceler sube mudurlugunun yapı islerine baglanma.pdf](#)
- [\[4\]\(4\)A.1.1-avidekin kapatilmasina iliskin senato karari.pdf](#)
- [\[5\]\(4\)A.1.1-ректор yardimcilarinin gorev dagilimleri.pdf](#)

2. Leadership

The senior management at Çukurova University is committed to fostering a quality culture and strengthening the quality assurance system across all university units. Quality Commission meetings are held under the leadership of either the Rector or the Vice Rector responsible for quality assurance. The Vice Rector for Quality Assurance, together with the Quality Coordination Office, conducts unit visits, ensuring a continuous and effective communication network between the university's academic and administrative units and senior management. These visits facilitate the internalization of the quality assurance system by the units [1_OD4].

The authorities and responsibilities of the Vice Rectors and the heads of academic and administrative units have been clearly defined, ensuring a balanced distribution of authority. Each Vice Rector leads the operational and policy implementation of the units under their responsibility, including quality, research, education, social contribution, internationalization, and healthcare services [2_OD4].

The Rector meets with students through events such as the Rector-Student Meeting (held on April 16, December 5, December 11, and December 19, 2024) to strengthen institutional belonging and a democratic governance approach [3_OD4].

Additionally, on the first day of the 2024-2025 academic year (October 14, 2024), the Rector, Vice Rectors, and unit directors organized welcoming events at 11 different campus locations, offering meals to students and staff to enhance motivation and institutional belonging [4_OD4].

During the 2024-2025 Academic Year Opening Ceremony, a special lecture titled "Leadership in the 21st Century" was delivered to introduce contemporary leadership concepts and expectations to university personnel and students [5_OD4].

Çukurova University hosted the Eastern Mediterranean Regional Career Fair (DABKAF) on December 23-24, 2024, providing students with career-building opportunities through engagement with national and local firms. Over 170 companies participated, and 156 events were held, including conferences, panel discussions, job interviews, mock interviews, workshops, and certificate training programs [8_OD4].

The university also organizes regular "Leadership Training" programs for newly appointed academic and administrative staff. In 2024, two sessions were held on May 23 and December 3, 2024. Post-training surveys indicated a decrease in paternalistic leadership perceptions and an increase in transformational leadership perceptions, aligning with institutional goals [9_OD4] [10_OD4].

Maturity Level: Leadership practices and their contributions to the development of the quality assurance system and culture are monitored, and improvements are made accordingly.

Evidence

- [\[1\]\(4\)A.1.2-kalite_koordinatorlugu_2024_faaliyet_raporu.pdf](#)
- [\[2\]\(4\)A.1.2-director_assistant_directors_are_responsible_for_their_coordination.pdf](#)
- [\[3\]\(4\)A.1.2-rektor_ogrenci_bulusmalari.pdf](#)
- [\[4\]\(4\)A.1.2-pilav_gunu_etkinligi.pdf](#)
- [\[5\]\(4\)A.1.2-akademik_acılılıs_toreni.pdf](#)
- [\[6\]\(4\)A.1.2-news_merkezi_faaliyet_raporu.pdf](#)
- [\[7\]\(4\)A.1.2-protokoller_2024.pdf](#)
- [\[8\]\(4\)A.1.2-kariyer_fuari_kitapçigi.pdf](#)
- [\[9\]\(4\)A.1.2-leadership_egitimleri.pdf](#)

- [\[10\]\(4\)A.1.2-leadership_egitimi_raporu.pdf](#)
- [\[11\]\(4\)A.1.2-building_remodeling_repair_isi.pdf](#)

3. Institutional Transformation Capacity

As part of the “Mission Differentiation and Specialization Project” initiated by the Council of Higher Education (YÖK), Çukurova University was designated as a Candidate Research University in 2017 and a Research University in 2021. Additionally, in line with the Higher Education Internationalization Strategy Document dated June 30, 2017, the university was selected as one of the 20 pilot universities in the field of internationalization. Emphasizing its role as a Research University and a pioneer in internationalization, Çukurova University has prioritized research in its 2024-2028 Strategic Plan, shaping its institutional transformation objectives accordingly [1_OD4].

Starting in January 2024, all decisions made within university units must be linked to the Strategic Goals and Objectives of the Çukurova University 2024-2028 Strategic Plan and the Higher Education Quality Council (YÖKAK) Quality Sub-Criteria before being submitted to the University Senate and Administrative Board. This policy ensures that all decisions align with the Strategic Plan objectives and quality criteria, guiding institutional transformation through the principles of Strategic Planning and Quality Standards [2_OD5].

Çukurova University upholds its core value of “Social, Environmental Sensitivity, and Sustainability” in all its activities. In this regard, the university’s research priorities in the 2024-2028 Strategic Plan emphasize sustainability in Agriculture and Food, Health, Engineering and Basic Sciences, Energy and Environment, Regional Development, and Sustainability. The university’s sustainability initiatives are shared with stakeholders through green.cu.edu.tr.

Within the scope of on-campus sustainability efforts, the Çukurova University Waste and Zero Waste Management Commission, established on December 28, 2023, continued its meetings and activities in 2024. Based on commission decisions, all campus units are required to transfer hazardous and non-hazardous waste generated from research and laboratory activities to the designated waste storage area behind the heat center. In some units, chemical laboratory waste accumulated since their establishment has been sorted, stored in appropriate containers, labeled, and securely palletized [3_OD4].

Çukurova University improved its ranking in the UI GreenMetric World University Rankings from 426th place worldwide in the previous year to 303rd place in 2024. Nationally, the university ranked 31st in Turkey and 2nd in the “Infrastructure and Campus Facilities” category [4_OD4].

Additionally, in 2024, an important milestone was achieved in sustainability and university-industry collaboration with the commercialization of the university’s first patented invention. The patent for a “Mountable Scooter Safety Equipment”, developed by Assoc. Prof. Dr. Yusuf Kuvvetli from the Department of Industrial Engineering, was transferred to Bin Transportation and Smart City Technologies Inc. (BinBin) and successfully commercialized [5_OD5].

Çukurova University was recognized in the “Barrier-Free University Awards” granted by the Council of Higher Education (YÖK), receiving 3 Orange Flags, 1 Blue Flag, and 1 Barrier-Free Program Badge. • Orange Flags (Accessibility in Physical Spaces) were awarded to Abdi Sütcü Vocational School of Health Services, Faculties of Dentistry, Pharmacy, and Economics and Administrative Sciences. • The Faculty of Communication received a Blue Flag (Accessibility in Socio-Cultural Activities) and the Barrier-Free University Program Badge [6_OD5].

On November 20-21, 2024, the 1st International & 3rd National Çukurova Women's Studies Congress was held at Mithat Özsan Amphitheater, hosted by the Çukurova University Women's and Family Studies Application and Research Center (KADAUM). In his opening speech, the Rector emphasized the significance of hosting this congress in the center's 30th anniversary year, aligning with the university's Strategic Plan Goal H4.1 (Enhancing International Visibility and Increasing International Student Enrollment) and the core value of Gender Equality [7_OD4].

Furthermore, Çukurova University is a partner in the EUPeace (European University for Peace, Justice, and Inclusive Societies) Project. This initiative, involving eight universities from Europe, aims to establish a European campus dedicated to fostering knowledge and competencies in peace, justice, and inclusive societies worldwide [8_OD5].

Demonstrating institutional agility, the university adjusted its Library Services to operate 24/7 during the 2024-2025 Fall Semester final exams, as per the General Secretariat's directive dated November 22, 2024 [9_OD4].

Maturity Level: Change management practices aligned with the institution's objectives, mission, and goals are monitored, and necessary measures are implemented.

Evidence

- [\[1\]\(4\)A.1.3-strategic_plan.pdf](#)
- [\[2\]\(5\)A.1.3-kurul_kararlari_ornek_kitapcik.pdf](#)
- [\[3\]\(4\)A.1.3-atik_komission_faaliyet_raporu.pdf](#)
- [\[4\]\(4\)A.1.3-cevre_sorunlari_arastirma_ve_uygulama_merkezi_faaliyet_raporu.pdf](#)
- [\[5\]\(5\)A.1.3-mounted_edilebilir_skuter_guvenlik_ekipmani_patent_devrir_sozlesmesine_iskin_haber.pdf](#)
- [\[6\]\(5\)A.1.3-engelsiz_universite_bayrak_ve_nisan_odulleri.pdf](#)
- [\[7\]\(4\)A.1.3-kadaum_faaliyet_raporu.pdf](#)
- [\[8\]\(5\)A.1.3-eupeace_projesi.pdf](#)
- [\[9\]\(4\)A.1.3_official_statement_regarding_the_library's_7-24_service_provision,.pdf](#)

▪ Internal Quality Assurance Mechanisms

At Çukurova University, **the Quality Commission** is responsible for ensuring and maintaining quality across all processes, including education and training, research and development, social contribution activities, and governance systems, in alignment with the strategic plan and institutional goals. The commission is chaired by the Rector, and in the absence of the Rector, by the relevant Vice Rector. The commission includes members appointed by the University Senate who represent various scientific disciplines and have experience in quality-related initiatives. Vice Rectors, the Quality Coordinator, the Secretary General, and the Head of the Strategy Development Department are permanent members of the commission. Additionally, a student representative is elected by the Senate annually. The Quality Commission meets regularly under the Rector or the relevant Vice Rector, evaluating areas for improvement based on Strategic Plan, Quality Criteria, and Institutional Feedback Reports [1_OD4].

The Quality Commission has established working groups focusing on Leadership, Governance and Quality, Education and Training, Research and Development, and Social Contribution, distributing responsibilities accordingly. Since 2023, the commission has been organizing “**Institutional Self-Evaluation Report (ISER) Preparation Workshops**”, ensuring a participatory and democratic quality structure. In 2024, two such workshops were held on February 1 and February 22 [1_OD4].

The Quality Coordination Office monitors performance evaluation of quality processes, identifies areas for improvement, and reports them to the Quality Commission.

Its responsibilities include:

- Contributing to the university's strategic planning activities.
- Managing external communication on Quality Management System (QMS) matters.
- Monitoring quality standards and providing recommendations to the Quality Commission.
- Supporting the implementation of the Quality Management System.
- Organizing training sessions for staff on Quality Management Systems.
- Consolidating data from university units for quality assurance activities.
- Encouraging and supporting program accreditation processes.
- Conducting self-assessments in academic units.
- Proposing, planning, and monitoring improvement efforts based on external evaluations.

As part of Quality Processes at Çukurova University, the Quality Coordination Office organized 99 briefings in 2024 for faculty, school, and vocational school administrators, academic staff, and administrative personnel. These sessions were attended by the Vice Rector, Quality Coordinator, Education Coordinator, and the Quality Coordination Team. Discussions focused on:

- Quality Management System
- Higher Education Quality Council (YÖKAK) Criteria
- Alignment of course content, teaching, and assessment methods with quality processes
- The importance of the Plan-Do-Check-Act (PDCA) cycle
- Fostering a culture of quality assurance

The Education Coordination Office also participated in these sessions, ensuring stronger institutional adoption of quality principles [2_OD4] [3_OD4].

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

Evidence

- [\[1\]\(4\)A.1.4-kalite_koordinatorlugu_2024_faaliyet_raporu.pdf](#)
- [\[2\]\(4\)A.1.4-unit_visits_report_1.pdf](#)
- [\[3\]\(4\)A.1.4-birim_ziyaret_raporu_2.pdf](#)
- [\[4\]\(4\)A.1.4-faculties_accreditation_status_report.pdf](#)
- [\[5\]\(4\)A.1.4-kalite_koordinatorlugu_onlisans_akreditasyon_takipibi.pdf](#)
- [\[6\]\(4\)A.1.4-quality_doküman_sistemi.pdf](#)
- [\[7\]\(4\)A.1.4-unim_danisma_kurullari_resmi_yazismalar.pdf](#)

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▪ **Public Disclosure and Accountability**

One of the fundamental values of Çukurova University is “Ethical Conduct, Participation, and Transparency”. Accordingly, the university implements a democratic and result-oriented governance

approach that is transparent and inclusive, ensuring that communication channels are open to all stakeholders and that staff can actively participate in management processes [1_OD4] [7_OD4] [8_OD4]. The university's activities are regularly shared through its official website and social media channels [OD3].

The university has well-defined mechanisms for public information and accountability, operated in accordance with established legal frameworks: • Law No. 4982 on Access to Information • Regulation on the Implementation of the Right to Information Act • Law No. 3071 on the Right to Petition

Requests made under these regulations are responded to within the legal timeframe. The "Access to Information Unit", operating under the Legal Consultancy Office, ensures that stakeholders can submit and track their requests either in written or electronic form. In 2024, a total of 1,951 requests were processed and fully responded to [2_OD4]. The Access to Information Unit is also responsible for handling applications made via the Presidential Communication Center (CİMER) [3_OD4].

Additionally, the university has designated specific channels for handling various requests:

- Student affairs and IT-related requests: <https://destek.cu.edu.tr>
- General inquiries and suggestions: bilgi@cu.edu.tr
- Direct applications to relevant units

Applications from both individuals and organizations are processed in compliance with legal requirements, ensuring timely and transparent responses [4_OD4].

The Çukurova University News Center, operating under the Rectorate, plays a key role in public communication. Its primary aim is to accurately and comprehensively share news about the university and promote its visibility [OD4].

The university upholds ethical and transparent practices in income-generating activities such as procurement and leasing, ensuring that all tendering processes are published on the university's official website [5_OD4].

Furthermore, in line with public resource management principles, the university ensures accountability in the acquisition and use of public funds. This includes taking necessary precautions to ensure that resources are used effectively and in compliance with laws and regulations. The Internal Audit Unit, in accordance with Law No. 5018 on Public Financial Management and Control and the Regulation on the Working Principles and Procedures of Internal Auditors, has prepared the 2024 Financial Year Internal Audit Activity Report [6_OD4].

Maturity Level: The university's public information and accountability mechanisms are actively monitored and improved based on stakeholder feedback.

Evidence

- [\[1\]\(4\)A.1.5-strategic_plan.pdf](#)
- [\[2\]\(4\)A.1.5-bilgi_edinme_birimi_resmi_yazi.pdf](#)
- [\[3\]\(4\)A.1.5-cimer_yazisma_ornekleri.pdf](#)
- [\[4\]\(4\)A.1.5-cu_destek_talepek_gosterge_panel.pdf](#)
- [\[5\]\(4\)A.1.5-Tender_website.pdf](#)
- [\[6\]\(4\)A.1.5-ic_audit_unit_faaliyet_raporu.pdf](#)
- [\[7\]\(4\)A.1.5-2024_idari_faaliyet_raporu.pdf](#)

- [\[8\]\(4\)A.1.5-2024_ickontrol_degerlendirme_raberu.pdf](#)

2. Mission and Strategic Objectives

1. Mission, Vision, and Policies

The mission of Çukurova University is to operate with the awareness of being a Research University, utilizing its knowledge for the benefit of humanity, fostering students with critical and creative thinking skills, equipping them with the competencies required by the modern era, and conducting high-quality research and development activities that contribute to science and technology at local, national, and international levels. The university is committed to its core values, ensuring a sustainable world while serving individuals, society, and public welfare.

The vision of Çukurova University is to become a leading international university that promotes science, culture, arts, and sports, embraces innovation, and conducts education, research, and social contribution activities with a sustainable future-oriented approach.

The university has developed several institutional policies, including: • Quality Policy • Education and Training Policy • Research and Development Policy • Social Contribution Policy • Internationalization Policy • Governance System Policy • Distance Education Policy • Information Security Management System Policy [\[OD3\]](#)

The Research and Development Policy has been updated based on feedback from the Institutional Accreditation Report [1_OD4].

Maturity Level: The implementation of the university's mission, vision, and policies is continuously monitored, evaluated with stakeholders, and necessary measures are taken accordingly.

Evidence:

- [\[1\]\(4\)A.2.1-arastirma_politikasi_senato.pdf](#)

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2. Strategic Goals and Objectives

The 2024-2028 Strategic Plan of Çukurova University was prepared through Strategy Development Board, Strategic Planning Team, and Stakeholder Meetings and was submitted to the Presidency of Strategy and Budget in July 2023. Based on the evaluation report received, necessary revisions were made, and the plan was officially implemented on January 1, 2024, following approval from the Rector's Office.

The "Strategic Planning Guide for Universities", issued by the Presidency of Strategy and Budget, states in Articles 15 and 16 that: • Updating a strategic plan refers to making adjustments to target indicators without altering the mission, vision, and objectives for the remaining years of the strategic planning period. • Renewing a strategic plan means completely re-drafting the plan for a new five-year period. •

Furthermore, Article 16 specifies that a strategic plan can be renewed if there is a change in the Rector during the implementation period.

Following a change in the university's senior management, a review meeting was held to reassess the target indicators outlined in the 2024-2028 Strategic Plan [1_OD4].

To ensure meticulous tracking of the strategic plan's implementation, the Information Processing Department developed a Strategic Plan Module within the Quality Management Information System (KYBS). This module collects and reports performance indicator data [2_OD4].

The 2024 performance report for the 2024-2028 Strategic Plan has been prepared, revealing an average realization rate of 79.7% for 2024 [3_OD4].

Maturity Level: The university continuously monitors the implementation of its strategic plan and integrates stakeholder feedback into future planning.

Evidence:

- [\[1\]\(4\)A.2.2-stratejik plan toplanti.pdf](#)
- [\[2\]\(4\)A.2.2-stratejik plan modul yazisi.pdf](#)
- [\[3\]\(4\)A.2.2-stratejik plan gerceklesme raporu.pdf](#)

□

3. Performance Management

A.2.3. Performance Management

The Performance Program of the university is prepared by the Strategy Development Department [1_OD4]. Performance indicators included in the program are monitored every six months.

The Public Financial Management and Control Law No. 5018 ensures that public resources are obtained and used effectively, economically, and efficiently, guaranteeing accountability and financial transparency. The law defines the structure and functioning of public financial management, covering budget preparation, execution, accounting, reporting, and financial control processes.

In this context, the university has published the 2024 Institutional Financial Status and Expectations Report, providing information on the results of the first six months of the year, as well as expectations, targets, and planned activities for the second half of the year [2_OD4].

Maturity Level: The effectiveness of performance indicators and performance management mechanisms is monitored, and improvements are made based on evaluation results.

Evidence:

- [\[1\]\(4\)A.2.3-2024 yili performans programi.pdf](#)
- [\[2\]\(4\)A.2.3-corporate financial status and expectations report.pdf](#)

3. Management Systems

1. Information Management System

The university's E-KAMPUS application, which manages and tracks digital processes, has been redesigned since 2023. All digital process tracking within E-KAMPUS has been transferred to the Çukurova University Information System (ÇÜBİS), allowing all units to access relevant modules based on their authorization levels. ÇÜBİS now includes 17 modules [1_OD4].

Major improvements in the Information Management System in 2024 include the following:

- All academic program objectives, learning outcomes, curriculum details, and course assessments have been incorporated into the Education Information System (EBS).
- The separate Institute Automation System has been integrated into ÇÜBİS, consolidating all education processes under one platform.
- The Central Additional Course Automation Software has been procured and integrated into ÇÜBİS and Personnel Management Automation.
 - Personnel leave tracking has been integrated between Personnel Management Automation and EBYS (Electronic Document Management System).
- English and Arabic Preparatory Education processes have been transferred to ÇÜBİS.
 - A new AI-powered photo update panel allows students to update their ID photos automatically.
 - A tagging system has been introduced to categorize courses.
 - A central exam paper collection and assessment module has been added to link exam questions with learning outcomes.
- The Alumni Information System has been integrated into the Academic Information System (ABS).
 - The Faculty of Medicine and the Faculty of Dentistry automation systems have been integrated into ÇÜBİS.
- New reporting tools have been developed based on unit requests.
- The Prospective Student Portal has been updated with TQF, Accreditation, and YÖK Atlas data integration.
- A centralized data analysis system has been established.

As of 2024, university personnel and students can access [VETİS](#) (Database Access and Statistics System) from outside the campus network without requiring proxy/VPN settings [2_OD4].

The university's **Information Security Management System** (ISMS) was aligned with ISO 27001 standards, and the TÜRKAK-approved ISO/IEC 27001:2013 certificate was obtained on October 1, 2022. Following an update on September 20, 2024, the university renewed its certification to ISO/IEC 27001:2022 on October 5, 2024 [3_OD4].

Çukurova University emphasizes open-source software development for cost-efficiency and flexibility. The Academic Application and Evaluation System (ABSİS) has been launched to manage faculty recruitment applications and evaluation processes [4_OD4].

Additionally, the **Quality Management Information System** (KYBS) has been expanded to include: • Strategic Plan Data Collection • Institutional Internal Evaluation Data Monitoring • Researcher Data Pool integrating YÖKSİS and Web of Science (WoS) • Performance Evaluation System with interactive web-based dashboards [5_OD4].

To enhance campus security, the ÇÜ-SOS Emergency Mobile Application was introduced, allowing for real-time emergency response [6_OD4].

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

Evidence

- [\[1\]\(4\)A.3.1-cubis_modulleri_2024.pdf](#)
- [\[2\]\(4\)A.3.1-vetis \(database erisim ve istatistik sistemi\).pdf](#)

- [\[3\]\(4\)A.3.1-ISO-27001 belgesi.pdf](#)
- [\[4\]\(4\)A.3.1-absis.pdf](#)
- [\[5\]\(4\)A.3.1-kybs monitoring systems.pdf](#)

- [\[6\]\(4\)A.3.1-cu_sos_acil_yardim_sistemi_basvurular.pdf](#)

2. Human Resources Management

At Çukurova University, human resources management is carried out by the Personnel Department. The university ensures that employees receive training aligned with modern requirements to enhance competency, efficiency, and professional development through the In-Service Training Directive. Regular in-service training sessions are conducted to increase administrative staff competency and professional adaptation.

To determine training needs, an “Employee Educational Needs Assessment Inventory” was created through a university-wide survey [1_OD4]. Based on the findings, various training programs were implemented: “Water Efficiency” Training was conducted university-wide [2_OD4]. First Aid Teams were established, and first aid training was provided due to the university’s location in a seismic zone [3_OD4]. Disaster Search and Rescue Training was conducted in collaboration with the Adana Provincial Disaster and Emergency Directorate [4_OD4]. “Candidate Civil Servant Training” was delivered in compliance with Article 55 of the Higher Education Law No. 657 [5_OD4]. The “Savings Measures Training Program” (covering State Property Protection, Energy Efficiency in Daily Life and Public Buildings, Water Efficiency, Environmental Awareness, and Zero Waste) was conducted through the Distance Education Platform (UEK). [6_OD5] “Artificial Intelligence Awareness Training Program” was also organized via UEK. Orientation Training was provided for newly hired contract workers, administrative personnel, and civil servants, with documented records [7_OD4].

To enhance academic staff development, training programs such as “Rotation Completion Training” were planned in collaboration with external institutions [8_OD3].

In response to Institutional Accreditation Report feedback, the Human Resources Management system was improved, leading to the creation of the Awards Directive, approved by the University Senate on May 28, 2024. • On July 19, 2024, the Research Awards Ceremony was held, recognizing academic excellence in international publications, externally funded projects, and patent registrations [9_OD4]. • The Education and Teaching Awards recognized achievements in “Student Academic Advisory Services and Best Doctoral Thesis” across Science, Social Sciences, and Health Sciences. The awards were presented on December 27, 2024 [10_OD3].

Additionally, in alignment with the 2024-2028 Strategic Plan Goal A2 (Enhancing education with sustainable and adaptive content, methods, and resources) and Goal H2.4 (Improving the quality and quantity of faculty members), • The trial lecture requirement for faculty appointments was removed in a Senate decision dated December 24, 2024, and submitted to the Council of Higher Education (YÖK). • The directive governing the appointment process of Doctoral Faculty Members, Lecturers, and Research Assistants was repealed on the same date [11_OD4].

Maturity Level: Human resources management practices are monitored and evaluated with internal stakeholders to ensure continuous improvement.

Evidence:

- [\[1\]\(4\)A.3.2-egitim_ ihtiyac_envanteri.pdf](#)
- [\[2\]\(4\)A.3.2-su_verimliliği_egitimi.pdf](#)

- [\[3\]\(4\)A.3.2-ilkyardım_egitimleri.pdf](#)
- [\[4\]\(4\)A.3.2-arama_kurtarma_egitimleri.pdf](#)
- [\[5\]\(4\)A.3.2-aday_memur_egitimleri.pdf](#)
- [\[6\]\(4\)A.3.2-savings_tedbirleri_egitim_programi.pdf](#)
- [\[7\]\(4\)A.3.2-orientation_egitimleri.pdf](#)
- [\[8\]\(3\)A.3.3.2-rotation_resmi_yazismalar.pdf](#)
- [\[9\]\(3\)A.3.3.2-arastirma_odulleri.pdf](#)
- [\[10\]\(3\)A.3.3.2-egitim_ogretim_odulleri.pdf](#)
- [\[11\]\(4\)A.3.2-24.12.2024_tarihli_senato_karari.pdf](#)

□

3. Financial Management

Çukurova University operates as a special-budget institution under Schedule II of Law No. 5018. The university's financial resources include: • Treasury allocations from the central budget • Tuition fees from first and second education programs • Non-thesis master's degree and distance education revenues • Rental income and donations

Funds allocated through the Central Government Budget Law are distributed to units following the Procedures and Principles for Allocating and Utilizing Budget Appropriations and the Detailed Financial Program (AFP) [1_OD4].

Additionally, the university generates revenue from revolving funds and externally funded projects, including: • TÜBİTAK, Development Agencies, Ministries, European Union Funds, and international funding sources such as UNDP, ILO, IOM, and GiZ [2_OD4].

The university ensures compliance with financial regulations and monitors financial management through: • Activity Reports • Institutional Financial Status and Expectations Reports • Strategic Plans and Evaluation Reports • Performance Programs [OD4].

Maturity Level: The university continuously monitors and improves its financial resource management processes.

Evidence:

- [\[1\]\(4\)A.3.3-butce_dagilimi_ve_kullanimi.pdf](#)
- [\[2\]\(4\)A.3.3-dis_kaynakli_proje_sayilari_ve_butceleri.pdf](#)

4. Process Management

As part of the efforts to ensure Higher Education Quality Assurance and Internal Control Standards, process workflows have been reviewed, and process flowcharts and process maps have been updated by the responsible units via the KİOS system, with risks identified [OD4]. Within the scope of ISO 9001 processes, on July 16, 2024, all forms to be used jointly by our units have been integrated into the University's Quality Document System and made accessible through the web [1_OD4]. Job descriptions for the university units and their personnel have been defined in the ÇÜBİS system and officially communicated to the relevant personnel in writing [OD4].

To guide the new Internal Control Compliance Action Plan and to assess the current status, practices, developments, and deficiencies in internal control at our university, an Internal Control Questionnaire was sent to all units and evaluated accordingly [2_OD4].

Maturity Level: The institution's process management mechanisms are monitored and continuously improved in consultation with relevant stakeholders.

Evidence:

[\[1\]\(4\)A.3.4-kybs.pdf](#)

[\[2\]\(4\)A.3.4-ic_kontrol_degerlendirme_soru_formu.pdf](#)

4. Stakeholder Engagement

1. Internal and External Stakeholder Engagement

All leadership and quality processes at our university are conducted with stakeholder participation. Representation of different stakeholder groups is prioritized in all quality mechanisms, and stakeholder opinions are considered for improvements. Quality Commission Workshops, Quality Coordination Boards, and Unit Advisory Boards all emphasize stakeholder representation to ensure the broad dissemination of quality culture and the sustainability of the quality assurance system.

In interactive workshops and meetings held with institutions, organizations, and individuals directly or indirectly related to the university, feedback is gathered on university programs and activities to assess stakeholder awareness and satisfaction. The findings from these meetings are analyzed and used in institutional evaluation and strategic planning efforts.

To collect feedback and evaluations from stakeholders of undergraduate and associate degree programs, stakeholder meetings were held on April 17-18, 2024, at the University Congress Center, with participants including deans, directors of schools, department heads, secretaries, faculty members, students, alumni, and industry representatives (external stakeholders) [1_OD4]. Similarly, a Graduate Programs Stakeholder Meeting was held on April 26, 2024 [2_OD4].

Additionally, feedback from internal stakeholders is collected through the Quality Management Information System (KYBS). This system allows students and staff to submit feedback at any time and from any location, ensuring continuous stakeholder representation and enabling ongoing improvements based on stakeholder opinions [3_OD4]. A Satisfaction Survey is conducted annually with students, alumni, and academic staff to assess activities, facilities, and resources, with results analyzed and compared over the years [4_OD4].

Maturity Level: Stakeholder engagement mechanisms are actively monitored, and necessary improvements are implemented.

Evidence:

- [\[1\]\(4\)A.4.4.1paydas_toplantisi_lisans_ve_onlisans_programlari.pdf](#)
- [\[2\]\(4\)A.4.1 paydas_toplantisi_lisansustu_programlar.pdf](#)
- [\[3\]\(4\)A.4.1-kybs_ic_paydas_geribildirim_ornekleri.pdf](#)
- [\[4\]\(4\)A.4.1-paydas_memnuniyet_anket_raporu.pdf](#)

□

2. Student Feedback

Various mechanisms have been developed to regularly collect student feedback at our university. In addition to satisfaction surveys conducted in stakeholder meetings, students evaluate each course's instructor, delivery method, learning outcomes, and alignment with program objectives through ÇÜBİS. This feedback is shared with instructors via the system, allowing them to improve course delivery and content [1_OD4].

Another key mechanism for gathering student feedback is the Rector-Student Meetings, held four times in 2024, enabling students to directly communicate their opinions and requests to the Rector [2_OD4]. Furthermore, student representation is prioritized in committees and councils, with students actively participating in various university decision-making bodies [3_OD4].

Maturity Level: The mechanisms for collecting student feedback are actively monitored across all programs, and improvements are made based on student participation. The feedback results are integrated into decision-making processes.

Evidence:

- [\[1\]\(4\)A.4.2-cubis_reporting_and_monitoring_system.pdf](#)
- [\[2\]\(4\)A.4.4.2-rektor_ogrenci_bulusmalari.pdf](#)
- [\[3\]\(4\)A.4.4.2-commissions_and_boards_found_by_student_representatives.pdf](#)

3. Alumni Relations Management

On April 29-30, 2024, a Promotion, Career, and Alumni Day event was held at the Çukurova University Congress Center, bringing together alumni and current students [1_OD4]. Regularly held Stakeholder Meetings and Satisfaction Surveys help maintain continuous communication with alumni [2_OD4] [3_OD4]. Additionally, a Graduate Module integrated into ÇÜBİS allows unit managers to track and update alumni records [4_OD4].

Maturity Level: The alumni tracking system is actively monitored, and programs are updated based on needs.

Evidence:

- [\[1\]\(4\)A.4.3-tanitim_kariyer_ve_mezunlar_gunu.pdf](#)
- [\[2\]\(4\)A.4.4.3-paydas_toplantisi_lisans_ve_onlisans_programlari.pdf](#)
- [\[3\]\(4\)A.4.3-paydas_memnuniyet_anket_raporu.pdf](#)
- [\[4\]\(4\)A.4.3-graduate_module.pdf](#)

5. Internationalization

1. Management of Internationalization Processes

The Internationalization processes of our university are managed by the International Relations Office [OD4], the International Student Center [OD4], and the Research and Development Strategies Coordination Office [OD4]. The management and organizational structure of internationalization are institutionalized through the regulations of these units. The university's internationalization policy is well-established and aligned with the 2024-2028 Strategic Plan, which includes the goal of enhancing institutional internationalization capacity [OD4, pp. 117-119].

International Mobility and Cooperation: The International Relations Office oversees all exchange programs, including Erasmus+, Mevlana, Farabi, and other international collaborations. The office operates under a defined Academic Council, which sets policies and strategies for internationalization [OD4] [1_OD4]. Target countries and cooperation areas are determined by the council and publicly shared via the office's website [OD4]. Additionally, coordinators are appointed at the department and faculty levels for each exchange program [OD4], [OD4].

International Students: Established in 2011 as the International Student Office (ISO) and restructured in 2015 as the Çukurova University International Student Coordination Application and Research Center, this unit plays a key role in the university's internationalization efforts. The center works closely with Turkish Education Consultancy Offices, the Maarif Foundation, and the Yunus Emre Institute to promote the university internationally and attract more students [2_OD4].

In accordance with the decision taken at the General Assembly Meeting of the Council of Higher Education (YÖK) on November 23, 2023, international student entrance exams (YÖS) conducted by state universities have been abolished. As of the 2024-2025 academic year, international student admissions to state universities will be based solely on: • The Turkey Examination for Foreign Students (TR-YÖS) conducted centrally by ÖSYM, • High school GPA criteria determined by university senates, • National exams administered by respective countries.

In compliance with this decision, the Çukurova University International Student Exam (ÇUÖS), which had been conducted both domestically and internationally since 2012, has been discontinued. Consequently, the International Student Admission and Registration Directive for Associate and Undergraduate Programs at Çukurova University has been revised.

To provide a more flexible and adaptable admission process for international students, application and admission procedures have been restructured. The list of eligible exams for international student selection has been updated by removing ÇUÖS and including TR-YÖS along with other national/international exams recognized by ÖSYM. The updated directive and new admission procedures have been publicly announced on the center's website for all stakeholders [OD4].

□

International Research: At our university, internationalization activities are approached holistically. Within this framework, international research activities—a key aspect of internationalization—are managed by the Research and Development Strategies Coordination Office (ARGES).

In the areas of international collaborations and network building, ARGES and the International Relations Office work in close coordination and cooperation. ARGES provides support for international research, which is detailed in the Research and Development Section.

Maturity Level: The administrative and organizational structure of internationalization processes is monitored and continuously improved.

Evidence

- [\[1\]\(4\)A.5.1-board_kararlari.pdf](#)
- [\[2\]\(4\)A.5.1-calisma_takvimi.pdf](#)

2. Internationalization Resources

The monitoring of resources used by the Erasmus+ Coordination Office is carried out digitally through the Beneficiary Module / Turna, following the deadlines specified in the project contracts for interim and final reports. The National Agency conducts Detailed Audits, Monitoring Visits, and On-Site Financial Audits for institutions receiving high-value grants. In this context, a monitoring visit and ECHE Audit were conducted at our institution by the National Agency on November 5-6, 2024 [1_OD4].

The allocation of internationalization resources is regularly reported to the senior management and the Academic Council of the International Relations Office [2_OD4]. Resources for sustaining internationalization activities are planned based on decisions regarding the use of Erasmus+ project grants, made by the Academic Council of the International Relations Office [3_OD4].

To increase financial resources and diversify collaboration areas and partner countries, our university has been applying for International Credit Mobility (ICM) projects within the European Commission since 2016. In 2024, project proposals were submitted for 27 countries across 8 regions, and grants were awarded for 19 countries.

The International Student Center had been conducting the Çukurova University International Student Exam (ÇUÖS) annually since 2012, generating financial income through exam application fees. However, following the Council of Higher Education (YÖK) decision on November 23, 2023, all international student entrance exams (YÖS) conducted by state universities were abolished. As a result, as of 2024, the International Student Center no longer has a financial income source.

Maturity Level: The distribution of internationalization resources is monitored and continuously improved within the institution.

Evidence:

- [\[1\]\(4\)A.5.2-ua denetim.pdf](#)
- [\[2\]\(4\)A.5.2-butce kullanimi.pdf](#)
- [\[3\]\(4\)A.5.2-academic board tutanak.pdf](#)

3. Internationalization Performance

The monitoring and improvement of internationalization processes are carried out through: Weekly meetings of the Academic Council of the International Relations Office Annual Activity Reports [1_OD4]

Performance indicators defined in the Strategic Plan, within the responsibility of the International Relations Office, are tracked annually by the coordinators and reported to the Academic Council. Regular updates on internationalization activities and process improvements are provided to the university's senior management [2_OD4].

Performance indicators related to international students are monitored by the International Student Center and reported to senior management [3_OD4]. Surveys are conducted with stakeholders participating in international activities, and feedback is used to improve processes. For example, during the 2024-2025 Fall Semester, a meeting was held with incoming Erasmus students to gather feedback on accommodation, resulting in improvements at the university's Guesthouse, implemented by the Health, Culture, and Sports Directorate [4_OD4].

Surveys conducted for international activities include:

- Erasmus Outgoing Student Feedback Form [5_OD4]
- Erasmus Incoming Student Feedback Form [6_OD4]
- Internationalization Feedback Form [7_OD4]
- Summer/Winter School Feedback Form [8_OD4]
- Visiting Academician Feedback Form [9_OD4]
- Mevlana Program Feedback Form [10_OD4]

As part of the strategic plan objectives to enhance international visibility and increase collaboration in student/staff exchanges, the International Relations Office has carried out various domestic and international activities. In 2024, the categories of international activities and the specific events conducted are as follows [11_OD4]:

1. **Education Fairs** – Participation in the ERACON Erasmus Coordinators’ Meeting and Education Fair held on June 24-28, 2024, and the EAIE 2024 International Education Fair in France, held on September 17-20, 2024.
2. **Thematic Meetings** – Attendance at the “Digitalization of Alliance” meeting, hosted by Marburg and Giessen Universities in Germany, from October 7-11, 2024.
3. **On-Site Monitoring Visits** – Visits to partner universities to monitor students participating in internship and/or study mobility programs. A monitoring visit was conducted at our partner institution, the University of West Bohemia in the Czech Republic, on January 17-19, 2024.

In addition to these, domestic events are organized to support internationalization activities and enhance the institution’s visibility [12_OD4].

1. **Staff Week** – In 2024, our university hosted two **International Erasmus+ Weeks (Staff Week)**, held on March 20-24, 2024, and December 9-13, 2024.
2. **Erasmus Days** – As part of ErasmusDAYS, a Cappadocia Cultural Tour was organized on October 18-19, 2023, with participation from international students and their Turkish student mentors.
3. **Experience Sharing Events** – A session was held on April 16, 2024, where former Erasmus+ study mobility participants shared their experiences with students preparing for mobility.
4. **Thematic Information Seminars:**
5. January 23, 2024 – Erasmus Student Mobility Pre-Orientation Meeting.
6. January 4-5, 2024 – Erasmus Internship Mobility Pre-Orientation Meetings.
7. April 2, 2024 – Pre-Departure Information Session for Outgoing Students.
8. April 3-5, 2024 – Erasmus Internship Mobility Pre-Departure Information Meetings.
9. March 21, 2024 – KA131 and KA171 Outgoing Staff Information Meeting.
10. Orientation Program for Incoming Students for the 2023-2024 Spring Semester held on February 7-8, 2024.
11. Cappadocia Cultural Tour for Incoming Students held on March 2, 2024.
12. Orientation Program for Incoming Students for the 2024-2025 Fall Semester held on October 16-17, 2024.
13. Visual/Printed/Online Dissemination Activities – Information on international scholarship opportunities, summer/winter schools, and online programs is published on the International Relations Office website announcement board and the “Online Opportunities” section [\[OD4\].\[OD4\]](#)

Additionally, institution-specific supplementary documentation and guidance materials are available for beneficiaries and coordinators of Exchange Programs and Joint Programs [13_OD5].

1. **Erasmus Unit Coordinator Briefing Meetings** – To share recent updates and inform newly appointed coordinators, the International Relations Office organized an Erasmus Department/Faculty Coordinators Information Meeting on January 31, 2024 [14_OD4].

The Erasmus+ Higher Education Learning Mobility Program, managed by the Erasmus Coordination Office of the International Relations Unit, has resulted in 234 bilateral agreements with 24 European countries, primarily with Germany, Poland, and Italy [OD4].

Within the International Credit Mobility (KA171) program, which operates under a two-year project for non-European countries, 34 inter-institutional agreements have been signed with institutions from 23 countries [OD4].

In 2024, the following mobility activities were recorded: • 155 students participated in study mobility, • 62 students took part in internship mobility, • 74 academic staff engaged in teaching/staff mobility, and • 51 staff members and 46 students were hosted at our university.

Additionally, our university serves as the Erasmus+ Internship Consortium Coordinator for the ÇukurovaMed Internship Consortium Project, which involves eight universities and one non-university partner in the Çukurova region. Our institution became **the first** university to implement "incoming teaching mobility" by inviting an international expert under this project framework.

As part of this initiative, an expert from the European Neighbourhood Council was invited to deliver a seminar for our students on March 6, 2024 [15_OD5].

Membership in International Organizations

European University Association (EUA) Membership

Our university has been an official full individual member of the European University Association (EUA) since 2001. The university actively participates in EUA Annual Conferences and General Assembly Meetings at the Rector level. These meetings provide members with: • Up-to-date insights into developments in European higher education and research policies, • Opportunities to influence policy decisions within the EUA framework.

Membership in the Parliamentary Assembly of the Mediterranean Academic Platform

Çukurova University has been a member of the Parliamentary Assembly of the Mediterranean Academic Platform since 2016.

Membership in the United Nations Sustainable Development Solutions Network (UNSDSN)

In May 2024, our university's application for membership in the United Nations Sustainable Development Solutions Network (UNSDSN) was accepted [16_OD4].

□

EUPeace Project

Our university is a partner in the EUPeace (European University for Peace, Justice, and Inclusive Societies) project, which includes eight universities from across Europe. The project aims to develop an

integrated European campus, and provide students and faculty with the necessary knowledge and competencies to promote peace, justice, and inclusive societies in Europe and beyond. As part of this project, in 2024, several online and in-person meetings were conducted by project working groups [17_OD5]. Additionally, the EUPeace Coordination Team visited our university on December 17-18, 2024, to discuss the meetings and preparatory work for the event scheduled to be hosted at our university in April 2025 [18_OD5]. As part of the project's mobility program, a seminar titled "Should They Stay or Should They Go? A Case Study on International Students in Germany" was organized [19_OD5].

Exchange within the scope of Bilateral Protocols: Apart from the agreements made within the framework of exchange programs, our university also signs scientific and academic cooperation protocols with foreign educational institutions. Within the framework of these protocols, student exchange is within the framework of "Çukurova University Exchange Program Directive within the Scope of Bilateral Cooperation Protocols" [OD4]. Although no grant support can be provided within the scope of the Directive, tuition fees are mutually waived. Within the framework of the Directive, 16 students have completed one semester study/internship mobility at our university so far. One student from our university completed two semesters of study mobility at ITMO University in Russia in the 2023-2024 Academic Year.

International Students: As part of the 2024-2028 Strategic Plan, which includes the goal of increasing the number of international students, activities have been carried out by the International Student Center of our university. Within the scope of its 2024 activities, the center participated in the Cooperation and Experience Sharing Meeting hosted by Osmaniye Korkut Ata University on January 25, 2024. During this meeting—attended by representatives from the Student Affairs Departments and International Student Offices of various universities—topics discussed included residency procedures for international students, exam rights for students exceeding the maximum study period, and educational activities implemented in response to the earthquake disaster of February 6, 2023.

Activities for international students in 2024 include: [3_OD4]

- February 23, 2024 – “Tea Day with International Students” event in front of the TÖMER building.
- April 5, 2024 – Iftar event at the Kayikhane restaurant for international students.
- Participation in the 12th Orange Blossom Carnival Parade with international students.
- April 29-30, 2024 – Participation in the Çukurova University Promotion, Career, and Alumni Days at the Congress Center.
- May 25, 2024 – Cultural trip to Mersin/Tarsus for enrolled international students.
- September 27, 2024 – Participation in the 31st Golden Boll Film Festival with international students.
- November 27, 2024 – Orientation program and Welcome Dinner for newly enrolled international students at İ. Akif Kansu Meeting Hall for the 2024-2025 Academic Year.

As part of the goal to increase the number of international students, an educational seminar on “Internationalization in Higher Education” was organized in collaboration with the Maarif Foundation [20_OD4]. Additionally, a cooperation protocol with the Maarif Foundation was signed on November 22, 2024 [21_OD4].

Maturity Level: Internationalization activities are monitored and improved within the institution.

Evidence:

- [\[1\]\(4\)A.5.3-unit_activity_report.pdf](#)
- [\[2\]\(4\)A.5.3-tutanak.pdf](#)
- [\[3\]\(4\)A.5.3-iso_faaliyet_raporu.pdf](#)
- [\[4\]\(5\)A.5.3-incoming_ogrenci_utanakak.pdf](#)

- [\[5\]\(4\)A.5.3-outgoing_feedback.pdf](#)
- [\[6\]\(4\)A.5.3-incoming_feedback.pdf](#)
- [\[7\]\(4\)A.5.3- internationalization_feedback.pdf](#)
- [\[8\]\(4\)A.5.3-summer_kis_feedback.pdf](#)
- [\[9\]\(4\)A.5.3-guest_academician_feedback.pdf](#)
- [\[10\]\(4\)A.5.3-mevlana_geribildirim.pdf](#)
- [\[11\]\(4\)A.5.3-foreign_activities.pdf](#)
- [\[12\]\(4\)A.5.3-abroad_faaliyetler.pdf](#)
- [\[13\]\(5\)A.5.3-degisim_programs_dokumanlar.pdf](#)
- [\[14\]\(4\)A.5.3-coordinator_information.pdf](#)
- [\[15\]\(5\)A.5.3-enc_seminar_posteri.pdf](#)
- [\[16\]\(4\)A.5.3-unsdsn_uyelik.pdf](#)
- [\[17\]\(5\)A.5.3-eupeace_meetings.pdf](#)
- [\[18\]\(5\)A.5.3-eupeace_visit.pdf](#)
- [\[19\]\(5\)A.5.3-eupeace_seminar.pdf](#)
- [\[20\]\(4\)A.5.3-maarif_toplanti.pdf](#)
- [\[21\]\(4\)A.5.3-maarif_protokol.pdf](#)

B. LEARNING AND TEACHING

1. Program Design, Evaluation and Improvement

1. Design and Approval of Programs

At Çukurova University, the design and approval processes of associate, undergraduate, and graduate programs are conducted in compliance with relevant regulations and with contributions from internal and external stakeholders. The monitoring, development, and improvement of these processes are carried out in collaboration with the Çukurova University Education Coordination Office. The program design process is coordinated by academic units in collaboration with the Education Coordination Office and is executed within unit councils.

The process for establishing new programs is carried out with stakeholder participation, in accordance with YÖK regulations, under the framework of the Academic Unit and Program Opening Working Group, following the “New Program Opening Workflow”. Meanwhile, the process of developing educational programs follows the “Çukurova University Educational Program Development Process”, as outlined by the Educational Programs Design, Evaluation, and Development Working Group [1_OD3]. The process begins with a needs analysis (gathering feedback from all stakeholders, identifying regional needs) and is shaped through analysis of national and international trends.

The programs of domestic and international universities are examined in terms of accessibility, environment, and laboratory infrastructure, and the collected data is used to determine the courses and competencies required in the program.

As part of Çukurova University Quality Processes, the University’s Quality Coordination Office and Education Coordination Office have conducted “Çukurova University Quality Processes Information” meetings with faculty/school/vocational school unit administrators, faculty members, and administrative staff.

During these meetings, information was provided regarding Quality Management Systems, Higher Education Quality Board (YÖKAK) criteria, alignment of course content, teaching, and assessment systems with quality processes, the importance of the Plan-Do-Check-Act (PDCA) cycle, and the integration of quality culture. Feedback was gathered to make improvements [2_OD4].

In defining program qualifications, the mission and vision of the university are taken into account, and course information packages are prepared in accordance with the national core curriculum and relevant standards (e.g., accreditation criteria). The learning outcomes are expressed in a way that clearly defines the expected level of knowledge, skills, and competencies.

At the program level, the actions needed to achieve these competencies are determined, and matrices linking course information packages, course learning outcomes, and program learning outcomes are created.

The program design file is reviewed by the relevant commission and evaluated by the Education Coordination Board. The final decision is made by the Senate. The implementation of newly established programs is monitored by relevant commissions, and updates are made when necessary [3_OD4].

All academic program information is shared through the Education Information System (EBS) on the university's website [OD4]. This system provides detailed information on: • Educational objectives, goals, and program qualifications • Compliance with the Turkish Higher Education Qualifications Framework (TYYÇ) • Curriculum structure and course plans • Relationship between courses and program learning outcomes • Course descriptions, learning outcomes, syllabus, and assessment components

These details are publicly available on the university's official website, making them easily accessible to both internal and external stakeholders, particularly students. The competencies expected at the program level and the matrices linking these competencies to course activities and teaching methods have been established.

Additionally, course materials (books, notes, presentations, videos, etc.) have been uploaded to the ÇÜBİS-ABS system, and students have been informed of this resource. Academic staff can access guidance materials and video tutorials on how to define program outcomes effectively via the help menu in ÇÜBİS. Moreover, Program and Unit Coordinators in all units have been provided with Program-Information Package Reports in ÇÜBİS, ensuring that courses are monitored through the ABS and DERSPLAN modules [4_OD4] [5_OD4].

As part of this quality assurance system, course information packages are regularly reviewed, and faculty members are required to correct errors or missing information in associate, undergraduate, and graduate programs. Since 2022, the Quality Coordination and Education Coordination Office's EBS Monitoring Commission has been reviewing EBS Program Information Packages. The commission also conducts unit visits to check program content and sentence structures, ensuring necessary corrections are implemented [6_OD4].

□

Faculty Development and Training Programs

The teaching competencies of faculty members at Çukurova University are developed in accordance with the Teaching Competency Development Process Workflow, as established by the Education Coordination Office. As part of this effort, the Çukurova University Core Training Program for Educators (ÇÜEÇEP) was updated and implemented in 2024.

Between April 19, 2024 – May 17, 2024, selected faculty members from various faculties and schools participated in workshops led by Faculty of Education instructors to enhance teaching competencies. A total of 55 faculty members completed the training, receiving certificates issued by SEM.

The goal of this program is to train faculty members to provide further training within their own units, especially for newly appointed faculty members, covering key topics such as: • Lesson Planning • Communication • Instructional Technologies • Teaching Implementation • Assessment and Evaluation in Teaching

This initiative aims to institutionalize faculty development by integrating training programs within each faculty and school. The first pilot training sessions were conducted on September 24, 25, and 26, 2024, in three sessions at Abdi Sütcü Vocational School of Health Services [7_OD4].

The Education Coordination Office designed these structured training programs to be delivered over three-day sessions, followed by reflective evaluations. Faculty members from various faculties and schools delivered lectures, which were then reviewed and assessed.

□

Stakeholder Participation in Program Monitoring and Updates

Çukurova University prioritizes stakeholder participation in the monitoring and updating of academic programs. During program updates, the university considers: • Mission, vision, and strategic goals • Compliance with the Turkish Higher Education Qualifications Framework (TYYÇ) • National core curricula (if applicable) • Accreditation criteria (if applicable) • Stakeholder feedback from students, faculty, industry, and alumni

To ensure sustainable collaboration between faculties, institutes, conservatories, vocational schools, students, alumni, and industry stakeholders, regular meetings are held to gather feedback for program revisions.

Since the Spring Semester of 2021-2022, student course evaluation surveys have been conducted through ÇÜBİS, with results shared with faculty members and unit coordinators [8_OD4].

As part of the Quality Coordination Office's strategic planning, university-wide stakeholder meetings were conducted on April 17-18, 2024, with participation from a broad range of stakeholders. The preparation phase of these meetings involved planning discussions with the Senior Management, defining meeting structure, flow, and moderation principles. Additionally, program moderators from academic units were briefed on the meeting agenda, and stakeholder committees were formed across all units. Documentation of these preparatory activities is included in the evidence section [9_OD4].

Participants in these stakeholder meetings included deans, school directors, department heads, faculty/school/department secretaries, faculty members, students, alumni, and industry representatives (external stakeholders). Reports from program stakeholder meetings have been included as evidence [10_OD4].

Throughout the year, student surveys, advisory board meetings, focus group discussions, and one-on-one interviews were conducted to gather feedback. This feedback was used to reassess: • Program mission and vision • Program learning outcomes • Course content and structure

Necessary revisions were implemented, including: • Updating mission/vision statements • Adding new courses • Removing outdated courses • Aligning course content with program learning outcomes

Decisions on course and program changes were shared with stakeholders via EBS [OD4]. These activities demonstrate a comprehensive and participatory approach to program monitoring and updating across the university. Each program has prepared reports on monitoring, improvement, and update processes, based on stakeholder participation in curriculum balance assessments. These reports were submitted to the Student Affairs Office and the Education Coordination Office for continuous monitoring [11_OD4].

□

Maturity Level: The program design and approval processes at Çukurova University are systematically monitored, evaluated with stakeholders, and continuously improved based on feedback.

Evidence

- [\[1\]\(3\)B.1.1egitim koordinatörlüğü program geliştirme program acma isakislari.pdf](#)
- [\[2\]\(4\)B.1.1-kalite koordinatörlüğü 2024 yılı birim ziyaretleri raporu.pdf](#)
- [\[3\]\(4\)B.1.1-programs acılması öğrenci alınması isim değişikliği unim örnekleri.pdf](#)
- [\[4\]\(4\)B.1.1cubis abs module unit information package reporting and monitoring system.pdf](#)
- [\[5\]\(4\)B.1.1-cubis dersplan module reporting ve izleme sistemi.pdf](#)
- [\[6\]\(4\)B.1.1-ebs monitoring komisyon çalışmalar ebs ders planlarının iyileştirilmesi.pdf](#)
- [\[7\]\(4\)B.1.1-2024 yılı çekirdek eğiticilerin eğitimi programı.pdf](#)
- [\[8\]\(4\)B.1.1-cubis abs module unit information package reporting and monitoring system.pdf](#) [\[9\]\(4\)B.1.1-2024 yılı paydas çalışmaları planlanması.pdf](#)
- [\[10\]\(4\)B.1.12024 yılı paydas toplantı rapor örnekleri.pdf](#)
- [\[11\]\(4\)B.1.1-program güncelleme rapor örnekleri.pdf](#)

2. Course Distribution Balance in the Program

The principles, rules, and methods related to course distribution are defined in accordance with the Higher Education Council (YÖK) regulations and the education, training, and examination regulations of our university. In associate, undergraduate, and graduate programs at Çukurova University, compulsory and elective courses are determined based on the relevant regulations and guidelines, prepared by unit boards, and submitted for Senate approval.

- **Credit Distribution:** Associate degree programs consist of 120 ECTS, four-year undergraduate programs have 240 ECTS, five-year programs contain 300 ECTS, and the six-year Medical Faculty program is structured with 360 ECTS.
- **Curriculum Structure:** The program structure balances compulsory and elective courses while allowing students to explore different disciplines for broader cultural knowledge. Elective courses make up at least 25% of the total ECTS, with a maximum of 30% of these being non-field elective courses.
- **Workload Balance:** The number of courses and weekly course hours are arranged to allow students time for non-academic activities. • **Course Planning and Assignment:** Course schedules are created through the ÇÜBİS Academic Information System (ABS) and approved by the Senate. Teaching assignments are determined by Unit Executive Boards through the ÇÜBİS Course Plan System, ensuring that faculty members' expertise and workloads are taken into account.
- **Graduate Programs:** In graduate programs, faculty members are allowed to offer courses based on their areas of expertise, and students can take courses outside their affiliated institutes.

- Mode of Instruction: While Common University Courses can be conducted online, all other courses are held face-to-face, and all exams (including those for online courses) are conducted in person.
- Transparency: The Education Information System (EBS) provides details on all academic programs, including course contents, learning outcomes, syllabi, and assessment components.

Non-Field Elective Courses (ADS)

To support students' social, cultural, sports, and artistic development, Non-Field Elective Courses (ADS) have been offered since 2017. Managed by the Non-Field Elective Courses Coordination Office, these courses adhere to relevant regulations. • Growth in ADS Participation: • 2017-2018 Fall Semester: 114 courses by 91 instructors; 3,710 students enrolled. • 2024-2025 Fall Semester: 171 courses by 118 instructors; 5,278 students enrolled. • Total Students Benefited (2017-2024): 71,800 students. • Monitoring & Feedback: All ADS courses are conducted face-to-face, and student surveys via the ABS system are used for evaluation. • 2024 Activity Report: The 2024 ADS Coordination Office Activity Report is attached as evidence [2_OD4].

Stakeholder Participation and Continuous Improvement

Monitoring, improvement, and update processes for program objectives and course distribution balance involve stakeholder participation. • Workshops & Stakeholder Meetings: • A university-wide stakeholder meeting was held on April 17-18, 2024, involving internal and external stakeholders such as deans, school directors, department heads, faculty members, students, alumni, and industry representatives. • Reports from stakeholder meetings serve as evidence [3_OD4]. • Graduate School Participation: Institutes also conduct stakeholder meetings to monitor and enhance course distribution balance [4_OD4]. • Data Collection & Evaluation: Throughout the year, student surveys, advisory board meetings, focus groups, and one-on-one interviews provide data for program evaluations. • Curriculum Updates: Based on assessments, required compulsory, elective, and professional courses have been integrated into programs, with examples of completed improvements provided as evidence [5_OD4].

Maturity Level: The course distribution balance in programs is monitored and improved continuously.

Evidence

- [\[1\]\(3\)B.1.2-eps ders dagilim oranlari.pdf](#)
- [\[2\]\(4\)B.1.2ads koordinatorlugu 2024 yili faaliyet raporu.pdf](#)
- [\[3\]\(4\)B.1.22024 yili paydas toplanti rapor ornekleri.pdf](#)
- [\[4\]\(4\)B.1.2-enstitulerimizde paydas toplantilari.pdf](#)
- [\[5\]\(4\)B.1.2-lisans-on lisans ders gilgimlerinde yapilan gungunlemeler.pdf](#)

3. Alignment of Course Learning Outcomes with Program Outcomes

At our university, the learning outcomes of programs and courses are clearly defined to specify the expected levels of knowledge, skills, and competencies. When determining course learning outcomes, the program's educational objectives and the program outcomes necessary to achieve these objectives are taken into account. The relationships between the Program Learning Outcomes and the Turkish Higher Education Qualifications Framework (TYYÇ) as well as the Program Learning Outcomes and Courses have been established [1_OD4].

All academic programs' educational objectives, targets, and program qualifications, along with course plans, are defined in the Education Information System (EBS). Additionally, details such as course objectives, learning outcomes, syllabi, and assessment components are systematically linked to program

outcomes within this system [OD4]. • In the 2023-2024 academic year, there were 16,539 courses in the EBS system, while in 2024-2025, this number increased to 18,392.

Integrated Information Systems for Transparency and Continuous Improvement

The EBS and ÇÜBİS systems work in integration with other university information systems, ensuring a transparent and continuously improvable education structure. • The Çukurova University Information System (ÇÜBİS) consists of 16 sub-modules that allow students to: • Register for courses each semester. • Access weekly course schedules and exam results. • View course announcements and materials uploaded by instructors. • Faculty members can: • Enter course information packages. • Approve student registrations. • Generate attendance lists. • Enter exam grades. • View student feedback through surveys. • Unit administrators manage annual course planning and approval processes through the system.

As part of the Bologna Process, the Çukurova University Education and Training Program Update Project was initiated on December 27, 2007. Within this scope: • Training documents for faculty members were prepared. • The ÇÜBİS help menu contains presentations and video recordings on how to formulate program outcomes and course learning outcomes [2_OD3].

Additionally, the Teaching Competency Development Process, coordinated by the Education Coordination Office, provides faculty training aligned with a structured workflow. The Çukurova University Educator Training Core Program (ÇÜEÇEP) was updated and implemented in 2024, including applied sessions on course learning outcomes and program outcomes [3_OD4].

Quality Assurance and Stakeholder Involvement

As part of the University's Quality Processes, the Quality Coordination Office and Education Coordination Office have organized Çukurova University Quality Process Information Meetings with: • Faculty/School/Vocational School administrators. • Faculty members. • Administrative staff.

These meetings addressed: • The Quality Management System and Higher Education Quality Board (YÖKAK) Standards for program design. • Alignment of course content, teaching methodologies, and assessment systems with quality standards. • The Plan-Do-Check-Act (PDCA) Cycle and the importance of embedding a culture of quality. • Feedback was gathered for improvement initiatives [4_OD4].

Monitoring and Updating Learning Outcomes

Since 2022, the EBS Monitoring Commission (led by the Quality Coordination Office and the Education Coordination Office) has reviewed EBS Program Information Packages. Through unit visits, they: • Identify and track content and structural deficiencies in course descriptions. • Ensure necessary corrections are made [5_OD4].

To enhance course learning outcomes, feedback from students and stakeholders is collected, and monitoring and improvement efforts are conducted by the Education Coordination Office. • Student Feedback & Surveys: • At the end of each semester, students complete surveys via ÇÜBİS, evaluating the alignment between course learning outcomes and program outcomes. • The collected data is shared graphically and numerically with course instructors and unit administrators [6_OD4]. • This data serves as a crucial resource for curriculum updates.

Stakeholder Engagement in Program Development

Program objectives and learning outcomes, along with course distribution balances, are also monitored, improved, and updated through stakeholder-participatory workshops. • On April 17-18, 2024,

university-wide stakeholder meetings were held with internal and external stakeholders, including: • Deans. • School Directors. • Department Heads. • Faculty/School/Department Secretaries. • Faculty members. • Students. • Alumni. • Industry representatives. • Throughout the year, data is collected via: • Student surveys. • Unit advisory boards. • Focus group discussions. • One-on-one interviews. • The findings from these meetings were used to: • Evaluate program learning outcomes and course learning outcomes. • Guide monitoring, improvement, and update processes with stakeholder participation. • Update learning outcomes in relevant programs.

Examples of the completed improvements are provided as evidence [7_OD4].

Maturity Level: The alignment of course learning outcomes with program outcomes is continuously monitored and improved.

Evidence

- [\[1\]\(4\)B.1.3-ebs - _program_tyyc-poc_ve_poc-ders_iliskileri.pdf](#)
- [\[2\]\(3\)B.1.3-cubis-abs_yardim_menusu_dokumanlari.pdf](#)
- [\[3\]\(4\)B.1.3-2024_yili_cekirdek_egiticiilerin_egitimi_programi.pdf](#)
- [\[4\]\(4\)B.1.3-kalite_koordinatorlugu_2024_yili_birim_ziyaretleri_raporu.pdf](#)
- [\[5\]\(4\)B.1.3-ebs_monitoring_komission_ders_planlarinin_iyilestirilmesi.pdf](#)
- [\[6\]\(4\)B.1.3-cubis_obs_ders_program_cikti_survey_iliski_raporu.pdf](#)
- [\[7\]\(4\)B.1.3-program_puts_monitoring_and Updating_unit_ornekleri.pdf](#)

4. Course Design Based on Student Workload

The European Credit Transfer and Accumulation System (ECTS) is a student-centered credit system based on student workload. Workload calculations consider not only class hours but also students' time spent on attendance, seminars, independent study, exams, and other academic activities.

Since January 2006, Çukurova University has used both local and ECTS credits. However, from the 2013-2014 academic year, only ECTS credits have been applied in all programs.

ECTS Calculation and Student Workload Assessment

The credit values of courses (ECTS) are determined based on: • Course hours • Seminars • Independent study • Exams • Other academic activities

ECTS calculations are conducted in line with the ECTS User's Guide, where 1 ECTS credit equals 25 hours of workload. A full academic year requires students to complete 60 ECTS credits. • Example of ECTS Calculation for a Semester (17 Weeks): • 14 weeks of courses • 1 week for mid-term exams • 2 weeks for final exams • Total: 30 ECTS per semester

To assess student workload, web-based surveys are conducted, evaluating three main aspects:

1. Instructor performance
2. Effectiveness of course instruction (its professional contribution to students)
3. Student workload (study time, time spent on assignments, exam preparation, etc.)

Integration into the Bologna Process

In compliance with the Bologna Process, all workload-related data—including course activities, assignments, written and oral exams, and their durations—are calculated and incorporated into the curriculum. • Newly introduced courses are designed to meet these workload criteria. • Internships and applied learning opportunities are available in university programs. • ECTS credits for these courses are determined based on the Higher Education Applied Training Framework Regulation and Çukurova University Applied Training Directive [1_OD4]. • Workplace training and internship courses are evaluated through student and workplace surveys, which are analyzed for continuous improvement [2_OD3].

Transparency and Accessibility of Workload Information • ECTS workload details for all courses are published on the university’s website, ensuring accessibility for internal and external stakeholders, particularly students. • This information is available in the Çukurova University Education and Training Information System (EBS) [3_OD3]. • Diploma supplements include ECTS credit information and are accessible via EBS [4_OD4].

Monitoring and Updating Student Workload

Each semester, student workload alignment with course credits is monitored through surveys: • Since Spring 2021-2022, student surveys via ÇÜBİS have included questions about: • Time spent outside class hours • Exam preparation periods • Time allocated for academic studies • Survey results are analyzed and shared with course instructors and unit administrators through ÇÜBİS ABS [5_OD4].

Continuous Improvement of Course Design Based on Workload • Within the framework of “Evaluation and Updating of Educational Programs Workflow”, all courses are reviewed annually in May, including: • Learning outcomes • Course content • Teaching methods • Assessment and evaluation criteria • ECTS values • Updates are approved by relevant academic councils (Department, Faculty, Vocational School, School of Higher Education) and implemented with Senate approval.

2024 Updates and Revisions • As part of university-wide monitoring and updates in 2024, necessary ECTS credit adjustments were made in certain programs. • Throughout the year, data from student surveys, advisory board meetings, focus groups, and individual interviews have been analyzed to assess and adjust workloads accordingly. • Examples of these updates have been provided as evidence [6_OD4].

Maturity Level: The student workload is continuously monitored, and course design is updated accordingly.

Evidence

- [\[1\]\(4\)B.1.4-course planlarında staj ve iş yeri eğitimi akts kredileri.pdf](#)
- [\[2\]\(3\)B.1.4-kalite güvence sistemi iş yeri eğitimi anket formları.pdf](#)
- [\[3\]\(3\)B.1.4-ebs ders iş yeri hesabi.pdf](#)
- [\[4\]\(4\)B.1.4-ebs diploma ekeki örnekleri on lisans-lisans-yl-doktora.pdf](#)
- [\[5\]\(4\)B.1.4-cubis abs ders iş yeri anketi ve raporu.pdf](#)
- [\[6\]\(4\)B.1.4-2024 yılı öğrenci iş yüklerinin gungünlenmesi unit örnekleri.pdf](#)

5. Monitoring and Updating of Programs

For each program and course (formal, distance, blended, and open education), program objectives and learning outcomes are planned and implemented through the ÇÜBİS system. Information packages for all academic programs at the university are created electronically via the ÇÜBİS Academic Information

System (ABS). • Courses missing information packages are not approved or offered. • Course coordinators enter course content into the ABS system. • Program coordinators monitor course information packages through the Course Information Package Report in the ABS system [1_OD4]. • Once course plans are approved by program coordinators and unit councils, they are submitted to the Senate for final approval.

Course Scheduling and Monitoring

- Approved course plans guide the creation of weekly schedules and faculty assignments through the ÇÜBİS Course Planning Module [OD4].
- The module integrates with MEKSİS (Space Matching System) to generate reports such as:
- Course Schedule Report
- Faculty Weekly Course Schedule Report
- Classroom Utilization Report
- These reports ensure efficient monitoring of course planning and faculty workload [2_OD4].
- Students register for courses via the Student Information System (OBS).

Quality Monitoring and Continuous Improvement

Since 2022, the Quality Coordination Office and Education Coordination Office have monitored the EBS Program Information Packages through the EBS Monitoring Commission. • Unit visits are conducted to review: • Content consistency • Clarity of descriptions • Necessary revisions are made to improve accuracy [3_OD4]. • Updates from 2022-2025 academic years are visible in EBS Program Information Packages [4_OD4].

Stakeholder Engagement in Program Updates • Internal and external stakeholders actively participate in program revisions. • Course plan improvements incorporate feedback from: • Sector representatives • Students • Alumni • Academic staff (via departmental meetings) • Students provide input through course evaluation surveys [5_OD4] [6_OD4] [7_OD4] [8_OD4].

- External stakeholders contribute through:
- Employer satisfaction surveys
- Advisory Board meetings
- Focus group discussions in workshops

To ensure programs meet societal needs, expectations, and higher education trends, Advisory Board Meetings are organized with: • Students • Alumni • Industry representatives [9_OD4]

At the end of each semester: • Students complete course-related surveys via ÇÜBİS. • Data is analyzed and automatically shared with faculty and administrators [10_OD4] [11_OD4] [12_OD4].

The obtained data constitutes a significant input for update efforts. Feedback collected through student surveys, unit advisory boards, focus group studies, and one-on-one interviews is evaluated in program update efforts. Monitoring and improvement activities are carried out under the coordination of the Education Coordination Office in accordance with the workflow chart of the “Çukurova University Education Program Development Process.” As part of the planning conducted by the Quality Coordination Office, stakeholder meetings for all programs across our University were held on April 17-18, 2024, with the participation of a broad stakeholder group.

During the preparation phase for these stakeholder meetings, planning activities were carried out with the Senior Management, determining the meeting format, flow, and moderator application principles. Program moderators of our academic units were informed about the necessary tasks and procedures for the meetings, and stakeholder committees were established in all our units. Evidence of the preparatory work, including meetings and correspondences, has been provided in the documentation [13_OD4].

On April 17-18, 2024, stakeholder meetings were held over two days at our university's Congress Center to gather the opinions and evaluations of stakeholders from academic units offering associate and undergraduate degree programs. The meetings were attended by Deans, Vocational School Directors, Department Heads, Faculty/Vocational School/Department Secretaries, relevant faculty members, students, alumni, and industry representatives (external stakeholders). Some examples of stakeholder meeting reports for our programs have been presented as evidence [14_OD4]. Throughout the year, data collected through student surveys, unit advisory boards, focus group studies, and individual interviews were evaluated in these meetings. Based on this data, the mission and vision of the programs, program learning outcomes, and courses within the programs were reviewed, and, if necessary, updates to the mission/vision, the addition of new courses, the removal of existing courses, or the revision of course content to align with program learning outcomes were carried out. The decisions taken regarding course and program changes were shared with stakeholders via the EBS [OD4]. Through these efforts, the monitoring and updating activities of the programs have been carried out across the institution with a broad and participatory approach. Each program has prepared reports on monitoring, improvement, and updating processes conducted with stakeholder participation regarding course distribution balances. These reports were submitted to the Student Affairs Department and the Education Coordination Office for monitoring [15_OD4].

The educational processes of our university are monitored by the Quality Coordination Office and the Education Coordination Office, and efforts are being made to spread and develop the quality culture in this area. Within the framework of Çukurova University's Quality Processes, the University's Quality Coordination Office and Education Coordination Office have conducted "Çukurova University Quality Processes Information" meetings with Faculty/Vocational School/College Unit Administrators, Faculty Members, and administrative staff. During the second round of visits to units in 2024, particular emphasis was placed on informing participants about the university's quality journey. Additionally, discussions were held regarding whether the areas identified for improvement before the Institutional Accreditation Visit in 2025 had been addressed and whether the university's strengths were sustainable. The meetings provided information on the Quality Management System, the importance of the PUKÖ (Plan-Do-Check-Act) cycle, the adaptation of course contents, teaching, and assessment systems to quality processes in line with the Higher Education Quality Board (YÖKAK) criteria, and the internalization of the quality culture. Feedback was also collected for improvement efforts [16_OD4].

Program accreditation is a significant quality tool at our university, and increasing the number of accredited programs is a priority quality goal of the senior management. The planning, promotion, and implementation of program accreditation have been organized at all unit levels by the Quality Coordination Office. The university's accreditation strategy has been integrated into the 2024-2028 Strategic Plan, with the number of accredited programs included as one of the key performance indicators. The accreditation processes are supported by the Senior Management and monitored by the Quality Coordination Office. In this regard, meetings were held with each faculty department regarding their accreditation efforts. Meetings organized by the Quality Coordination Office on May 15-17 were attended by Deans, Vice Deans (responsible for education and quality), Department Heads, and Unit Quality Coordination Board Members. During these meetings, evaluations were conducted regarding the extent to which each department met the criteria of the relevant accreditation bodies. As a result of these meetings, the "Çukurova University Faculties' Accreditation Status Report" was prepared [17_OD4].

For the first time in 2024, associate degree programs were also included in the accreditation process. In this context, accreditation information meetings were held with all Vocational School administrators, and decisions were made regarding which programs would apply for accreditation [18_OD4]. As of 2024, the number of accredited undergraduate programs at our university has reached 25. These 25 accredited undergraduate programs have gained the right to use the TYÇ and AYÇ logos [19_OD4]. As of December 31, 2024, it was announced that 5 associate degree programs had been accredited by MEDEK. The accreditation process for associate degree programs officially started on January 1, 2025. The accreditation processes of our university's programs are meticulously monitored by the Quality Coordination Office. Programs currently undergoing accreditation or planning to apply for accreditation first inform the Quality Coordination Office, which provides the necessary support during the preparation process [20_OD4].

In this regard, one associate degree, twelve undergraduate, and one doctoral program have notified the Quality Coordination Office of their intention to apply for accreditation in 2025. Additionally, four programs from the Faculty of Agriculture, four from the Faculty of Education, three from the Faculty of Science and Letters, and one department from the Faculty of Medicine are scheduled for interim evaluation in 2025. The process for all programs is being meticulously managed, and the Quality Coordination Office provides the necessary guidance and support to ensure that applications comply with relevant standards. With the awareness that accreditation contributes to the continuous improvement of our university's educational quality, our efforts are being carried out with determination.

Maturity Level: Program outcomes are monitored through these mechanisms and updated with the input of relevant stakeholders.

Evidence:

- [\[1\]\(4\)B.1.5-cubis_abs_information_package_reporting_and_monitoring_system.pdf](#)
- [\[2\]\(4\)B.1.5-cubis_dersplan_modulu_reporting_ve_izleme_sistemi.pdf](#)
- [\[3\]\(4\)B.1.5-ebis_monitoring_komission_ders_planlarinin_ iyilestirilmesi.pdf](#)
- [\[4\]\(4\)B.1.5-ebis_yillara_gore_bilgi_paketleri.pdf](#)
- [\[5\]\(4\)B.1.5-section_kurul_toplantilari.pdf](#)
- [\[6\]\(4\)B.1.5-ogrenci_toplantilari.pdf](#)
- [\[7\]\(4\)B.1.5-graduate_toplanti.pdf](#)
- [\[8\]\(4\)B.1.5-ins_muh_graduate_surveys.pdf](#)
- [\[9\]\(4\)B.1.5-unit_consultation_board_meeting_report.pdf](#)
- [\[10\]\(4\)B.1.5-cubis_abs_program-ders-isyuku-poc_iliskisi_rapor.pdf](#)
- [\[11\]\(4\)B.1.5-cubis_obs_lessons_program_cikti_iliskisi_rapor.pdf](#)
- [\[12\]\(4\)B.1.5-cubis_abs_ders_is_yuku_anketi_ve_raporu.pdf](#)
- [\[13\]\(4\)B.1.5-2024_yili_paydas_calistayi_planlanmasi.pdf](#)
- [\[14\]\(4\)B.1.5-2024_yili_paydas_toplanti_rapor_ornekleri.pdf](#)
- [\[15\]\(4\)B.1.5-program_guncelleme_rapor_ornekleri.pdf](#)
- [\[16\]\(4\)B.1.5-institutional_accreditation_surecleri_faaliyet_raporu.pdf](#)
- [\[17\]\(4\)B.1.5-facultelerin_accreditation_status_raporu.pdf](#)
- [\[18\]\(4\)B.1.5-kalite_koordinatorlugu_onlisans_akreditasyon_takipibi.pdf](#)
- [\[19\]\(4\)B.1.5-national_and_international_qualifications_\(tyc_-_ayc\).pdf](#)
- [\[20\]\(4\)B.1.5-kalite_koordinatorlugu_program_akreditasyonlarinin_takibi.pdf](#)

- **Management of Learning and Teaching Processes**

At our university, education and training processes are managed holistically through the information management system, principles and regulations, expert human resources, and organizational structure. These processes are administered in accordance with relevant legislation and workflows by the Rector, Vice-Rector, University Senate, Education Coordination Office, Deanships, Directorates, Quality Coordination Office, ADS Coordination Office, and the Directorate of Student Affairs.

The Education Coordination Office of our university oversees all units providing associate, undergraduate, and graduate education. It reviews and enhances the mechanisms related to the operation of education, establishes procedures and principles to ensure continuous learning and improvement, and ensures their implementation and monitoring under the leadership of the Vice-Rector responsible for education.

The Education Coordination Office, established to enhance educational processes, consists of six working groups in the following areas: Curriculum Design, Evaluation, and Development; Faculty Competency Development; Academic Unit and Program Establishment; Orientation Programs; Extracurricular Activities; and Learning Resources and Academic Support.

The Education Coordination Office Working Groups oversee the design, approval, monitoring, and updating of programs through defined workflows, which include: • Curriculum Development Process Workflow • Faculty Teaching Competency Development Process Workflow • New Program Establishment Workflow • Orientation Program Work Packages and Responsible Unit Scheme • Extracurricular Activities Process Steps • Learning Resources and Academic Support Process Steps

These workflows have been published on the university's Education Coordination Office webpage 1_OD3.

To monitor processes and ensure coordination, Unit Education Coordination Committees (UECCs) have been established within academic units. Each unit submits its annual activity reports to the Education Coordination Office 2_OD4. The 2024 annual activity report of the Education Coordination Office has been presented as evidence 3_OD4.

At our university, education processes are conducted through the ÇÜBİS Information Management System, continuously improved based on student and academic feedback. The monitoring, updating, and evaluation of programs are encouraged by the University Administration. The academic calendar is determined by the University Senate after consulting academic units and published on the institutional website for all stakeholders. Independent modules in the E-Campus System have been integrated into ÇÜBİS.

Through systems such as the Academic Information System (ABS), Education Information System (EBS), and Course Plan Program System (DERSPLAN), students and faculty members can access course registrations, schedules, and exam grades. The ABS system allows for course planning, while DERSPLAN facilitates classroom and faculty assignments. Students can register for courses via the Student Affairs Information System (OBS) and access their advisor, course schedule, and grade information.

The integration of graduate education processes into ÇÜBİS in 2024 enables faculty members and students to manage their graduate-level course registrations, schedules, and grades within the ABS

system. Program and unit coordinators can access automated Program Information Package Reports via ABS and DERSPLAN modules [4_OD4] [5_OD4]. Degree programs' course information packages, shared in EBS, are monitored through ÇÜBİS, and units are required to correct deficiencies and typos in their pre-license/license/graduate programs. The "Help" menu in the ABS module includes guidelines on "Key Considerations for Course Information Package Preparation" under the Education Coordination Meetings and Presentations section. Additionally, KYBS system dashboard reports are used to monitor education and training processes. Surveys conducted through ÇÜBİS collect student feedback on courses, guiding program updates and improvements.

Education and training processes are diversified through activities of the Elective Courses Coordination Office (ADS), the Continuing Education Application and Research Center (ÇÜSEM), and the Career Planning, Research, and Application Center (KAPAUM). • The ADS Coordination Office designs, delivers, and monitors interdisciplinary elective courses according to relevant regulations and implementation principles [6_OD4]. • The ÇÜSEM Center offers various training programs outside of degree curricula to enhance individual competencies [7_OD4]. • The KAPAUM Center supports students' career development through individual counseling, industry engagement, and career-related courses [8_OD4].

Maturity Level: The institution systematically monitors the education and training management system and implements improvements based on the monitoring results.

Evidence

- [\[1\]\(3\)B.1.6-egitim_koordinatorlugu_calisma_guruplari_ve_is_akislari.pdf](#)
- [\[2\]\(4\)B.1.6-bekk_rapor_ornegi.pdf](#)
- [\[3\]\(4\)B.1.6-egitim_koordinatorlugu_2024_yili_faaliyet_raporu.pdf](#)
- [\[4\]\(4\)B.1.6cubis_abs_module_unit_information_package_reporting_and_monitoring_system.pdf](#)
- [\[5\]\(4\)B.1.6-cubis_dersplan_modulu_ders_planraporlama_ve_izleme_sistemi.pdf](#)
- [\[6\]\(4\)B.1.6-ads_koordinatorlugu_2024_yili_faaliyet_raporu.pdf](#)
- [\[7\]\(4\)B.1.6-sem_2024_faaliyetler.pdf](#)
- [\[8\]\(4\)B.1.6-kapaum_2024_yili_faaliyetleri.pdf](#)

2. Program Implementation (Student-Centered Learning, Teaching, and Assessment)

1. Teaching Methods and Techniques

Our university adopts an interactive and student-centered education philosophy that promotes efficient and lasting learning through active learning techniques rather than passive information transfer. Innovative teaching methods focused on deep learning are implemented. Programs are designed to prioritize interactive and student-engaging teaching techniques.

Both face-to-face and distance education methods are employed, and course delivery formats are determined by academic committees based on course content and available infrastructure. The weekly schedules of courses, their topics, and teaching methods are defined in the Education Information System (EBS) Course Information Packages and made publicly accessible on the university's institutional website to ensure transparency for internal and external stakeholders ([OD4]) [1_OD4]. This enables easy access to detailed information regarding the teaching process.

In line with our educational policy, our university systematically implements and continuously improves student-centered education through data-driven decision-making. The diversity in education and training activities naturally fosters a variety of teaching methods and techniques. Each program incorporates

assignments, projects, presentations, laboratory applications, internships, workplace training, clinical applications, stage performances, and other sustainable methods to actively involve students in learning.

Teaching and learning strategies are designed to enhance students' abilities in independent learning, lifelong learning, observation, peer teaching, presenting, critical thinking, teamwork, and effective use of technology. Depending on the characteristics of each course, one or more of these methods may be applied. Our academic units prioritize student-centered and interactive learning strategies, ensuring that education is designed not just for knowledge transfer but for knowledge application.

In this context, various courses serve as models for active learning approaches in accordance with the university's Education and Training Policy, where theoretical knowledge is integrated with practical applications.

Applied Education Models: To enhance professional practice and experience, 7+1 education model is implemented at the undergraduate level, while the 3+1 model is applied at the associate degree level. Within this scope, agreements are made with businesses, and students spend their final term receiving full-time vocational training in enterprises. At the end of the training, student and workplace satisfaction surveys are conducted to improve the process 2_OD4.

Industry Course: As part of the Industry Course included in the curriculum of AOSB Vocational School of Technical Sciences, an industry expert or company owner participates in the course each week according to a predefined schedule 3_OD4.

Rational Drug Use in Infectious Diseases Module: Moderated by Pharmacology Faculty Members of the Faculty of Pharmacy, students deliver presentations on drug groups and conduct prescription analysis interactively in modular classrooms. Additionally, Pharmacist-Patient communication is simulated in the Faculty's Practice Pharmacy. Students' performances in prescription and pharmacist-patient simulations are assessed through Objective Structured Practical Examinations (OSPE) 4_OD4.

Research and Project-Oriented Courses: Graduation projects and theses encourage students' participation in active research processes. Under the guidance of their academic advisors, students conduct literature reviews, develop projects, and present their studies through scientific presentations 5_OD4.

Sector on Campus Program: Through university-industry collaboration, firms offer credit-bearing remote synchronous courses with the MTH code within university units. This program provides students with internship and career opportunities, while firms gain the chance to train the human resources they need 6_OD4.

Project and Competition Support: University-industry collaboration supports students' participation in project-based studies. The "Industry-Applicable Student Projects" competition, organized for the seventh time this year by AOSB Vocational School of Technical Sciences, evaluates student projects with the participation of industry experts 7_OD4.

Technical Visits and Seminars: To help students gain insight into the industry and practical experience, technical visits and seminars conducted by industry experts are organized. These events are planned based on stakeholder feedback and carried out with the approval of the Dean's Office/Directorate 8_OD4.

Digital and Simulation-Based Training: In various programs, educational infrastructure is enhanced through virtual reality and simulation technologies, enabling interactive lessons. For instance, welding

simulators are used in Welding Technology courses, while CNC simulators are employed in Manufacturing Processes courses 9_OD4.

Conservatory and Arts Programs: In conservatory and arts programs, a student-centered education approach is adopted, supporting performance assessments and stage experiences. Students improve their performance skills through concerts, recitals, and performances. The practices carried out within the framework of active and interactive teaching methods are conducted as recitals, concerts, performances, etc., and all these processes are specified in the Ç.Ü. Information Package/Course Catalogue 10_OD4.

Social Contribution Courses: Courses aimed at promoting students' holistic development are included in academic programs. A balance is maintained in course distributions to support standard applications. Additionally, to enhance learning activities, raise social awareness, and encourage participation in social responsibility projects, courses such as "Volunteering Activities," "Social Awareness Projects," and "Community Service Practices" are included in various departments' curricula. Planned community contribution activities are carried out as part of these courses 11_OD4.

Training of Trainers Program: At our university, the teaching competencies of faculty members are carried out in accordance with the Teaching Competency Development Process Workflow determined by the Education Coordination Office. In this context, the ÇÜ Trainer Training Core Education Program (ÇÜEÇEP) was updated in terms of methodology and implemented in 2024 12_OD4.

In the process of monitoring and improving teaching methods and techniques, student, alumni, and external stakeholder feedback is collected through various methods. Course-related surveys are conducted via ÇÜBİS, measuring the effectiveness of teaching methods and techniques, and the collected data is used in revision studies. Additionally, feedback is gathered from Unit Advisory Boards and stakeholder workshops, incorporating opinions from graduates and industry representatives. As part of this process, the Quality Coordination Office organized stakeholder meetings for all programs across the university on April 17-18, 2024, with broad stakeholder participation 13_OD4.

Revisions based on received feedback are integrated into the Education Information System (EBS) Course Information Packages. The Education Coordination Office and the Quality Coordination Office provide training for preparing and updating program and course information in EBS. In 2024, both offices conducted unit visits, providing information on the Quality Management System, Higher Education Quality Board Criteria, course content, course teaching and assessment systems' alignment with quality processes, the importance of the PDCA (Plan-Do-Check-Act) cycle, and the internalization of the quality concept while gathering feedback 14_OD4.

Additionally, course information packages are reviewed by the EBS Monitoring Commission in collaboration with unit administrators. Since 2022, the Quality Coordination Office and the Education Coordination Office, through EBS Monitoring Commission and unit visits, have been identifying and correcting deficiencies in the content and sentence structures of programs in the EBS system 15_OD4.ih

Maturity Level: Student-centered applications are monitored and improved with the participation of relevant internal stakeholders.

Evidence

- [\[1\]\(4\)B.2.1-course planlarında staj ve is yeri egitimi akts kredileri.pdf](#)
- [\[2\]\(4\)B.2.1-iye protokol ornegi.pdf](#)
- [\[3\]\(4\)B.2.1-ders planlarında sanayi dersi.pdf](#)
- [\[4\]\(4\)B.2.1-infectious hastaliklarında akilci ilac kullanim modulu.pdf](#)
- [\[5\]\(4\)B.2.1-lesson planlarında arastirirma ve project oriented lessons.pdf](#)

- [\[6\]\(4\)B.2.1-sektor kampuste programi ve yillar gore ders countilari.pdf](#)
- [\[7\]\(4\)B.2.1-d ders planinda proje gelistirme teknikleri ve proje yarismasi.pdf \[8\]\(4\)B.2.1-2024 yili teknik gezi ve seminerler.pdf](#)
- [\[9\]\(4\)B.2.1-lesson plansinda digital ve simulation based educations.pdf](#)
- [\[10\]\(4\)B.2.1-conservatory ve sanat programlari.pdf](#)
- [\[11\]\(4\)B.2.1-social katkı dersler.pdf](#)
- [\[12\]\(4\)B.2.1-2024 yili cekirdek egiticilerin egitimi programi.pdf](#)
- [\[13\]\(4\)B.2.1-2024 yili paydas calistayi planlanmasi.pdf](#)
- [\[14\]\(4\)B.2.1-kalite koordinatörlüğü ve eğitim koordinatörlüğü quality eğitimleri.pdf](#)
- [\[15\]\(4\)B.2.1-ebis monitoring komisyon ders planlarının iyileştirilmesi.pdf](#)

2. Testing and Assessment

The assessment and evaluation processes of courses in our university's degree programs are carried out in accordance with the relevant regulations and directives. These processes are defined by the Çukurova University Associate and Undergraduate Education and Examination Regulation, Graduate Education and Training Regulation, Foreign Language Education and Preparatory Education Regulation, Distance Education Assessment and Evaluation Directive, Applied Education Directive, and Relative Evaluation Directive. A student-centered, competence-based, and performance-oriented approach is adopted in assessment and evaluation processes. The methods to be applied in courses are announced in the Student Information System (OBS) and the Education Information System (EBS) and shared with students at the beginning of the academic year. All processes are conducted in alignment with the academic calendar. Programs continuously improve their assessment and evaluation methods in line with course learning outcomes and program outputs.

At Çukurova University, assessment and evaluation are conducted based on competency and performance, adhering to the provisions of the relevant education and examination regulations. In addition to traditional methods such as written and oral exams, multiple-choice tests, students are given opportunities for self-expression through various methods, depending on the nature of the courses and program characteristics. These include portfolios, concept mapping, exhibitions, oral presentations, rubrics, and projects, ensuring a diverse range of evaluation methods aligned with the constructivist approach. Additionally, assignments such as preparing course materials using educational technologies are given.

In graduation projects and theses, students' performance, consistency, final reports, and presentations are among the evaluation criteria. Various examples of the implementations in our units have been provided as evidence [1_OD3]. To ensure transparency, fairness, and consistency in assessing student success, in addition to traditional scoring based on answer keys, methods such as expert evaluations from industry, peer assessments, and observer assessments are also utilized.

The assessment method to be applied in a course is defined by the respective instructor in the ÇÜBİS ABS system, made accessible to students via OBS and EBS, and explained to students at the beginning of the academic calendar during orientation programs and course syllabi. All these processes are carried out in accordance with our university's academic calendar [2_OD3]. Student achievements are evaluated transparently, fairly, and consistently, and the results are announced through the automation system. Additionally, item analysis of exam questions is conducted in some units to enhance the assessment and evaluation processes.

Quality Assurance and Continuous Improvement in Assessment Processes

As part of Çukurova University's Quality Processes, in 2024, the University's Quality Coordination and Education Coordination Offices held "Çukurova University Quality Processes Information Meetings" with faculty/school/vocational school unit managers, academic staff, and administrative personnel. During these meetings, the Quality Management System, Higher Education Quality Board (YÖKAK) criteria, the importance of the Plan-Do-Check-Act (PDCA) cycle, and the integration of course content, teaching, and assessment systems with quality processes were discussed. Feedback was collected for improvement efforts [3_OD4].

Based on the feedback received, issues such as "automating the alignment of exam questions with learning outcomes" and "automating the calculation of minimum, average, and maximum exam scores instead of performing these tasks manually" were addressed. Following collaboration with the IT Department, a "Exam-Question" module was integrated into the ÇÜBİS ABS system [4_OD5].

Committees and Special Assessment Applications

Various units have established committees to monitor student success, enhance teaching efficiency, and improve the design and operation of the student assessment system within educational programs. An example is the Faculty of Health Sciences, Nursing Department [5_OD4], which developed a "Question Preparation Guide" as part of its committee work.

To ensure equal educational opportunities, special assessment and evaluation applications are implemented for disadvantaged students. Necessary adjustments are made following the principles set by the Çukurova University Barrier-Free University Coordination Office, in line with the Directive on Education, Training, and Examination Practices for Students with Disabilities [6_OD3].

Instructor Competence and Training in Assessment and Evaluation

The enhancement of faculty members' teaching competencies is carried out following the Teaching Competency Development Process Workflow set by the Education Coordination Office. In 2024, the Çukurova University Educators' Training Core Program (ÇÜEÇEP) was updated and implemented with revised methods [7_OD4].

The primary goal of this training is to enable faculty members to conduct training programs tailored to their areas of expertise within their respective faculties/schools and to establish a sustainable training system. The training content includes:

- Teaching Planning
- Communication
- Educational Technologies
- Instructional Implementation
- Assessment and Evaluation in Teaching

Additionally, based on requests from various units, specialized training in assessment and evaluation is provided to faculty members [8_OD4].

Maturity Level: Student-centered assessment and evaluation practices are continuously monitored and improved with the participation of relevant internal stakeholders.

Evidence

- [\[1\]\(3\)B.2.2-ogrenci_merkezli_sinav_ornekleri.pdf](#)
- [\[2\]\(3\)B.2.2-cubis_abs_olcme_ve_degerlendirme_yontemleri.pdf](#)
- [\[3\]\(4\)B.2.2-kalite_koordinatorlugu_2024_yili_birim_ziyaretleri_raporu.pdf](#)
- [\[4\]\(5\)B.2.2-cubis_abs_exam-question_module.pdf](#)
- [\[5\]\(4\)B.2.2-hemsirelikolcme_ve_degerlendirme_komission.pdf](#)
- [\[6\]\(3\)B.2.2-engelli_ogrenci_sinav_ornegi.pdf](#)
- [\[7\]\(4\)B.2.2-2024_yili_cekirdek_egiticiilerin_egitimi_programi.pdf](#)
- [\[8\]\(4\)B.2.2-saglik_bilimleri_fakultesi_olcme_ve_degerlendirme_egitimi.pdf](#)

3. Admission, Recognition, and Credit Transfer of Prior Learning

At Çukurova University, student admission at the associate and undergraduate levels is carried out in accordance with defined processes and is continuously improved. Students are placed at the university through the central placement system administered by ÖSYM. Specific conditions and explanations for programs are submitted for Senate approval upon the proposal of the relevant unit and then forwarded to the Council of Higher Education (YÖK). Additionally, special student status procedures for students from Adıyaman, Hatay, Kahramanmaraş, and Malatya are carried out in accordance with the procedures set by the Council of Higher Education 1_OD4.

The student admission processes are ensured within the framework of the Council of Higher Education's regulations and the university's own regulations and directives. Registration procedures are conducted by the Student Affairs Office based on central exam scores or special talent exam results. Student admission through special talent exams is conducted following principles and methods defined by relevant regulations.

Our university adopts a transparent, fair, and regulation-compliant system in student admission and recognition of prior learning. The Student Affairs Office website provides defined processes and current practices to monitor students' academic and career development 2_OD3.

In graduate education, new student admissions and transfer applications are evaluated in accordance with the Graduate Education and Training Regulation of the university and announced on the institutes' websites. Applications are evaluated by institute boards based on proposals from academic departments and submitted for Senate approval. Quotas and application conditions are published on the websites, and exam results are announced transparently.

Transfers between thesis and non-thesis master's programs are conducted in accordance with defined principles to ensure consistency in implementation. For graduation from academic programs, ECTS-based credit documentation is prepared and presented in the Diploma Supplement. Information about the Diploma Supplement and all degree programs (associate, undergraduate, master's, and doctoral degrees) is available as a separate section on the university's institutional website within the EBS system 3_OD4.

□

Recognition and Credit Transfer of Formal Education: The processes for horizontal transfer, vertical transfer, special student admission, and international student admission are conducted in accordance with the relevant regulations and directives. The exemption and adaptation procedures for courses previously completed by newly registered students at Çukurova University are carried out using ECTS-based credits 4_OD4.

The procedures for students attending Çukurova University as special students or students attending other universities as special students are conducted in accordance with the Çukurova University Associate and Undergraduate Special Student Directive.

Credit transfer in double major programs is carried out in accordance with the relevant directive and unit board decisions 5_OD4.

International student admissions are conducted in compliance with the principles set out in the relevant directives. Student exchange programs are coordinated by the International Relations Office and relevant academic units.

Courses taken within Erasmus+ programs are directly included in graduation credits, and ECTS-based adaptation procedures are followed to prevent credit loss during mobility 6_OD4.

In compliance with YÖK regulations, Çukurova University has prepared the “Çukurova University Summer Education Directive”, which defines the rules and procedures for crediting courses taken at other universities during summer education. This directive was approved by the Senate on December 17, 2024 7_OD3.

□

Recognition of Non-Formal Learning: The processes for recognizing and crediting students’ prior learning outside formal education have been defined, and the related directive was enacted by Senate decision on November 28, 2023.

With the implementation of the directive in 2023, some academic units have incorporated students’ prior learning outside formal education into the exemption process for courses. Examples of applications based on the Recognition of Prior Learning Directive have been presented as evidence 8_OD4.

Additionally, various units implement procedures for the recognition, credit transfer, and adaptation of learning acquired outside formal higher education institutions. One example of prior learning recognition is exemption from an internship course if a student provides Social Security Institution (SGK) records proving at least one year of work experience 9_OD4.

□

Maturity Level: The processes for student admission, recognition, and credit transfer of prior learning are monitored, improved, and updated continuously, with updates being publicly announced.

Evidence

- [\[1\]\(4\)B.2.3-special_ogrenci_kabulu.pdf](#)

- [\[2\]\(3\)B.2.3-defined_processes_and_guidelines.pdf](#)
- [\[3\]\(4\)B.2.3-eps_diploma_ekeki_ornekleri_on_lisans-lisans-yl-doktora.pdf](#)
- [\[4\]\(4\)B.2.3-d ders_muafiyet_ornekleri.pdf](#)
- [\[5\]\(4\)B.2.3-double_major_programs_credit_transfer.pdf](#)
- [\[6\]\(4\)B.2.3-erasmus_courses_isyuku_based_crediting.pdf](#)
- [\[7\]\(3\)B.2.3-cukurova_universitesi_yaz_ogretimi_yonergesi.pdf](#)
- [\[8\]\(4\)B.2.3-onceki_ogrenmenin_taninmasi_yonergesi_ve_.pdf](#)
- [\[9\]\(4\)B.2.3-staj_dersinden_muafiyet.pdf](#)

3. Certification of Qualifications and Diploma

At Çukurova University, graduation requirements, processes, and diploma approvals are well-defined, and certification procedures are clearly established. The issuance of diplomas and diploma supplements is carried out by the Student Affairs Office in accordance with regulations and directives 1_OD3.

To facilitate the graduation process, applications are submitted online. Online graduation applications are reviewed by relevant units through the system, and once verified, graduation details are transferred to YÖKSİS for diploma preparation. Students eligible for graduation are identified by the Student Affairs Office, and graduation procedures begin during the exam period.

During the graduation process: • Students' contact information is updated, and a graduation survey is conducted. • After the exam period, successful students' applications are forwarded to department heads. • Upon approval by department heads, the final graduation verification is conducted by the Student Affairs Office, and students' graduation status is recorded in YÖKSİS, after which diplomas are prepared.

For students who graduate on time, diplomas are prepared immediately and handed out during the graduation ceremony, as part of the university's tradition.

Since January 2006, Çukurova University has provided English diploma supplements to all graduates, and since 2013, these supplements have been automatically issued. The Diploma Supplement helps students demonstrate the skills and qualifications they have acquired during their education and facilitates the academic and professional recognition of their diplomas.

Information on the Diploma Supplement and all degree programs (associate, undergraduate, master's, and doctoral) is available as a separate section on the university's institutional website within the EBS system 2_OD4.

□

Social Transcript System

Çukurova University supports its associate and undergraduate students in developing social awareness, becoming responsible individuals, and contributing to society. To cultivate entrepreneurial individuals with strong values and social skills, the Social Transcript system has been implemented.

With the Senate Decision dated December 17, 2024, the Social Transcript Directive was enacted. This initiative records students' extracurricular activities in scientific, social, cultural/artistic, environmental, sports, and community engagement fields, providing a detailed explanation of their non-academic achievements throughout their education 3_OD4.

□

Recognition of Learning within and Beyond Formal Education

As part of the recognition of learning within and beyond formal education, exemption from compulsory foreign language courses, preparatory education, and language proficiency levels is determined according to relevant directives.

Courses taken by students returning from exchange programs are directly included in their graduation credits, and their credit adaptation is processed based on ECTS 4_OD4.

The Çukurova University Continuing Education Center organizes training programs for community service 5_OD4. Participants who successfully complete the programs receive university-certified certificates or achievement documents. An example of a Trainer Training Certificate is provided as evidence 6_OD4.

The Career Planning Research and Application Center offers individual career counseling and group guidance programs to support students. Elective courses such as: • Career Planning and Development • Data Analysis and Reporting with Computers • Organizational Behavior and Leadership • Entrepreneurship and Innovation

are offered to increase students' employability. Students who successfully complete these courses receive relevant certificates 7_OD4.

□

Maturity Level: Practices are continuously monitored, and defined processes are improved.

□

Evidence

- [\[1\]\(3\)B.2.4-egitim_ogretim_tanimli_surecler_ve_yonergeler.pdf](#)
- [\[2\]\(4\)B.2.4-ebis_diploma_ekeki_ornekleri_on_lisans-lisans-yl-doktora.pdf](#)
- [\[3\]\(4\)B.2.4-cukurova_universitesi_sosyal_transript_yonergesi.pdf](#)
- [\[4\]\(4\)B.2.4-erasmus_courses_isyuku_based_crediting.pdf](#)

- [\[5\]\(4\)B.2.4-sem_2024_faaliyetler.pdf](#)
- [\[6\]\(4\)B.2.4-sem_egiticileri_egitimi_sertifika_ornegi.pdf](#)
- [\[7\]\(4\)B.2.4-kariyer_merkezi_sertifikalar.pdf](#)

3. Learning Resources and Academic Support Services

1. Learning Environments and Resources

Çukurova University comprises 19 faculties, 4 institutes, 1 school, 11 vocational schools, and 1 state conservatory, along with 39 research and application centers.

In line with our Education and Training Policy, which aims to provide an academic learning environment integrated with national and international quality standards, evolving technology, and research and development activities, the university ensures an appropriate infrastructure to achieve the targeted graduate competencies. Accessible learning environments are provided in accordance with student numbers and unit characteristics to enhance the effectiveness of educational activities.

The university offers classrooms, education and research laboratories, computer laboratories, seminar halls, libraries, workshops, and e-resources to students. These resources and services are accessible through the EBS system 1_OD4. Learning environments and resources are managed in compliance with relevant regulations and workflows. The Learning Resources and Academic Support Working Group, under the Education Coordination Office, oversees the processes 2_OD3.

The University Central Library, covering 10,000 m² with a seating capacity of 800, serves faculty members, researchers, students, university staff, external researchers, and the public. It aims to support scientific studies and research, provide access to information sources, and help individuals develop their interests and utilize their time productively. • Technical support and standardization are ensured for faculty, school, and vocational school libraries inside and outside the campus. • The library employs the Library of Congress Classification System (LC) and open-shelf access. • RFID technology ensures material security, and a self-check system allows users to independently borrow and return materials. • The university's databases can be accessed remotely through VETİS (Database Access and Statistics System) without requiring proxy/VPN settings. • At the beginning of each academic year, Library Orientation Programs are held for newly enrolled students in all university programs 3_OD4.

Cataloging, classification services, inventory recording, book labeling, barcode processing, loan services, and periodical management are partially computerized, allowing monitoring and evaluation through digital records. At the end of each month, activity statistics are collected and reviewed for necessary improvements 4_OD4.

Applied Education and Digital Learning Resources • Students in science, engineering, and health disciplines participate in applied training programs, with internship opportunities provided in various institutions in Adana through collaboration protocols 5_OD4. • Courses at all academic levels are integrated into ÇÜBİS ABS and Microsoft Teams, where course materials are uploaded and made available to students 6_OD4. • The research infrastructure for graduate students and academic staff has been enhanced, and licensed software has been procured for institutional use. • Student handbooks have been published online for students in the School of Foreign Languages and Theology programs, allowing them to access campus resources 7_OD4. • Since 2021, the Education Coordination Office and Quality Coordination Office have been conducting regular satisfaction surveys for students, academic staff, and administrative personnel. • The results of these surveys have been evaluated, compiled into a report, and shared with stakeholders on the University's Quality webpage 8_OD4.

Maturity Level: Monitoring and improvements are conducted to enhance the development and utilization of learning resources.

Evidence

- [\[1\]\(4\)B.3.1-ebs_resources_and_services.pdf](#)
- [\[2\]\(3\)B.3.1-ogrenme_kaynaklari_ve_akademik_destetek_is_adimlari.pdf](#)
- [\[3\]\(4\)B.3.1-kutuphane_oryantasyon_raporu_birim_ornegi.pdf](#)
- [\[4\]\(4\)B.3.1-2024_yili_kutuphane_birim_faaliyet_raporu.pdf](#)
- [\[5\]\(4\)B.3.1-uygulamali_egitim_protokol_ornekleri.pdf](#)
- [\[6\]\(4\)B.3.1-cubis_abs_ve_teams_ders_materyallerin_payaylasimi.pdf](#)
- [\[7\]\(4\)B.3.1-yadyo_ve_ilahiyat_el_kitabi.pdf](#)
- [\[8\]\(4\)B.3.1-2024_yili_paydas_memnuniyet_degerlendirme_raporu.pdf](#)

2. Academic Support Services

At Çukurova University, academic advising services for associate and undergraduate students are conducted within the framework of the “Çukurova University Academic Advising Directive for Associate and Undergraduate Programs” 1_OD3. This process is monitored under the coordination of the Education Coordination Office in accordance with the “Learning Resources and Academic Support Process Steps”, and improvements are made with student participation. Newly registered and prospective students can access information about the education and academic life processes through the EBS system 2_OD4.

Academic Advising in Associate and Undergraduate Programs: Before the academic year begins, academic advisors are appointed to assist students in resolving issues related to their education. These appointments are made based on recommendations from department chairs and are approved by the unit executive boards: • Advisors are selected from among faculty members of the relevant department. • In units where there are no faculty members or an insufficient number of faculty members, advisors are appointed from other teaching staff. • The principles governing academic advising responsibilities are established by the Senate.

Academic Advising in Graduate Programs: Advisor appointments for graduate students are conducted in accordance with the “Graduate Advisor Appointment and Course Load Procedures and Principles” 3_OD3. • Advisor proposals are made by academic departments and finalized with the approval of the Institute Administrative Board. • In thesis-based master’s programs, if the student has made a request at the beginning of the first semester, an advisor proposal is submitted by the relevant institute department and finalized with the approval of the Institute Administrative Board. • In cases requiring a change of advisor, a justified proposal from the department board, along with the opinion of the current advisor, is submitted for approval by the Institute Administrative Board. • If the nature of a thesis study requires multiple advisors, a second thesis advisor may be appointed based on the proposal of the institute department board and approval of the Institute Administrative Board. • In non-thesis master’s programs, a faculty member (or a lecturer meeting the Senate’s specified criteria) is appointed at the beginning of the first semester to guide students in course selection and project supervision, finalized with the approval of the Institute Administrative Board.

Academic advisors are also appointed for students enrolled in distance education programs, and technical support is provided. In line with the relevant procedures and principles, an academic advisor is assigned in each academic unit to monitor students’ academic progress, provide guidance, support students in overcoming academic challenges and career planning 4_OD4. Students can access

information about their academic advisors via ÇÜBİS. Advisor details are also published on departmental web pages 5_OD4. During course registration periods, academic advisors guide students in selecting courses, monitor their academic development and help solve academic-related problems. Academic advising services are also supported through online systems, allowing students to communicate with their advisors via ÇÜBİS and Microsoft Teams. Feedback obtained from advising services is used in monitoring and improving advising processes 6_OD4. At the beginning of each academic year, the Education Coordination Office organizes Student Orientation Programs to help newly enrolled (freshmen, transfer students, etc.) associate and undergraduate students adapt to university life. These programs are planned and implemented in accordance with the “Principles for Planning and Conducting Student Orientation Programs”.

In the 2023-2024 academic year, orientation programs were shared on the web pages of academic units and via ÇÜBİS, and monitoring of the programs were reported to the Student Affairs Department [7_OD4].

Çukurova University Career Planning Research and Application Center (KAPAUM) provides support to students on career planning, development of professional skills and employment opportunities. In this context, career days, seminars, panels and online activities are organized [8_OD4]. In addition to scientific education activities, the Faculty of Education, coordinated by KAPAUM, has organized educational activities to contribute to the emotional, social, personality and career development of students [9_OD4]. In addition, a presentation "**Future Awareness and Individual Career Management**" was held on March 20, 2024 as part of the My Career, My Future Talks at Kozan Business Faculty. In cooperation with İŞKUR Adana Job Club, the Career Center provided information training to university students on job search skills in the process after graduation on 8-10 January 2024, and on 15-19 January 2024, information training on what to pay attention to in the process of preparing a resume preparing a good resume and issues to be considered in the interview process. Career planning training was organized for midwifery students in cooperation with Adana Club. In addition, Medline Hospital HR officer and Medline Hospital Human Resources Manager were invited to the event and provided information to the students. In cooperation with Adana İŞKUR, Çukurova University Technopolis and Çukurova University Career Planning Research and Application Center, a Talent Summit was held on May 09, 2024 with the theme of sustainability for students and graduates. At the summit, inspiring speeches were given to students and graduates and career counseling services were provided.

On May 15, 2024, an event was held at LÖSEV to inform about career opportunities. In order to support the individual career problems of students at the Career Planning Research and Application Center, a total of 722 sessions (sessions-hours) of individual career counseling services to 165 students in 2024.

As Career Planning Research and Application Center, various activities were also organized for our university students. A psychoeducation program for 48 students on 8-12 March 2024 to improve the proactive career behaviors of university students. In the sessions, concept of proactivity and recognition of proactivity, the positive effects of being proactive in career development, proactive career behaviors, and initiatives to meet psychological needs will help students to engage in proactive behaviors. The feedback received from our graduates through the Çukurova University Student - Graduate Satisfaction Survey conducted at our university is also used in monitoring and improvement studies [10_OD4]. In addition, with the Graduate Tracking Module, which was recently added to ÇÜBİS ABS on a program basis, the career process of graduates is closely monitored and support is provided by unit/program-based managers [11_OD4].

The Medico Social Center provides quality primary healthcare services for students, employees and family members. Authorized family medicine, dentistry, psychosocial support, nursing and nutrition services are provided at the center [12_OD4].

With the decision of Çukurova University Senate dated January 4, 2022 and numbered 1/5, the Support Unit against Sexual Harassment and Sexual Assault (CTS) was established under the Çukurova University Women's Issues Research and Application Center (KADAUM). Working in coordination with other units within the university, it aims to provide and maintain a safe academic environment at Çukurova University where sexual harassment and assault do not occur and gender equality is established. The Support Unit against Sexual Harassment and Assault (CTS) to encourage, support, publish and provide training opportunities for basic and applied research on women's issues related to gender equality, violence against women and discrimination, and to raise awareness and consciousness in society. Within the scope of promotional activities, a seminar titled "Violence Against Women" was organized by the Faculty of Medicine, Department of Family Medicine on 07.03.2024 within the scope of Structured Specialty Training Activities. On 08.03.2024, within the scope of the "March 8 International Women's Day Conference"; Çağ University Gender and Women's Studies Application and Research Center (ÇAĞKAM) hosted by our University "Support Unit against Sexual Harassment Sexual Assault (CTS)" was introduced. On 10.03.2024, a meeting was held with the 3rd year students of the Faculty of Medicine within the scope of the "Practice of Medicine" course. In addition within the framework of the orientation training program in the 2024-2025 academic year, our new students were trained by the representatives of the Women and Family Studies Application and Research Center (KADAUM) Unit about the "Support Unit against Sexual Harassment and Sexual Assault (CTS)". Within the scope of community studies, in the Fall Semester of the 2024-2025 Academic Year, the Faculty of Sports Sciences Physical Education and

within the scope of the "Community Service Practices" course in the Sports Teaching undergraduate program, the students of the department who took the "Defence Skills Training Against Physical Violence" course in cooperation with KADAUM-CTS unit trained until the end of the semester to students in different units who wanted to receive this training [13_OD4].

"Promotion Career and Alumni Day" was organized on 29-30 April 2024 in order to promote the academic and administrative units of our university [14_OD4]. The Eastern Mediterranean Regional Career Fair (DABKAF), which was hosted by Çukurova University on December 23-24, 2024 with the contributions of 9 stakeholder universities in our region, was held with the participation of over 20 thousand students and graduates. As a result of the meetings and consultations with internal and external stakeholders, more than 170 organizations, including private and public sector, participated in the Eastern Mediterranean Regional Career Fair and 156 activities (seminars, interviews and workshops) were held within the scope of the fair [15_OD4]. The support.cu.edu.tr system was commissioned to provide solutions to the problems encountered by students in their academic life [16_OD4]. In addition, in order to obtain the opinions and satisfaction of students and academic staff, the Education Coordinatorship and Quality Coordinatorship have been regularly conducting satisfaction surveys for our students, academic and administrative staff since 2021 throughout our University and improvement studies are in line with these surveys. The results of the satisfaction surveys were evaluated and a report was prepared and shared with stakeholders on the University Quality page [17_OD4].

Maturity Level: Practices related to students' academic development and career planning are monitored and improved with the participation of students.

Evidence

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- [\[2\]\(4\)B.3.2-ebs akademik danismanlik.pdf](#)
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- [\[17\]\(4\)B.3.2-2024 paydas satisfaction degerlendirme raporu.pdf](#)

3. Facilities and Infrastructure

The Çukurova University Balcalı Central Campus was established in 1973 on approximately 20,000 acres of land. With its modern infrastructure and facilities, it offers extensive opportunities for students and staff.

At Çukurova University, significant emphasis is placed not only on education and scientific research but also on the social and cultural development of students. Throughout the year, numerous conferences, seminars, panels, congresses, symposiums, performances, exhibitions, theater plays, and concerts are organized to support student development. Additionally, the university offers various sports activities that allow students to develop their interests and talents. Student clubs further enhance these opportunities by providing diverse extracurricular activities.

The management of university facilities is overseen by the Health, Culture, and Sports Department, while infrastructure services are provided by the Construction and Technical Affairs Department.

At the Central Cafeteria, four different meal options are offered to students, staff, and faculty members.

- Meal service hours for students: • Free breakfast soup: 08:00 - 09:00 • Lunch: 10:30 - 13:30 • Dinner: 15:30 - 17:00
- Meal service hours for staff: • Lunch: 11:30 - 13:30

At 10:00 AM, prepared meals are transported to 16 different locations within the university. Meal lists and pricing details can be accessed via OD4. Additionally, there are various cafes and canteens located throughout the campus.

The university's sports facilities are managed by the Sports Directorate, which organizes various sports activities aimed at promoting physical and mental well-being and encouraging effective use of students' leisure time. The university offers the following sports facilities: • Özdemir Sabancı Indoor Swimming Pool • Lütfullah Aksungur Indoor Sports Hall • Sakıp Sabancı Sports and Exhibition Hall • Gymnastics halls • Football fields • Rowing and canoeing facility (Kayıkhanesi) • Bicycle house • Outdoor sports areas

Students can reserve sports facilities online via OD4.

Sports Opportunities: At Çukurova University, students can participate in individual and team sports, both competitively and recreationally. Available sports include: • Team sports: Football, handball, futsal (indoor football), basketball, volleyball, korfbal, and water polo. • Individual sports: Tennis, swimming, athletics, table tennis, wrestling, taekwondo, karate, canoeing, rowing, badminton, orienteering, sport climbing, gymnastics, and speedminton.

The university organizes team training sessions, competitions, and national tournaments, allowing students to represent Çukurova University in sports events across the country. The campus provides extensive sports facilities to support these activities.

Social Facilities: Every year in May, the university hosts the Spring and Sports Festival, featuring: • Sports competitions • Theater performances • Folk dances and modern dance shows • Concerts • Exhibitions • Panels and discussions • Film screenings • Various entertainment activities Through the Health, Culture, and Sports Department, the university ensures that all students have access to sports, cultural, and social activities. Under the Cultural Directorate, the following student groups are active: • Turkish Classical Music Group • Turkish Folk Music Group • Turkish Folk Dance Group • Ballroom Dance Group, offering: • Latin dances (Salsa, Bachata, Rueda, Cha-Cha-Cha, Rumba) • Standard dances (Tango, Waltz) • Modern, lyrical, and show dances • Drama Performance Group

Courses for Students: The Fine Arts Department, under the Rectorate, offers students a variety of artistic courses to help them make productive and meaningful use of their time outside academic activities. A total of 20 different artistic courses are available, and all students can participate for free. Students who attend for at least three years receive a Certificate of Achievement. The available courses include: • Turkish Folk Music • Pop Guitar • Bağlama (Turkish string instrument) • Classical Guitar • Folklore Studies • Vocal Training • Folk Dances • Painting • Flute • Piano • Turkish Classical Music • Art History • Ney (reed flute) • Decorative Arts • Oud (lute-like instrument) • Leather Handicrafts • Kanun (Turkish zither) • Theater • Cinema • Photography

Scientific Student Activities: Students also participate in Scientific Research Groups, which organize scientific and social events such as congresses, symposiums, and summer schools, with support from faculty members. The Medico-Social Center provides free primary healthcare services for students, staff, and their dependents. • The center operates Monday to Friday, from 08:00 to 17:00. • Psychosocial

Support Services are available by appointment, which can be scheduled through the university's website OD4. Following new regulations by the Ministry of Health, the Medico-Social Center applied for official licensing and, as of June 4, 2024, became the second university medical center in Turkey to receive a License and Activity Permit 1_OD4. The ÇÜSOS Emergency Mobile Application has been developed to provide instant security alerts for emergencies occurring within the campus area 2_OD4. As part of the ISO 9001 Quality Management System, various Risk Assessment Reports were prepared in 2024 across different units within the university 3_OD4. Units submit infrastructure and facility-related requests to the Construction and Technical Affairs Department. Once approved, projects undergo design and cost analysis before implementation. 4_OD4. In 2024, the Construction and Technical Affairs Department carried out various facility and infrastructure improvement projects [5_OD4].

Maturity Level: Facility and infrastructure developments are continuously monitored, assessed, and improved based on institutional needs.

Evidence

- [\[1\]\(4\)B.3.3-medikososyal_merkezi_faaliyet_raporu_2024.pdf](#)
- [\[2\]\(4\)B.3.3-cusos_acil_durum_mobil_uygulamasi.pdf](#)
- [\[3\]\(4\)B.3.3-yumurtalik_myo_risk_degerlendirme_raporu.pdf](#)
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4. Disadvantaged Groups

At Çukurova University, a participatory approach is adopted to ensure the full inclusion of disadvantaged groups in educational processes, as well as in the social and cultural life of the university. Necessary monitoring and improvement efforts are continuously carried out. One of the university's primary objectives is to become a Barrier-Free University by eliminating all barriers hindering access to education for disabled and disadvantaged students.

The Çukurova University Disabled Students Unit was initially established on May 1, 2007, following the Regulation on Counseling and Coordination for Disabled Individuals in Higher Education Institutions, published in the Official Gazette No. 26204 on June 20, 2006. Due to regulatory updates on August 14, 2010, the 2007 directive was repealed, and a new "Directive on Counseling and Coordination for Disabled Students" was implemented on September 17, 2015.

To broaden the scope of accessibility efforts for all disadvantaged groups, the unit was restructured and renamed the Barrier-Free University Coordination Office by Senate decision on November 3, 2022. The office's primary role is to develop inclusive environments for students, faculty, administrative staff, and external stakeholders facing educational, physical, social, or emotional barriers.

To facilitate full participation in academic life, the university implements necessary measures and arrangements. During the registration process, information about students with disabilities is collected via the university's automation system. After the academic year begins, academic advisors receive forms to identify students with disabilities and their specific needs. Once identified, students are contacted by psychological counseling specialists, who provide support and guidance as required.

Each faculty, institute, and vocational school assigns Barrier-Free University Academic Advisors and Unit Representatives who report challenges and propose solutions to the Coordination Office. Meetings with disabled students are conducted at the beginning and end of each academic year to address their

concerns and expectations and to offer necessary counseling services. Additionally, student representatives from disabled groups serve on the Barrier-Free University Coordination Board. In units where there are five or more disabled students, they elect their own representative.

The Council of Higher Education (YÖK) annually presents the Barrier-Free University Flag and Program Badge Awards in the following categories: • Orange Flag – Accessibility in Physical Spaces • Green Flag – Accessibility in Education • Blue Flag – Accessibility in Socio-Cultural Activities

Additionally, universities that make their programs accessible to different disability groups receive the Barrier-Free Program Badge.

As part of Çukurova University's commitment to accessibility, the university received four awards in 2024: • Orange Flag (Physical Accessibility Category): • Abdi Sütcü Vocational School of Health Services • Faculty of Dentistry • Faculty of Pharmacy • Blue Flag (Socio-Cultural Activities Category): • Faculty of Communication • Barrier-Free Program Badge (Physical Disability Category): • Communication Sciences Department • Orange Flag Candidate: • Faculty of Economics and Administrative Sciences (recognized for accessibility improvements) 1_OD5.

To prepare for the 2025 Barrier-Free University Flag and Badge Awards, Çukurova University launched a preparation process in September 2024. Meetings were led by Vice Rector Prof. Dr. Hüseyin AKILLI, and several action steps were planned 2_OD4.

A Teams group was also created for Barrier-Free University Coordination Board Members and Faculty/School/Vocational School Academic Representatives.

For the 2024-2025 academic year, the Barrier-Free University Coordination Office recorded the number of disabled students at the university as follows: • Physical/Orthopedic Disabilities: 59 students • Visual Impairments: 21 students • Hearing Impairments: 15 students • Other Disabilities: 61 students • Total: 156 students

Events for International Day of Persons with Disabilities (December 3, 2024)

To celebrate International Day of Persons with Disabilities, the university organized the following events:

- Sitting Volleyball & Goalball Tournament • Date: November 29, 2024 • Location: Lütfullah Aksungur Sports Hall • Organizers: • Barrier-Free University Coordination Office • Turkish Physically Disabled Sports Federation (Adana Provincial Office) • Participants: University academics, administrative staff, and students.
- “The Power of Dance: Notice My Difference, Dance with Me” Event • Date: December 2, 2024 • Location: Mithat Özsan Amphitheater • Organizers: • Barrier-Free University Coordination Office • Volunteer Mothers' Community • Participants: • University senior management • Faculty members • Administrative staff • Students • External guests

The academic adaptation system is implemented in order to determine and ensure that they benefit from education and social activities in an equal and fair manner. In order to ensure that the requests and needs of students with disabilities are conveyed to the coordinatorship and other authorized and responsible units in a faster and more complete manner, the "Academic Adaptation Service Application Form" has been created and the process steps related to this form are included in the draft directive. Students their requests by filling out the academic adaptation form through the system.

These requests are evaluated by the coordinatorship and forwarded to the relevant units and necessary improvements are made accordingly [4_OD4]. Within the scope of Barrier-Free University, studies are carried out to make the educational lives of disadvantaged students more accessible and comfortable. In this direction, the Special Needs Student Satisfaction Survey was implemented to identify the needs of students with special needs and to collect their feedback in a systematic way. The survey aims to collect data to identify the difficulties faced by students and to make arrangements to improve their academic and social lives.

Thanks to the survey, which is made available on the Barrier-Free University web page, students can submit their opinions and suggestions, thus continuous improvement efforts are carried out. In line with the feedback received, various improvements are made in the areas of physical accessibility, academic support, technological solutions and social inclusion. In order to make students' experiences in university life more inclusive and barrier-free, the survey is regularly evaluated and updated to ensure sustainable development [5_OD4]. Our university makes various arrangements to ensure access to educational opportunities for disabled and disadvantaged groups. Places that are not suitable for disabled access are identified by expert teams, and necessary construction and improvement works are carried out rapidly. In addition, the education processes of students with disabilities are regulated within the scope of the "Çukurova University Education, Training and Examination Implementation Directive for Students with Disabilities".

In order for disadvantaged students to benefit from the education process under more equal conditions, Çukurova University Directive on Examination Practices for Students with Disabilities was reorganized in line with the feedback received from students and new articles were added to the new draft directive. The review process of the directive by the relevant units for senate approval continues [6_OD4]. Within the scope of Barrier-Free University studies, the "Barrier Hunt" application was launched for disadvantaged students to report the physical obstacles they experience in buildings and roads on campus. This application aims to contribute to making campus life more accessible for everyone by enabling students to report the access problems they encounter directly to the authorized units. The "Barrier Hunt" application integrated into the Barrier-Free University web page. Students can report physical obstacles they encounter on campus to the authorities through the application. For example, a student identified a situation that prevented access to the laboratory and reported the situation using the Barrier Hunt application and a ramp to the laboratory. Following the notification, official correspondence was made with the relevant units, and as a result of the evaluations, the process was initiated to facilitate access to the laboratory.

Thanks to this application, the difficulties encountered by students on campus are identified and resolved more quickly [7_OD5]. In line with the barrier-free university approach, the "Student Volunteer" application was implemented in order to minimize the obstacles faced by disadvantaged students in their educational lives and to provide them with equal opportunities. This application, which can be accessed through the Barrier-Free University web page, aims to bring together students who need peer support due to their disabilities and volunteer students. Within the scope of this application, volunteer students contribute to the academic and social lives of students with disabilities by providing support in different areas. Among the support services provided the following:

- (1) **Lecture Note Support:** Sharing lecture notes for students with visual or hearing impairments,
- (2) **Exam and Homework Assistance:** students with disabilities in preparation for exams or homework. (3) **On- Campus Guidance:** Helping to guide students with mobility limitations or visually impaired students around the campus [8_OD5]. "Çukurova University Satisfaction Survey for Students with Special Needs", "Barrier-Free Çukurova is Looking for Volunteers" and "Obstacle Hunt" forms were added to the web page of the Barrier-Free University Coordinatorship and made

accessible [OD4]. A special library area was created for visually impaired students and specially equipped computers and devices were provided. Within the scope of the "Talking Book" project, course materials are audio recorded by volunteer students.

According to Article 42 of the Constitution, no one rived of the right to education. Çukurova University continues its efforts to provide equal opportunities to individuals from all segments of society. Within the scope of policies to reduce inequalities, equal education opportunities are offered to different ethnic origins and the disabled, and access to educational materials is facilitated. Awareness raising events are organized to combat discrimination, and students and staff are supported by the Support Unit against Sexual Harassment and Sexual Assault.

Access to educational opportunities for disadvantaged groups is carefully monitored and improvement efforts are made. Çukurova University continues to work with the aim of providing a barrier-free and inclusive educational environment. In addition to the activities carried out for students with disabilities, Çukurova University attaches importance to its duty to provide equal opportunities to individuals from all segments of society without discrimination. Aiming to prevent inequality between individuals, Çukurova University's policy of reducing inequalities accepted as an indicator in this regard. In this context, 'Ç.Ü. International Student Coordination Application and Research Center (ÇUÖS) provides guidance services from the registration period to graduation for international students to have a successful and trouble-free education period [9_OD4]. In addition, ÇUÖS organizes a orientation program every year for foreign students who come to Çukurova University within the scope of various exchange programs [10_OD4].

In addition, Çukurova University Turkish Language Teaching Application and Research Center (TÖMER) has been teaching Turkish to international students who come to TÖMER with various projects together with scholarship and private students at Çukurova University since 2013. In addition to the Turkish courses it provides to approximately 250-300 students every year, it also face-to-face and online exams to hundreds of students who speak Turkish and want to certify it. In addition, various cultural events are organized with international students throughout the year [OD4] [11_OD4].

Maturity Level: The institution continuously monitors and enhances accessibility measures for disadvantaged groups to ensure full participation in education, social life, and cultural activities.

Evidence

- [\[1\]\(5\)B.3.4-engelsiz_universite_odulleri.pdf](#)
- [\[2\]\(4\)B.3.4-engelsiz_universite_koordinasyon_kurulu_toplantisi.pdf](#)
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5. Social, Cultural, and Sports Activities

At Çukurova University, various social, scientific, cultural, artistic, and sports activities are organized to cater to students' interests and needs. These activities are planned, implemented, and monitored in line with the Extracurricular Activities Working Group Workflow of the Education Coordination Office.

The Department of Health, Culture, and Sports primarily oversees students' cultural activities, ensuring they make productive use of their free time, develop social skills, and explore new interests 1_OD4, p.19.

The Cultural Directorate, operating under the Department of Health, Culture, and Sports, supports students' social, cultural, and artistic development. In this context, training is provided in various student ensembles, including: • Folk Dance Groups • Drama Clubs • Dance Groups • Turkish Classical Music Choir • Turkish Folk Music Choir

Applications can be submitted online via the Cultural Directorate website or in person. These groups also participate in national and international events, enhancing students' artistic development.

The university has a total of 81 student clubs, covering a wide range of educational, health, sports, arts, social, and scientific disciplines.

Students who join these clubs engage in projects that contribute to campus life and the wider community. Each club operates like a small company, offering members experience in leadership and organization 1_OD4, pp. 2-15.

To further support students' academic, social, and athletic growth, the Çukurova University Student Deanship collaborates with various academic and administrative units to develop projects and contribute to student development 2_OD4.

1.5 Adana Technology Teams was established within the Department of Mechanical Engineering at Çukurova University in 2013. In 2024, participation in TEKNOFEST competitions was achieved in 13 different branches, with students from the Faculty of Engineering's Mechanical, Computer, and Electrical-Electronics Engineering departments. The categories include Unmanned Aerial Vehicles, Agricultural Unmanned Ground Vehicles, Unmanned Underwater Vehicles, Hydrogen-Powered Vehicles, Electric Vehicles, Robolig, and Rocket competitions. Among the supporters of our teams are, primarily, the Rectorate of Çukurova University, as well as the Ministry of Youth and Sports, Adana Chamber of Industry, Adana Commodity Exchange, TEMSA, BETA Energy, İzeltaş, and many industrial tradesmen from Adana. In 2024, our teams achieved significant success, including the Turkey Championship Award in the Hydrogen-Powered Vehicles category, Second Place in the International Unmanned Aerial Vehicles Free Mission Category in Turkey, Best Design Award in the Challenging Mission Category of the Rocket Competitions, and Fourth Place in the Robolig Competition [3_OD4].

Students from the Çukurova University State Conservatory organize concerts, theater performances, and dance shows, and they publish their articles, interviews, and events related to the art world as the Ç.Ü State Conservatory Aktüel Digital Bulletin [4_OD4].

The 5th International “Adana Rhapsody” Piano Festival and Competition, held at our university, brings together young talents. The 2024 event hosted 302 pianists [5_OD4].

The 3rd “Welcome Festival”, traditionally organized at the beginning of each academic year at Balcalı Campus, was held on November 5-6, 2024, during the 2024-2025 Academic Year, at the Çukurova University Festival Area, featuring concerts, performances, promotions, and various other activities for all students [6_OD4].

Various academic units of our university, depending on their resources, collaborations, and program structures, organize diverse events such as sports activities, ebru (marbling art) workshops, concerts, career days, dance events, self-defense training, climbing activities, yoga sessions, photography competitions, and exhibitions [7_OD4].

Various activities are organized in social, scientific, cultural, artistic, and sports fields to help students in the German Language Teaching program gain knowledge, skills, competencies, and cultural depth in different areas according to their interests and needs. Within this scope, a Career Day was organized in cooperation with the Goethe-Institut on November 22, 2024. This event included field-related and cultural discussions, musical performances, and workshops [8_OD4].

The Psychological Counseling and Guidance (PDR) Community, founded in 2015 by students of the Guidance and Psychological Counseling Department, has carried out numerous social, cultural, and sports activities for both students within the program and other undergraduate students. Every year, the PDR Community informs first-year students about its activities during orientation week. These activities include psychological film days, book reading days, and workshops supporting students’ development in the field of psychological counseling. During the introduction of the PDR Community, students are provided with contact information and encouraged to join. Information about the activities organized by the PDR Community can be accessed at [OD4].

To support students’ personal and professional development, the Çukurova University PDR Club organizes various conferences and workshops in collaboration with faculty members and other stakeholders in the field. These events have seen high participation from students in the department. The activities organized by the Çukurova University PDR Club during the 2023-2024 academic year include: • Workshops • Student discussions • Student trips • 2nd PDR Days • PDR Communities Summit • Child Abuse and Neglect Awareness Days • Çukurova PDR Summit

In addition to club activities, the Çukurova University RPD Department hosted the 1st National Family Psychological Counseling Symposium, which was held for the first time this year. This symposium brought together academicians, psychological counselors working in the field, and students from the RPD department to provide insights into family counseling practices through seminars and numerous workshops [9_OD4].

Maturity Level: The mechanisms for social, cultural, and sports activities are monitored, and activities are diversified and improved based on needs and demands.

Evidence:

- [\[1\]\(4\)B.3.5-sks_2024_faaliyetler.pdf](#)
- [\[2\]\(4\)B.3.5-ogrenci_dekani_2024_faaliyet_raporu.pdf](#)

- [\[3\]\(4\)B.3.5-1.5_adana_takimi_2024_yili_basarilari.pdf](#)
- [\[4\]\(4\)B.3.5-c.u_devlet_konservatuvari_aktuel_dijital_bulteni.pdf](#)
- [\[5\]\(4\)B.3.5-adana_rhapsody_piano_festivali_ve_yarismasi.pdf](#)
- [\[6\]\(4\)B.3.5-hos_geldin_senligi_3.pdf](#)
- [\[7\]\(4\)B.3.5-social-cultural_and_sportive_activities_ornekler.pdf](#)
- [\[8\]\(4\)B.3.5-karrieretag_an_universitaten_\(adana\).pdf](#)
- [\[9\]\(4\)B.3.5-pdr_kulubu_2023-2024.pdf](#)

4. Academic Staff

1. Appointment, Promotion, and Assignment Criteria

The recruitment, appointment, and promotion processes of academic staff at our university are conducted transparently and in accordance with the criteria set forth by Law No. 2547 on Higher Education and relevant regulations. The Çukurova University Criteria for Appointment and Promotion to Faculty Positions have been updated to ensure the establishment of the necessary academic staff in line with the university's Research University and Internationalization missions. These updated criteria, revised with stakeholder input, were approved by the Higher Education Council (YÖK) General Assembly on November 23, 2023.

The Çukurova University Criteria for Appointment and Promotion to Faculty Positions came into effect for the initial appointment of Assistant Professors and will be applicable for reappointment of Assistant Professors as well as for the appointment of Associate Professors and Professors starting January 1, 2026. Additionally, candidates applying for Associate and Full Professor positions must pass the oral examination conducted by a jury designated by the Interuniversity Council.

Furthermore, the trial lecture requirements outlined in Sections 3.3, 3.4, 3.5, and 3.6 of the Çukurova University Criteria for Appointment and Promotion to Faculty Positions were abolished by the Senate decision No. 23/01 on December 24, 2024, and submitted to the Higher Education Council (YÖK) for approval. Moreover, with Senate decision No. 23/02 on December 24, 2024, the "Directive on Procedures for the Appointment of Assistant Professors, Lecturers, and Research Assistants Applying for Positions at Çukurova University" was repealed [1_OD4].

Academic applications are processed through the Academic Application System (ABSİS), where pre-evaluations and jury processes are carried out securely using personal login credentials [OD4]

The Procedures and Principles for Faculty Members Teaching in Faculty and Vocational School Undergraduate Programs have been defined, and assignments are made accordingly. When it is necessary to hire external lecturers on an hourly-paid basis under Article 31 of Law No. 2547, it is first ensured that the course is taught by full-time academic staff from other departments within the university. If this is not possible, the relevant academic unit submits a reasoned decision from the Academic Board of the Department/Division for approval by the Faculty/Vocational School Administrative Board.

Assignment of External Instructors

The selection of external instructors follows predetermined procedures and criteria. The academic workload schedule of full-time faculty members in the relevant department, the academic CV of the proposed instructor, and, for programs conducted in a foreign language, the language proficiency

certificate are required to be submitted. Proposals must be submitted for Rectorate approval at least one month before the beginning of the academic semester in which the course will be offered [2_OD4].

At the end of each semester, students participate in Program-Course surveys via ÇÜBİS. These surveys include questions regarding the course syllabus and the performance of the responsible faculty member. The collected data is automatically shared with the respective faculty member, and unit administrators can access and monitor the survey results for all programs [3_OD4].

Maturity Level:

The outcomes of appointment, promotion, and assignment practices are monitored, and necessary actions are taken based on the evaluation of monitoring results.

Evidence:

- [\[1\]\(4\)B.4.1-atama_ve_yukseltirme_degisiklikler_senato_karari.pdf](#)
- [\[2\]\(4\)B.4.1-kurum_disi_ogretim_elemani_gorevlendirilmesi.pdf](#)
- [\[3\]\(4\)B.4.1-cubis_abs_program_lessons_surveys.pdf](#)

1. Teaching competencies and development

Education and Quality Coordinatorships regularly student and academic staff satisfaction surveys. **In April 2021, June 2022, June 2023 and June 2024**, the results of the surveys were evaluated and shared with stakeholders [OD4]. In addition, starting from the spring semester 2021-2022 course evaluation surveys are administered to students through the ÇÜBİS system at the end of each semester. Surveys measuring program learning outcomes are also conducted for students at the graduation stage. The data obtained are automatically shared with the relevant instructor, and unit administrators can review the survey results of all programs. Instructors can access the Report Survey and Course Information Package Reports for their own courses from the Personal Reports menu on ÇÜBİS-ABS. contributes to the monitoring and development of teaching competencies by presenting these data numerically and [1_OD4]. Our university aims to create a more qualified education and training environment by supporting the professional development of all its employees. Within the scope of the 2024-2028 Strategic Plan studies, the training and in the evaluations made for development needs: It has been determined the most needed issues are to support the research activities of academic staff and to provide trainings to increase project preparation knowledge, to meet the need for language training for international projects and publications, and to provide training on effective management and leadership to improve administrative management qualifications.

In 2024, within the scope of Çukurova University Quality Processes, "Çukurova University Quality Processes Briefing" was organized by the Quality Coordinatorship and Education Coordinatorship together with the Senior Management of our University for the Faculty / School / Vocational School Unit Managers, Academic Staff and administrative staff. In total, 32 meetings were held. During the visits to the units, information was given about whether the aspects open to improvement, which were reported to the University before the Institutional Accreditation Visit in 2025, were corrected and whether the strengths were sustainable. In addition, each unit informed about what needs to be done under the title of education and training. In particular, practical examples were shown on how to update course information packages. The results of the meeting and the feedback received were presented as a report [2_OD4]. In line with the determinations made, our University Units Improvement studies was realized. As examples of improvement efforts; Information and project writing trainings were organized to increase the project preparation knowledge of academic staff [3_OD4], international publications, a subscription was made to the PoolText database, which checks the use of English in the article academic writing and creates instant correction suggestions for grammar, punctuation and spelling errors [4_OD4]. In-house "Leadership Trainings are regularly organized for academic and administrative unit managers at Çukurova University. Since 2022, "Leadership Trainings" have been organized for newly appointed academic and administrative staff and were organized twice in 2024, on 23.05.2024 and 03.12.2024. The Leadership Trainings focused on helping administrative and academic staff recognize and develop their leadership skills. After the trainings, a questionnaire was applied to academic and administrative unit managers as in the previous year, and the leadership perception of unit managers was measured [5_OD5]. According to the findings of the research conducted to monitor the Leadership Trainings at our university the perception of paternalistic leadership decreased in 2024 compared to the previous year and the perception of transformational leadership increased compared to the previous year. In this framework, it is seen that the targeted transformational leader perception has increased [6_OD4]. With the survey results, the leadership of the administrators of our university was monitored and the survey reports were presented to the senior management for the content of the next year's Leadership Trainings. *The Teaching Competencies Development Process* is carried out in accordance with *the work flow chart*. In this context, the method was updated and implemented in 2024 [7_OD4], and trainings are organized according to the needs of our programs in addition to the trainings of trainers carried out throughout our university. The trainings received by the lecturers of the Department of Gastronomy and Culinary Arts in the fields of occupational health and safety, food safety and kitchen practices were presented as evidence [8_OD4]. In another example, our School of Foreign Languages provided foreign language training to the faculty members of the Department of Pediatrics upon their request [9_OD4].

Maturity Level: The findings obtained from teaching competency development practices are monitored and measures are taken analyzing the results of the monitoring together with the teaching staff.

Evidence

- [\[1\]\(4\)B.4.2-cubis_abs_personal_reports.pdf](#)
- [\[2\]\(4\)B.4.2-kalite_koordinatorlugu_2024_yili_birim_ziyaretleri_raporu.pdf](#)
- [\[3\]\(4\)B.4.2-arges_egitimler.pdf](#)
- [\[4\]\(4\)B.4.2-pooltext_veritabani_uyeligi.pdf](#)
- [\[5\]\(4\)B.4.2-leadership_egitimleri.pdf](#)
- [\[6\]\(4\)B.4.2-leadership_egitimi_raporu.pdf](#)
- [\[7\]\(4\)B.4.2-2024_yili_cekirdek_egiticiilerin_egitimi_programi.pdf](#)
- [\[8\]\(4\)B.4.2-gastronomy_ve_mutfak_akademik_personel_egitimleri.pdf](#)
- [\[9\]\(4\)B.4.2-yadyo_pediatri_yanci_dil_egitimi.pdf](#)

2. Incentives and Awards for Educational Activities

To encourage, support, and recognize the outstanding performance and service of academic and administrative staff, students, and external stakeholders contributing to the goals and objectives outlined in the strategic plan of Çukurova University, the Çukurova University Award Directive was enacted by Senate decision No. 08/01 on May 28, 2024 [1_OD3].

In accordance with Article 4 of the Award Directive, the “Education and Teaching Awards” were planned to recognize achievements in: • Innovative teaching methods to enhance student success and skills, • Student academic advising services, • Best doctoral thesis.

To evaluate and award the academic staff’s contributions in these areas for the 2023-2024 Fall and Spring Semesters, the “Education and Teaching Award Committee” was established on December 11, 2024 [2_OD3].

However, due to the insufficient number of applications for the “Innovative Teaching Methods” category for the 2023-2024 academic year, it was decided that applications would be re-evaluated in 2025. Meanwhile, the award ceremony for the Student Academic Advising Services and Best Doctoral Thesis Awards took place on December 27, 2024 [3_OD3].

Additionally, Prof. Dr. Hakan ÖZKAN, a faculty member who received the 2024 TÜBİTAK Science Award, was also honored during the event.

The third edition of the Çukurova University Academic Achievement Awards Ceremony, first held in 2021, was organized in 2024. This event recognized academics with the highest number of publications, the most significant research projects, and patents, highlighting their contributions to the scientific community [4_OD4].

Maturity Level: The incentive and award system has been effectively implemented across the institution.

Evidence:

- [\[1\]\(3\)B.4.3-cu_odul_yonergesi.pdf](#)
- [\[2\]\(3\)B.4.3-2024_yili_odul_toreni_surecleri.pdf](#)
- [\[3\]\(3\)B.4.3-akademik_personel_odul_toreni.pdf](#)
- [\[4\]\(4\)B.4.3-yayin_yuksek_butceli_proje_ve_patent_odul_toreni.pdf](#)

□

C. RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Resources

1. Management of Research Processes

Çukurova University has adopted a strategic governance model to ensure the effective management of research processes. Within this framework, the university has established institutional mission, vision, strategic goals, and research policy objectives.

The university's research policy was updated on November 19, 2024, considering the feedback from the 2022 Institutional Accreditation Report. This update was made to highlight the university's priority research areas and was shared with all stakeholders [OD4].

The updated research policy was drafted by a committee consisting of internal stakeholders specializing in the field and was reviewed by the Quality Commission, which then submitted it to the Senate for approval [1_OD4]. The policy was subsequently approved by the Senate [2_OD4].

New Research Policy Priorities:

Aligned with the United Nations Sustainable Development Goals, national and regional priorities, and the university's strategic plan, the university has defined the following priority research areas: • Agriculture and Food • Health • Engineering and Basic Sciences • Energy and Environment • Regional Development and Sustainability

To efficiently utilize all available resources and adapt to changing conditions, the university aims to enhance research capacity through national and international funding sources.

The university seeks to strengthen its impact on local, national, and international development by increasing: • R&D projects, scientific studies, and entrepreneurial initiatives, • Collaborations

between the university, public institutions, and industry, • High-quality publications, patents, utility models, and copyrights derived from research projects.

Additionally, the university aims to integrate research and education environments, creating mechanisms that foster mutual interaction and development.

As a Category A3 Research University, designated by the Higher Education Council (YÖK), Çukurova University has outlined its vision and strategies for the 2024-2028 period in its new Strategic Plan. This plan emphasizes the university's research mission and defines strategic goals and performance indicators to improve its position in national and international rankings.

Furthermore, the strategic plan focuses on enhancing the university's research, development, and entrepreneurial capacity by improving coordination mechanisms that support research units and researchers [OD4, pp. 103-107].

Improvements in Research Process Management

Based on findings from the 2022 YÖKAK Institutional Accreditation Report and internal stakeholder analysis, the need for improved research process management was identified.

To address this, the Çukurova University Research and Development Strategies Coordination Office (ARGES) was established by Senate decision No. 27/01 on November 28, 2023, replacing the Çukurova University Scientific Research Strategies Board (ÇÜBASK) [3_OD3].

The Çukurova University Academic Data Monitoring and Evaluation Coordination Office (AVİDEK) was also dissolved, and its responsibilities were transferred to ARGES, consolidating all academic data monitoring and evaluation processes under one entity [4_OD4].

This restructuring has provided the university with a sustainable and integrated R&D management system, aligned with its research-oriented mission.

Research Governance Structure:

The university's research activities are managed by: • Research and Development Strategies Coordination Office (ARGES) [OD4], • Scientific Research Projects Coordination Unit [OD4].

The organizational chart of research governance is available on the university's official website [OD4].

The Scientific Research Projects (BAP) Coordination Unit supports research by: • Providing funding, • Encouraging academic project development, • Managing research grant applications in accordance with the BAP Directive [5_OD3] and the updated Çukurova University Scientific Research Projects Implementation Principles [6_OD4].

The ARGES Executive Board, chaired by the Vice Rector, includes: • The ARGES Coordinator, • Heads of its sub-units, • The BAP Coordinator.

Faculty-Level Research Committees (BARGEK)

Each academic unit has established a Research and Development Committee (BARGEK) to integrate faculties, institutes, and researchers into research management.

A meeting with BARGEK representatives was held on March 13, 2024, to discuss unit-level research activities [7_OD3]. These committees monitor R&D activities, evaluate project progress, and support new project initiatives.

ARGES also organizes information sessions and training for faculty members and students to encourage participation in research activities [8_OD4].

Five Key Units Under ARGES:

- Project Development and Coordination Unit • Guides researchers in project preparation, • Assists in finding funding opportunities, • Conducts preliminary project evaluations.
- Technology Transfer and Industry Collaborations Unit • Works in partnership with Çukurova Technopark, • Manages patent applications and licensing processes.
- Research Centers and Laboratories Coordination Unit • Coordinates the university's 39 research and application centers [OD4].
- National and International Collaborations Unit • Facilitates cooperation between university researchers and national/ international institutions.
- Research Performance Monitoring and Evaluation Unit • Measures the efficiency of research activities, • Oversees continuous improvement processes.

ARGES Initiatives for Increasing Research Funding and Supporting Young Researchers

To enhance access to national and international funding opportunities and support young researchers with doctoral degrees, ARGES regularly sends informational emails to researchers regarding EU Framework Programs, TÜBİTAK projects, and other funding opportunities [9_OD4].

ARGES also provides project writing support and organizes training sessions tailored to different types of research projects. As part of this initiative: • 25 research proposals were reviewed at the application stage, and recommendations were provided. • A total of 1,582 students and academic staff participated in informational days and project writing workshops. • These training programs have led to a significant increase in TÜBİTAK 1001 projects [10_OD4].

ARGES acts as a bridge between the university and the Technology Transfer Office (TTO) housed within Çukurova Technopark. Experts and responsible personnel in these research support modules work in collaboration with ARGES. Through TTO, the university facilitates: • Technology transfer, • Development of research-oriented platforms, • Enhancement of inter-institutional collaborations.

Each module within TTO is regularly monitored, and the TTO Board of Directors, consisting of module coordinators and a Technopark representative, oversees its activities [OD4].

□

Monitoring the Effectiveness of Research Management

To measure and improve research efficiency, data-driven monitoring systems have been implemented. The E-CAMPUS application, which manages the university's IT processes, was integrated into ÇÜBİS (Çukurova University Information Management System) in 2023.

Within ÇÜBİS, the Quality Management Information System (KYBS) module has been enhanced with YÖKSİS and Web of Science (WoS) integration, creating a Researcher Data Pool and Performance Evaluation System. The system features a Web Dashboard that enables graphical analysis of research performance at both unit and individual levels.

For research performance tracking, the university also utilizes: • Academic Data Management System (AVES) [OD4], • Project Process Management System (APSYS) [OD4], • THE Datapoints [OD4] for international ranking performance measurement, • Clarivate Analytics/InCites subscription to monitor publication and citation counts of university researchers [11_OD4].

ARGES processes data for THE, QS, GreenMetric, YÖK Research Universities Performance Monitoring Index, and TÜBİTAK Entrepreneurial and Innovative University Index using the Web Dashboard. Data that cannot be obtained from the system is collected through official correspondence with academic units [12_OD4].

Additionally, ARGES evaluates institutional performance based on the Research Universities Assessment Criteria and submits reports to the university's senior management. In 2023, a university performance report was prepared and submitted [13_OD4].

Unit-based data collected through monitoring systems is reviewed by senior management. Regular academic unit visits are conducted to assess performance, and faculty members' research competencies are evaluated to improve research quality through a participatory approach [14_OD4].

The effectiveness of the Scientific Research Projects Implementation Principles was reviewed by BAPKOM in 2024. Based on these evaluations, revisions were made to improve efficiency, resolve operational issues, and ensure more effective and economical use of resources [15_OD4].

As a result of BAP funding, 127 publications (WoS CC, SCI-E, SSCI, AHCI) were published in 2024, acknowledging BAP project support numbers [16_OD4].

□

Motivation and Guidance

The Çukurova University Faculty Appointment and Promotion Criteria are designed to enhance research performance and encourage individual researchers. These criteria are publicly available on the university's website [OD4].

To further motivate and reward researchers, the Çukurova University Award Directive was approved by Senate decision No. 08/01 on August 25, 2024. This directive grants awards in the following categories: • Education and Teaching, • Research and Development, • Interdisciplinary Studies and Collaborations, • Community Contribution, • Academic Leadership and Service [16_OD4].

The third edition of the university's Research Achievement Awards Ceremony was held in 2024, recognizing faculty members with: • The highest number of academic publications, • The most high-budget research projects, • The most patents.

These awards were based on research performance reports generated via the Web Dashboard [18_OD3].

Following the 2023 Institutional Accreditation Report (KİDR), the Project Support Commission, English Editing and Support Commission, and Scientific Publication Pre-Evaluation Commission were integrated into ARGES, establishing systematic institutional support mechanisms. • Project writing and information support is now managed by ARGES. • English-language scientific writing support is provided through the PoolText Report platform, procured by the University Library Department.

Maturity Level:

The management and organizational structure of research processes is actively monitored, and necessary measures are taken to improve their functionality.

Evidence:

- [\[1\]\(4\)C.1.1-arastirma_politikasi.pdf](#)

- [\[2\]\(4\)C.1.1-arastirma_politikasi_senato.pdf](#)
- [\[3\]\(3\)C.1.1-arges_yonerge.pdf](#)
- [\[4\]\(4\)C.1.1-avidek_senato_karari.pdf](#)
- [\[5\]\(3\)C.1.1-bap_yonerge.pdf](#)
- [\[6\]\(4\)C.1.1-bap_uyuygulama_ilkeleri.pdf](#)
- [\[7\]\(3\)C.1.1-bargek_toplanti.pdf](#)
- [\[8\]\(4\)C.1.1-bargek_çalışma.pdf](#)
- [\[9\]\(4\)C.1.1-arges_information.pdf](#)
- [\[10\]\(4\)C.1.1-arges_rapor.pdf](#)
- [\[11\]\(4\)C.1.1-monitoring_systems.pdf](#)
- [\[12\]\(4\)C.1.1-veri_toplama.pdf](#)
- [\[13\]\(4\)C.1.1-arges_monitoring_report.pdf](#)
- [\[14\]\(4\)C.1.1-ustyonetim_izyonetim_izleme.pdf](#)
- [\[15\]\(5\)C.1.1-bap_komisyonu_toplanti_tutanaklari.pdf](#)
- [\[16\]\(4\)C.1.1-bap_rapor.pdf](#)
- [\[17\]\(4\)C.1.1-odul_yonergesi.pdf](#)
- [\[18\]\(3\)C.1.1-odul_toreni.pdf](#)

2. Internal and External Resources

As an A3-category Research University, Çukurova University has set the following research goals in its 2024-2028 Strategic Plan, aligning with high-level policy documents: • Increase the number of internally and externally funded research projects and publications annually, • Enhance technology transfer capacity, • Increase financial resources allocated to R&D, • Develop research infrastructure to ensure the sustainability of the research ecosystem, • Boost the university's capacity for innovation and entrepreneurship.

To achieve these strategic objectives, the university promotes interdisciplinary collaboration and supports research activities through high-quality academic staff, advanced laboratories (ÇÜMERLAB), and specialized research and application centers.

Research Support Ecosystem

Çukurova University's physical, technical, and financial research resources are aligned with its mission, goals, and strategies. The university's R&D infrastructure is primarily housed within departmental laboratories.

Additionally, state-of-the-art facilities provide substantial infrastructure support, including: • Çukurova University Central Research Laboratory (ÇÜMERLAB), • Subtropical Fruits Research

and Application Center, • Biotechnology Research and Application Center, • Balcalı Hospital Central Laboratory.

ÇÜMERLAB, in particular, supports R&D activities within both the university and industrial sectors. It specializes in materials science, energy-environment, and agricultural-food research, aligning with the university's priority research areas [OD4].

Recognized by the Ministry of Agriculture and Forestry, ÇÜMERLAB is authorized to conduct KAPSAM 1, KAPSAM 3, and KAPSAM 4 analyses.

In 2024, laboratory analysis services were provided for the food, chemistry, materials, and agriculture sectors. Additionally, ÇÜMERLAB's website was redesigned to streamline the application process for analyses [1_OD4, pp. 12-14].

Çukurova Technopark [OD4]

Çukurova Technopark aims to support innovation and competitiveness, facilitating the flow of knowledge and technology among universities, private and public R&D institutions, industry, firms, and the market. Through incubation centers, it helps innovative firms establish and grow.

Under the Technology Transfer Office (TTO), the five service modules include: • Awareness, Promotion, Information, and Training, • Support for Accessing Funding Programs (Project Development/Management Services), • University-Industry Collaboration Services, • Intellectual Property Rights Management and Licensing Services, • Entrepreneurship and Business Development Services.

As part of the European Commission Enterprise Europe Network Eastern Mediterranean Project, 2024 initiatives have supported acceleration programs, investor meetings, and industry collaborations. Key events included: • 1st Industrial and Organizational Psychology Congress, • Çukurova Research and Collaboration Workshop, • Horizon Europe Program Information Day.

These activities have facilitated academic and entrepreneurial access to international funding sources [2_OD4].

Balcalı Hospital Health Application and Research Center

Through the Supporting Research Projects Unit, Balcalı Hospital provides training and consultancy services to national and international institutions. It also enables Phase 1, 2, 3, and 4 clinical drug trials by utilizing existing research infrastructure under university-industry collaboration frameworks [3_OD4].

Research and Development Budget and Distribution

Internal Funding Sources

The Çukurova University Scientific Research Projects (BAP) Unit supports four categories of internally funded projects:

1. General Purpose Projects (GAP):

- Career Start Projects (KBP_GAP),
- Individual Research Projects (BRP_GAP),
- Guided Research Projects (GP_GAP).

These projects promote publications and patents. • Research Infrastructure Projects (AYP_GAP), • Fast-Track Support Projects (HIZ_GAP), • Student-Inclusive Projects (OKAP_GAP). These projects aim to develop research infrastructure and engage students in research.

2. Thesis Projects (TEZ):

- Master's (YL_TEZ) and Doctoral (DR_TEZ) Thesis Projects receive funding for academic research.

3. Co-Funded Projects:

- National Collaboration (UIP) and International Research Collaboration (UAIP) projects encourage partnerships between the university, other academic institutions, and industry.

4. Seed Projects (TP):

- National (UTP) and International (UATP) Seed Projects help researchers access EU and other international funding programs, aiming to increase project acceptance rates.

The allocation of internal resources across units, project types, and research areas is monitored, ensuring alignment with priority fields and sustainable development goals [4_OD4].

In 2024, the university allocated ₺45,511,933.13 to 330 projects. • Performance-based budget increases continued, with 58 projects receiving additional funding [5_OD4].

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Research Universities Support Program (ADEP) Projects

Çukurova University has been matched with the following priority research areas for ADEP funding by the Higher Education Council (YÖK): • Social Sciences: Political Science, International Relations and Migration, Language and Literature. • Science/Engineering: Artificial Intelligence Technologies. • Health Sciences: Clinical Research (Translational Medicine, Neuroscience, and Brain Studies). • 11th Development Plan Areas: Food Supply and Security,

Machinery and Electrical Equipment, Automotive Industry. • The 2024 ADEP project call was published on November 30, 2023 [OD4]. • The 2025 ADEP project call was published on October 1, 2024 [OD4].

Currently, the university has 21 active ADEP-funded projects with a total budget of ₺20,362,625 [5_OD4].

For 2024, Çukurova University received ₺13,936,691 in ADEP funding, and an additional ₺6,425,934 was allocated from the BAP budget to further support these projects [5_OD4].

National and International External Funding Sources

Çukurova University benefits from funding sources such as: • EU Programs, • NATO projects, • UN Food and Agriculture Organization (FAO), • TÜBİTAK, • Ministry of Industry and Technology (STB), • KOSGEB, • Defense Industry Agency (SSB), • TÜSEB, • TENMAK, • TAGEM, • Çukurova Development Agency, • Other ministries and public institutions.

To enhance researchers' engagement with external funds, the university offers BAP support for Industry Collaboration Projects and International Research Projects.

Additionally, academic promotion and appointment criteria favor researchers involved in externally funded projects.

In 2024, Çukurova University had a total of 263 ongoing, completed, and newly initiated externally funded projects.

Following the February 6, 2023 earthquake, TÜBİTAK launched a special 1001 Program Call for research universities in the earthquake zone. • 52 TÜBİTAK 1001 projects were approved. • The university's TÜBİTAK project budget increased from ₺54,726,906 in 2023 to ₺96,654,920 in 2024, marking a 76.65% increase [6_OD4, p. 25].

Maturity Level: The sufficiency and diversity of research resources are actively monitored and improved.

Evidence:

- [\[1\]\(4\)C.1.2-cumerlab_faaliyet.pdf](#)
- [\[2\]\(4\)C.1.2-tto_faaliyet_raporu.pdf](#)
- [\[3\]\(4\)C.1.2-dap_yonerge.pdf](#)
- [\[4\]\(4\)C.1.2-butce_onceklikli_alan.pdf](#)
- [\[5\]\(4\)C.1.2-bap_rapor.pdf](#)
- [\[6\]\(4\)C.1.2-arges_rapor.pdf](#)

3. Doctoral Programs and Postdoctoral Opportunities

As of 2024, Çukurova University offers 84 doctoral programs across: • Science, • Health Sciences, • Social Sciences, • Addiction and Forensic Sciences Institutes. • 10 of these programs are interdisciplinary. • 1 program offers a Proficiency in Art degree. • 37 programs focus on medical specialization. • 8 programs focus on dentistry specialization.

The total number of graduate students in 2024 is 5,265, with 1,555 enrolled in doctoral programs.

Doctoral programs operate under the Çukurova University Graduate Education and Training Regulations, and all course descriptions are publicly accessible via the Education Information System [OD4].

BAP provides research funding for doctoral students meeting eligibility requirements. • In 2024, 100 research projects were supported: • 65 doctoral dissertations, • 17 medical specialization theses, • 18 dentistry specialization theses [1_OD4].

Doctoral and specialization education is also available at the Faculty of Medicine and the Faculty of Dentistry. • As of 2024, 750 medical residents (including 49 international students) are enrolled in medical specialization training [OD4]. • 104 students (including 8 international students) are enrolled in dentistry specialization training.

Under the YÖK 100/2000 Doctoral Scholarship Program, 14 students are supported across different programs to help address the national demand for highly qualified PhD holders.

Doctoral students can participate in short- or long-term mobility programs abroad under Erasmus+. These opportunities are announced separately on the International Relations Office website [OD4].

In 2024, 13 students participated in doctoral mobility programs: • 3 for study mobility, • 10 for internship mobility.

Postdoctoral Researchers

Çukurova University provides postdoctoral research opportunities under the Çukurova University BAP Directive and the Guest Academics Implementation Directive. The Guest Academics Directive, in effect since 2016, has enabled 54 guest researchers to participate in university research activities upon invitation by Çukurova faculty members. Among these: • 16 were guest graduate students, • 5 were guest professors, • 31 were guest or senior guest academics.

In 2024, six foreign academics were appointed for research activities, four of whom conducted postdoctoral research [2_OD5].

Under TÜBİTAK funding programs, in 2024: • 129 applications from the Science, Health, Social Sciences, Addiction, and Forensic Sciences Institutes received support under the TÜBİTAK 2250 Graduate Scholarships Performance Program. • 2 researchers from Çukurova University received support through the 2219 International Postdoctoral Research Scholarship Program. • 7 out of 68 applications from Çukurova University received funding under the 2211 Doctoral Scholarship Program. • 7 applications were submitted for the 2216-B TÜBİTAK-TWAS Graduate and Postdoctoral Scholarship Program, which are currently under evaluation [3_OD4].

To attract postdoctoral researchers, the university has also announced the following programs on the ARGES website: • TÜBİTAK BİDEB 2218 Domestic Postdoctoral Research Scholarship Program, • TÜBİTAK 2232-A International Leading Researchers Program, • TÜBİTAK 2232-B International Young Researchers Program [OD3].

Additionally, under Law No. 6547, Article 34, three postdoctoral researchers were appointed in 2024, with: • Two researchers working at the Biotechnology Research and Application Center, • One researcher at the Faculty of Medicine's Molecular Biology and Genetics Laboratory [5_OD4].

Joint Supervision Doctoral Program

Since 2019, Çukurova University has been implementing the Çukurova University Joint Supervision Doctoral Education and Training Directive to conduct joint doctoral theses with international universities. Successful students receive doctoral degrees from both institutions [OD5].

Currently, under this framework, a Food Engineering PhD student at the Institute of Science is pursuing a joint doctoral program with the University of Liège, Belgium [5_OD5].

Doctoral Student Incentive Awards

According to the Çukurova University Award Directive, doctoral students are rewarded for: • Publishing their dissertation research, • Securing patents, • Obtaining external funding for dissertation-related projects.

The Best Doctoral Thesis Awards for Science, Social Sciences, and Health Sciences were presented to three doctoral students at a ceremony held on December 27, 2024 [OD4].

Maturity Level: The outcomes of doctoral programs and postdoctoral opportunities are regularly monitored and improved.

Evidence:

- [\[1\]\(4\)C.1.3-bap_rapor.pdf](#)
- [\[2\]\(5\)C.1.3-guest_academician_distribution.pdf](#)
- [\[3\]\(4\)C.1.3-tubitak_doktora_sonrasi.pdf](#)
- [\[4\]\(4\)C.1.3-sozlesmeli_arastirmaci.pdf](#)
- [\[5\]\(5\)C.1.3-es_danismanlik_anlasmasi.pdf](#)

2. Research Competence, Collaborations, and Support

1. Research Competencies and Development

Çukurova University systematically tracks research competency through ÇÜBİS, analyzing: • The proportion of faculty with doctoral degrees, • The institutions where doctoral degrees were obtained, • Alignment with the university's research goals [1_OD4].

As of 2024: • 1,272 faculty members hold doctoral degrees, • 77 researchers hold doctoral degrees from foreign institutions, • 889 researchers earned their doctorates at Çukurova University.

In 2024, research activities supported by ÇÜMERLAB's facilities led to the publication of 23 scientific articles in: • Biotechnology, • Materials Science, • Food Science, • Environment and Energy, • Chemistry and Physics [2_OD4].

The Biotechnology Research and Application Center provides laboratories and analysis services, supporting both ongoing and new research. It currently hosts: • A COST Project (FoodWaStop) on food waste management, • An EU PRIMA Project (InnoSol4Med), • TÜBİTAK, TÜSEB, and ADEP-funded projects [3_OD4].

The Health Sciences Experimental Application and Research Center (SABİDAM) has supported: • 120 scientific and technical research projects in veterinary, medical, and biomedical sciences, • Research fields including genetics, physiology, pharmacology, pathology, and endocrinology.

To train and inform health researchers, SABİDAM organized a "Laboratory Animal Use Course" [4_OD4].

Support Mechanisms for Researchers

To assist researchers in the scientific publication process, Çukurova University partnered with PoolText Report in 2024. This platform evaluates academic papers based on: • English language usage, • Grammar and formatting errors, • Structural coherence, • Reference accuracy.

By providing feedback on over 50 criteria, PoolText enhances publication acceptance rates, accelerates revision processes, and improves academic writing quality [OD4].

Additionally, the university subscribes to AYEUM, an online learning platform offering training in: • Qualitative, quantitative, and mixed research methods, • Software such as SPSS, AMOS, R, ENDNOTE, NVIVO, CMA, MAXQDA, Mendeley, Citavi, and Zotero [OD4].

Databases for Researchers

The Çukurova University Library increased its subscriptions to research databases from 71 in 2023 to 78 in 2024. • 20 databases are accessed through ANKOS (Anatolian University Libraries Consortium), • 49 databases through TÜBİTAK EKUAL, • 9 databases through direct purchases [5_OD4, p. 13].

Online training and trial access to new databases are regularly announced via email notifications to researchers [6_OD4].

“Read & Publish” Agreements

To promote open-access publishing, Çukurova University has signed Read & Publish agreements with: • Springer Nature, • Wiley, • Cambridge University Press, • American Chemical Society (ACS), • Royal Society of Chemistry (RSC).

These agreements allow university members to:

1. Access subscription-based journals,
2. Publish open-access articles in designated journals [OD4].

Training on Project Writing and Funding Utilization

In 2024, ARGES organized various training sessions for faculty members, researchers, and students [7_OD4, pp. 9-18].

Project Information and Writing Training Sessions • TÜBİTAK 1001 Process Updates – Information Session (September 10, 2024) • TÜBİTAK 3005 Social and Humanities Research Projects – Information Session (October 23, 2024) • TÜBİTAK 1005 National New Ideas and Products Support Program – Hands-On Project Writing Training (November 6, 2024) • TÜSEB Funding Information Session (November 27, 2024) • TÜBİTAK 1002A & 1002B Fast and Emergency Support Programs – Hands-On Project Writing Training (December 4, 2024) • TÜBİTAK 2209A-B Information Meetings (17 events, ~1,250 undergraduate and graduate students participated)

International Project and Funding Information Sessions

• Horizon Europe Program Information Day (December 19, 2024) • Organized by ARGES and TÜBİTAK EU Framework Programs National Coordination Office. • KA2 Projects Information Meeting (June 7, 2024) • Erasmus+ KA2 Funding – Hands-On Project Writing Training (December 9-12, 2024)

Project Development and Consultancy Activities

The Project Development and Coordination Unit reviewed the proposals of 25 researchers at the application stage, providing recommendations and guidance. • Five projects supported during the application phase were successfully approved. • Two TÜSEB A2 and A3 projects, currently under evaluation, have passed the first stage [8_OD5].

Technopark Support Activities

Throughout 2024, Çukurova Technopark has conducted comprehensive activities in entrepreneurship, education, investment support, and intellectual property.

In addition to technical training sessions such as: • Startup Weekend Organization, • Hackathon Organization, • Image Processing Training, • Software Development Training-2,

Workshops were also held on artificial intelligence, modeling, and gaming technologies to equip entrepreneurs, software developers, and academics with technical skills.

Notably, the Gametech Çukurova Training and MeetUp Event on Soil and Society for a Green Future provided networking opportunities for participants and industry representatives, fostering knowledge sharing.

Entrepreneurship Support Programs: • 50 applications were submitted under the Entrepreneur Support Program. • 56 applications under the TEKNOYATIRIM Support Program. • 164 applications under the TÜBİTAK-Horizon Europe Program. • 166 applications under the BİGG Program.

Intellectual Property Progress: • 2 national and 2 international patent applications were filed. • 13 patents were registered. • 5 utility model applications were submitted.

These achievements highlight Technopark's contribution to the innovation ecosystem and its efforts in commercializing academic discoveries.

Academic and Student Entrepreneurial Initiatives: • 5 academic staff-founded companies were established. • 3 student-founded startups were launched. • 682 academics and 1,154 students received support through Technopark initiatives [9_OD4].

A 2024 satisfaction survey assessed academic stakeholders' perceptions of Çukurova University's research activities. • 52.2% of academic staff (5 out of 10 respondents) expressed satisfaction with university research activities [OD4, pp. 14-15].

Maturity Level:

The university monitors research competency improvement initiatives, evaluates outcomes with faculty members, and takes necessary measures to enhance research capabilities.

Evidence:

- [\[1\]\(4\)C.2.1-distribution of researchers_units.pdf](#)
- [\[2\]\(4\)C.2.1-cumerlab_faaliyet.pdf](#)
- [\[3\]\(4\)C.2.1-biotechnology_faaliyet_raporu.pdf](#)
- [\[4\]\(4\)C.2.1-sabidam_report.pdf](#)
- [\[5\]\(4\)C.2.1-kutuphane_rapor.pdf](#)
- [\[6\]\(4\)C.2.1-kutuphane_bilgilendirme.pdf](#)
- [\[7\]\(4\)C.2.1-arges_rapor.pdf](#)
- [\[8\]\(5\)C.2.1-arges_project_destek.pdf](#)
- [\[9\]\(4\)C.2.1-tto_faaliyet_raporu.pdf](#)

2. National and International Joint Programs and Research Units

Joint Programs and Joint Research Activities

To enhance international academic collaborations and support research activities, Çukurova University manages bilateral cooperation agreements through its International Relations Office.

Under the Erasmus+ Higher Education Mobility Program, the university has bilateral agreements with 234 higher education institutions in 24 European countries, including: • Germany, • Poland, • Italy [OD4].

In 2024, the International Relations Office organized two major events to encourage international project participation and expand global academic networks:

1. International Erasmus+ Week (Staff Week) – March 20-24, 2024
2. International Erasmus+ Week (Staff Week) – December 9-13, 2024

As part of these events, representatives from partner institutions attended the “Networking Day”, where they explored collaboration opportunities with various faculties and academic units [OD4].

Erasmus Staff Mobility in 2024: • 74 faculty and staff members participated in Erasmus mobility programs. • 51 foreign academic staff members visited Çukurova University.

In addition, bilateral cooperation agreements with 60 universities supported joint research activities and academic collaborations.

Key International Research Collaborations

1. Agricultural Research Collaboration

- A research collaboration protocol was signed between:
- HUNREN Plant Protection Institute Agricultural Research Center (Hungary)
- İmamoğlu Vocational School, Çukurova University [1_OD4].

2. Medical Research Partnership

- A research cooperation agreement was signed between:
- Çukurova University Faculty of Medicine
- University of Texas Southwestern Medical Center (USA).
- The agreement includes researcher exchanges and joint research activities [2_OD4].

3. Emergency and Crisis Management Training

- Following a collaborative research protocol with Bengkulu University (Indonesia), a delegation from Bengkulu University attended a training program on “Emergency Situations and Management” at Çukurova University Faculty of Medicine from December 16-27, 2024 [3_OD4].

International Energy Agency Energy Storage Technology Collaboration Program (IEA ECES TCP)

On June 29, 1995, Çukurova University signed an implementation agreement with the International Energy Agency (IEA) for the Energy Conservation through Energy Storage Technology Collaboration Program (IEA ECES TCP), with approval from the Ministry of Foreign Affairs of Türkiye. • A Çukurova University faculty member, Prof. Dr. Halime Ö. Paksoy, represents Türkiye as a Turkish delegate on the IEA ECES Executive Committee and continues to serve as a member of the Annex 40 expert group [OD5]. • The university is also a member of the World Energy Council Turkish National Committee Association [OD4].

European University Alliance Project – “EUPeace”

As part of the EUPeace (European University for Peace, Justice, and Inclusive Societies) Project, various Research Hubs have been established to: • Bring together researchers from different disciplines, • Conduct collaborative projects, • Promote knowledge production, • Strengthen societal engagement.

Çukurova University is actively involved in WP6 Research Hubs focused on:

1. Climate Science and Just Transition,
2. Security and Conflict Transformation,
3. Inclusive Health and Well-Being,
4. Migration and Human Rights.

The “Migration and Human Rights” research group focuses on: • Migration studies, • Human rights, • Social participation, • Refugee rights, • Social justice.

Key Events in 2024: • Kickoff Meeting (Gießen, Germany, September 18-20, 2024) • Established the research framework for migration and human rights studies. • Research Impact Conference & WP6 Meetings (Marburg, October 9-11, 2024) • Discussed the impact of ongoing projects and future collaborations. • Migration and Human Rights Online Seminar (November 15, 2024) • Çukurova University’s Migration and Development Research and Application Center presented findings from previous projects.

Additionally, a social dialogue group with at least nine representatives from private sector, local governments, universities, and civil society organizations is planned to: • Develop policy recommendations, • Generate sustainable solutions for migration and human rights issues [4_OD5].

European Neighbourhood Council (ENC) Collaboration

In 2022, Çukurova University signed a collaboration agreement with the European Neighbourhood Council (ENC) in Brussels, Belgium (<https://encouncil.org/>). • Under the ÇukurovaMED National Mobility Consortium Project, ENC researcher was invited on March 6, 2024, for project-based collaboration [5_OD5].

Çukurova Research and Collaboration Workshop

The Çukurova Research and Collaboration Workshop was organized on July 18, 2024, by ARGES and Çukurova Technopark, in cooperation with: • Adana Hacı Sabancı Organized Industrial Zone, • Adana Chamber of Industry, • Çukurova Development Agency.

Objectives of the workshop: • Enhance R&D activities in the Çukurova region, • Strengthen university-industry collaboration, • Promote shared infrastructure use, • Maximize high-value academic outputs, • Foster networking between institutions and R&D stakeholders.

Following the workshop: • A final report was published, • A tracking schedule was created for follow-ups [6_OD4].

TÜBİTAK 1512/1812 – Technology Entrepreneurship (BiGG) Program

In 2024, within the framework of the TÜBİTAK 1512/1812-Teknogirişim (BiGG) Program, Çukurova Technopark participated as a partner institution in the BiGG Implementing Institution Consortium. • 166 business ideas were submitted. • 68 projects were accepted for the 1st stage. • 18 projects secured investment from TÜBİTAK [7_OD4].

Maturity Level: The university systematically monitors and evaluates national and international joint programs and research activities, collaborating with stakeholders for continuous improvement.

Evidence:

- [\[1\]\(4\)C.2.2-hunren_protokol.pdf](#)
- [\[2\]\(4\)C.2.2-medical_center.pdf](#)
- [\[3\]\(4\)C.2.2-bengkulu_isbirligi.pdf](#)
- [\[4\]\(5\)C.2.2-eupeace_faaliyetler.pdf](#)
- [\[5\]\(4\)C.2.2-enc_mart_toplantisi.pdf](#)
- [\[6\]\(4\)C.2.2-follow-up-schedule.pdf](#)
- [\[7\]\(4\)C.2.2-tto_faaliyet_raporu.pdf](#)

3. Research Performance

1. Monitoring and Evaluation of Research Performance

Çukurova University has defined processes for monitoring and evaluating research activities in alignment with its mission as a research university. • These processes, along with the organizational structure and relevant units, are publicly available on the university's website under the "Research" section [OD4]. • ARGES systematically evaluates these processes, ensuring continuous internal and external monitoring of research performance.

ARGES Data Management and Analytics

The university follows a data-driven management model, integrating data from: • Clarivate, • Turkish Patent and Trademark Office, • Espacenet, • YÖK Academic, • AVESİS, • Other national and international sources.

This data is transferred to the ÇÜBİS Quality Management Information System (KYBS), where: • The KYBS Dashboard enables real-time tracking, evaluation, and reporting. • The university submits data for THE, QS, GreenMetric, YÖK Research University Performance Monitoring Index, TÜBİTAK Entrepreneurial and Innovative University Index, and other ranking systems. • Academic units and faculty performance are regularly monitored.

The collected data informs institutional strategies and goals for the university's future.

Internal Monitoring Mechanisms • Research performance is monitored semi-annually by the University's Strategy Development Department, following the Strategic Plan and performance indicators [1_OD4]. • In 2024, all institutional performance indicators were collected via the Strategic Plan Data Collection module in KYBS [1_OD4]. • The Academic Data Management System (AVESİS) provides performance analysis and reports on publications, projects, patents, and citations at the researcher and unit levels [OD4]. • Project Processes Management System tracks individual research projects and performance metrics [OD4]. • Web Dashboard provides graphical analysis of researcher and unit performance using integrated data from YÖKSİS and Web of Science (WoS). • The university's Clarivate Analytics/InCites subscription enables tracking of: • Most published fields, • Annual publication and citation counts, • Normalized citation impact, • Annual institutional research reports [2_OD4].

External Monitoring Mechanisms • Çukurova University, ranked in the A3 category among Research Universities, annually reports its research performance data under the Research Universities Performance Evaluation Criteria. • In 2024, the university ranked 19th in the YÖK Research Universities Performance Evaluation [4_OD4, p. 21]. • Additionally, the university submits reports for: • YÖKAK Indicator Report, • YÖK University Monitoring and Evaluation Report, • TÜBİTAK Competency Analysis, • Entrepreneurial University Index.

International Ranking Performance • Data is provided annually for international rankings (GreenMetrics, QS, THE). • In ShanghaiRanking's ARWU World Rankings, Çukurova University ranked 901-1000 globally and 8th in Türkiye. • In the Global Ranking of Academic Subjects 2024, it ranked 101-150 globally and 1st in Türkiye in Food Science and Technology [4_OD4, pp. 22-24]. • THE Datapoints software is used for benchmarking and monitoring research performance globally [5_OD4].

Maturity Level: The institution monitors research performance, evaluates it with relevant stakeholders, and implements improvements accordingly.

Evidence:

- [\[1\]\(4\)C.3.1-performans_programi.pdf](#)
- [\[2\]\(4\)C.3.1-incites_corporate_report.pdf](#)
- [\[3\]\(4\)C.3.1-ustyonetim_izyonetim_izleme.pdf](#)
- [\[4\]\(4\)C.3.1-arges_rapor.pdf](#)
- [\[5\]\(4\)C.3.1-the_datapoints.pdf](#)

2. Evaluation of Faculty Member/Researcher Performance

In line with its Research University mission, Çukurova University: • Provides training, infrastructure, and financial resources to enhance researchers' productivity. • Implements support mechanisms based on researcher feedback to improve research processes.

The Çukurova University Appointment and Promotion Criteria are designed to: • Enhance research performance, • Encourage individual researchers, • Ensure transparency, as these criteria are publicly available on the university's website [\[OD4\]](#).

Research Performance Monitoring Systems • Web Dashboard (KYBS - Quality Management Information System in ÇÜBİS) allows individual tracking of researcher performance [1_OD4]. • AVES (Academic Data Management System) [\[OD4\]](#) is also used for research data tracking [OD4]. • Academic Incentive System: • Researchers receive annual announcements regarding the application period for the Academic Incentive System, managed by the Council of Higher Education (YÖK). • Applications are processed through the Academic Incentive Allowance Process Management System (ATÖSİS) [OD4]. • This system enables university researchers to track their annual performance.

Researcher Goals and Feedback Mechanism • Researchers are required to update their YÖKSİS data and merge multiple ResearcherID accounts into a single profile [2_OD4]. • The “Researcher Goals” section in the KYBS Web Dashboard allows researchers to: • Enter their planned research activities for 2025, • Self-assess their research performance, • Receive feedback if they do not meet their targets at the end of the year.

This system aims to motivate researchers and enhance research productivity [3_OD3].

Performance-Based Awards • In 2024, the university organized the 3rd award ceremony based on research performance reports generated through the Web Dashboard. • Awards were given to academics with the highest number of publications, highest-budget projects, and patent holders. • Çukurova University publicly shares and monitors researchers' national and international awards and achievements [4_OD4].

Recognition in Global Academic Rankings • In 2024, 23 Çukurova University researchers were listed in the “Lifetime Impact” category, and 16 researchers in the “Annual Impact”

category of Stanford University's globally recognized "World's Most Influential Scientists" list, published in PLOS Biology [5_OD4], [6_OD4]. • Prof. Dr. Hakan Özkan (Faculty of Agriculture, Department of Field Crops) received the 2024 TÜBİTAK Science Award for his internationally distinguished research on wheat genetics, evolution, and domestication [7_OD4]. • Gülşah Şişman, a PhD student in Business Administration, won the 27th Traditional Consumer Awards - Scientific Study Category by the Turkish Ministry of Trade for her dissertation titled "The Impact of Supply Chain Agility and Operational Logistics Service Quality on Consumers' Online Purchase Intentions," supervised by Prof. Dr. Fatma Demirci Orel [8_OD4].

Academic Consulting and Institutional Roles • Çukurova University monitors faculty members' scientific advisory roles and memberships in national and international organizations through AVES. • In 2024, university faculty members provided consultancy for the "Türkiye Century Maarif Model" initiated by the Ministry of National Education [9_OD4].

Maturity Level: The university monitors and evaluates faculty members' research and development performance, making improvements through feedback and collaboration.

Evidence:

- [\[1\]\(4\)C.3.2-monitoring_systems.pdf](#)
- [\[2\]\(4\)C.3.2-researcherid_update.pdf](#)
- [\[3\]\(3\)C.3.2-arastirmaci_targets.pdf](#)
- [\[4\]\(4\)C.3.2-odul_toreni.pdf](#)
- [\[5\]\(4\)C.3.2-basarili_bilim_insanlari.pdf](#)
- [\[6\]\(4\)C.3.2-academicians_basarihari.pdf](#)
- [\[7\]\(4\)C.3.2-tubitak_odul.pdf](#)
- [\[8\]\(4\)C.3.2-isletme_odul.pdf](#)
- [\[9\]\(4\)C.3.2-danismanlik.pdf](#)

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Resources

1. Management of Social Contribution Processes

Social contribution activities are implemented in units according to the Social Contribution Policy [OD4] and the Social Contribution Coordinatorship Directive [OD4], taking into account the United Nations Sustainable Development Studies [OD4] in line with our university's 2024-2025 Strategic Plan [OD4]. Established in 2022, the "Social Contribution Coordination Board" [OD4] and "Social Contribution Coordinatorship Representatives" [OD4] for each unit their work. Depending on the University's Social Contribution Policy, "processes and definitions" were explained to all units in seminars and similar information meetings, awareness was raised,

and as a result, all units were included in the process [1_OD4]. Depending the strategic plan of the university, "Social Contribution Activities" planned in line with the suggestions, opinions and demands of internal and external stakeholders create an important awareness in the region. Social Contribution processes are offered as a service to the region with many activities that have been ongoing by Çukurova University since its establishment. The social contribution activities of the institution have become even stronger with the awareness, monitoring and improvement activities created by the Social Contribution Coordinatorship on the processes within the institutional structure. All units of our university have continued their activities on social contribution at different types and levels, ensured the dissemination of a holistic organizational structure, and their knowledge and experience to benefit the society. The activities carried out in this context are given below

Units Conducting Social Contribution Activities and Implementation Examples

Social contribution activities carried out by our students are categorized under two main headings:

- ***Volunteering, Social Responsibility, and Community Service Implementations within Courses:*** In addition to academic activities, our university incorporates courses into curricula that allow students to engage in social initiatives, equipping them with knowledge and practical experience in social responsibility. Faculties, vocational schools, and higher education institutions provide the following examples:

Kozan Vocational School students from the Horticulture, Local Administration, Banking, and Insurance Programs have conducted various social contribution activities as part of the "Volunteerism Studies" course [2_OD4]. • Kozan Faculty of Business Administration students participated in memorial tree planting activities and animal shelter visits as part of the "Volunteerism" course [3_OD4]. • Faculty of Pharmacy students conducted hygiene training sessions for kindergarten students and tree planting as part of their "Social Responsibility Project" course. Additionally, a project titled "Tactile Surface Social Awareness Project for the Visually Impaired" was developed in collaboration with a visually impaired student and a student from the Faculty of Communication. A short film was produced as part of the project, aiming to raise awareness through social media [4_OD4].

- ***Other Social Contribution Activities Conducted by Students:*** Beyond academic courses, students have participated in sustainability, environmental awareness, health, sports, arts, and activities for disabled individuals: • Kozan Faculty of Business Administration students organized the first session of "Sustainability Talks" on "Water Sustainability" during World Water Day and the second session on "Green Transformation" [11_OD4]. • Midwifery Department students opened an education booth at the Portakal Çiçeği Festival to raise awareness about women's health and natural childbirth, informing

women throughout the festival [12_OD4]. • Abdi Sütçü Vocational School of Health Services - Therapy and Rehabilitation Department faculty and students organized an E-Sports event [13_OD4]. • On May 28, World Menstrual Hygiene Day, third-year Midwifery Department students provided menstrual hygiene education to women visiting the Seyhan State Hospital Marsa Women's Health and Maternity Additional Service Building [14_OD4]. • Faculty of Sports Sciences organized the "5-in-1 Disabled Sports" event, where students with special needs participated actively [15_OD4]. • Turkish Language Teaching Department fourth-year students met with international students studying at TÖMER (Turkish Language Learning Center) weekly to help them practice Turkish speaking skills [16_OD4]. • State Conservatory students performed a musical concert for International Midwives' Day upon request from Adana City Training and Research Hospital [17_OD4]. • To enhance students' artistic experiences and stage performances, 84 artistic events (recitals, concerts, and performances) were organized, with 9,485 participants attending [18_OD4]. • At the Adana Architecture Festival, the workshop "Soil and Beyond" was conducted at Çırçır Factory with the participation of Architecture Department graduates and students [19_OD4]. • Third-year Science Education students from the Faculty of Education designed experimental equipment, benches, and teacher desks using recycled materials from TEMSA as part of their Science Teaching Laboratory Course. These materials were donated to Dağcı Middle School, transforming it into a fully equipped science laboratory. Additionally, students participated in the "Future Community Leaders Project" and "Contemporary Art Fair" [20_OD4].

Social contribution activities carried out in collaboration with external stakeholders are categorized into two main areas: internal and external institutional activities. Existing collaborations with external stakeholders continue in the implementation of social contribution initiatives. Our faculty members and students have participated in various informational meetings, training sessions, panels, workshops, and symposiums, contributing to increased awareness and engagement in these activities.

• **Internal Informational Meetings and Events Supported by External Stakeholders:**

Within the scope of the collaboration between Çukurova University Rectorate and the Turkish Red Crescent Society, the Social Contribution Coordination Unit organized a blood and stem cell donation awareness campaign covering all university units. The campaign reported 1,710 individuals receiving training and 535 blood donations collected [21_OD4].

The Social Contribution Coordination Unit of Çukurova University, in collaboration with the Adana Police Department Narcotics Crimes Division, continued the Narko Rehber Training Sessions that were initially held in 2023, extending them into 2024. As part of these efforts, Kozan Business Faculty students received training on "Drug Addiction and Prevention Methods"

on May 17, 2024, while Kozan Vocational School students attended the “Combatting Drug Abuse and Addiction” seminar on April 24, 2024 [22_OD4].

In collaboration with the Leukemia Foundation for Children’s Health and Education (LÖSEV), Çukurova University organized several events. On March 22, 2024, a seminar on “Volunteering in Civil Society Organizations” was delivered by a LÖSEV representative to Kozan Business Faculty students. Similarly, on November 14, 2024, a LÖSEV introductory seminar was held for students of the Midwifery Department at the Faculty of Health Sciences, while Kozan Vocational School students attended a session on “Volunteering with LÖSEV” [23_OD4].

The Adana Provincial Directorate of Agriculture and Forestry hosted an informational meeting on March 11, 12, and 15, 2024, at the Mithat Özsan Grand Amphitheater, addressing the protection of national water resources and sustainable water management solutions [24_OD4].

The Department of Soil Science at the Faculty of Agriculture, in collaboration with the Adana Provincial Directorate of Agriculture and Forestry, Çukurova University Rectorate, and the Faculty of Agriculture Dean’s Office, organized a seminar on December 5, 2024, at the Akif Kansu Conference Hall. Topics included the Soil Conservation Law, biodiversity, soil management, and plant nutrition, aiming to raise awareness among farmers and young participants about soil conservation [25_OD4].

Under the “Teacher Academies” program organized for teachers and administrators working in public and private educational institutions affiliated with the Ministry of National Education, the Chair of the Music Sciences Department at the Faculty of Fine Arts led a seminar titled “Discussion and Demonstrative Recital on the Bağlama Family” on December 26, 2024, at the Faculty of Fine Arts Seminar Hall [26_OD4].

The “Çukurova University & Special Olympics Turkey Solidarity Games” were hosted by Çukurova University on December 4-5, 2024. The event featured competitions in athletics, unified basketball, bocce, and table tennis, with the participation of nearly 200 special athletes and 50 coaches. Additionally, faculty members from the Faculty of Sports Sciences and 60 student volunteers took part in the organization [27_OD4].

Çukurova University continues to organize educational events, congresses, and symposiums in collaboration with external stakeholders to enhance its social contribution initiatives.

- **Joint Activities with External Stakeholders:**

The 1st National Family Psychological Counseling Symposium, organized in collaboration with Çukurova University and the Turkish PDR Association, was hosted at Çukurova University’s Mithat Özsan Amphitheater on November 28-29, 2024 [28_OD3]. The Department of Psychology contributed to societal engagement through the 1st Industrial and Organizational

Psychology Congress, which was organized for both internal and external stakeholders [29_OD3].

A “1st National Symposium on Ethics in Midwifery Services” was held online on May 24, 2024, as a collaboration between the Midwifery Departments of Ege University Faculty of Health Sciences and Çukurova University Faculty of Health Sciences [30_OD3]. Additionally, on June 13, 2024, the Midwifery Department at Çukurova University hosted a hybrid event (both in-person and online) on “Current Pediatric Blood Diseases” and “The Importance of Blood Donation and Blood Donation Awareness Training”, with Prof. Dr. Selmin ŞENOL from Kütahya University Faculty of Health Sciences, Nursing Department as the guest speaker [31_OD4].

The Physiotherapy Programs of Abdi Sütcü Vocational School of Health Services and Başkent University Adana Vocational School of Health Services jointly organized an event titled “DGS Journey in Physiotherapy” on May 24, 2024, which also included a survey [32_OD4]. In the Pharmacy Faculty’s second-year Spring semester “Social Responsibility Project” course, students participated in a presentation by instructors from Seyhan Hearing-Impaired Middle School to raise awareness about “Hearing-Impaired Individuals and Sign Language” [33_OD4].

The Karaisalı District Police Department conducted a seminar on “Types of Fraud” for students of Karaisalı Vocational School [34_OD4]. Special events such as International Women’s Day (March 8), Pharmacy Day (May 14), and Tax Week were celebrated with guest speaker presentations [35_OD3].

To support students’ career development and professional planning, Çukurova University continued its long-standing partnerships with external stakeholders in 2024, as in previous years. Various career talks were held at Kozan Business Faculty, including “Requirements for Career Paths in Public and Private Sectors,” “Career Journey in Sales,” and “Career Options in the Business World” [36_OD4].

In the Midwifery Career Planning course, students received training on “Job Search Skills, Labor Market, Resume Preparation, and Interview Techniques” in collaboration with Adana Job Club, followed by certification [37_OD4]. Dr. Ali ARI from İnönü University Faculty of Engineering, Computer Engineering Department shared his knowledge and experiences with students through a lecture titled “Use of Innovative Technologies in Midwifery Education” [38_OD4].

A career information session on internship processes and job opportunities for students of Pozantı Vocational School Tourism and Hotel Management Program was conducted online by Ayşegül ÖZDEMİR, Human Resources Manager of Divan Hotel [39_OD4].

The Business Administration Department organized technical tours, talks, and industry meetings as part of its societal engagement initiatives [40_OD4]. Visiting professor Prof. Dr. Andres

Sotelo from Zaragoza University delivered a seminar titled “Fabrication of Thermoelectric Legs and Their Integration into a Prototype Thermoelectric Generator” at the Physics Department Seminar Hall [41_OD4].

For Education Faculty students, Dilek Livaneli conducted a seminar titled “One Wish is Not Enough”. Additionally, within the scope of alumni talks, former students from the Faculty of Education shared their experiences and career journeys under the theme “What Is It Like to Be a Teacher?” [42_OD4].

• **Off-Campus Training, Seminars, Panels, and Workshops Conducted with External Stakeholders:**

As part of its community engagement activities, Çukurova University continues to support external stakeholders off-campus through various training programs, seminars, panels, and workshops in collaboration with different institutions.

The Faculty of Sports Sciences collaborated with Adana Youth and Sports Provincial Directorate, Sarıçam Municipality, and the Turkish Emergency Medicine Association to organize training and seminars [43_OD4]. Additionally, in partnership with LÖSEV (Foundation for Children with Leukemia), the University’s Community Engagement Coordination Office facilitated training sessions for young leukemia survivors and volunteer students, conducted by university academics [44_OD4].

In another initiative, Ceyhan Faculty of Veterinary Medicine provided a “Love for Animals and Animal Rights” training, and a presentation was delivered at the 1st Street Animals Workshop organized by Tarsus Municipality Veterinary Affairs Directorate [45_OD4].

On Midwives’ Day, Assoc. Prof. Dr. Burcu AVCIBAY VURGEÇ from the Midwifery Department of the Faculty of Health Sciences delivered a speech at the Training and Research Hospital titled “Midwives as a Vital Climate Solution,” and third-year midwifery student Emine Sinem Opalay presented a talk on “A Student’s Perspective on the Midwifery Profession” [46_OD4].

Doç. Dr. Tuba Şerbetçi from the Faculty of Pharmacy participated in the 3rd International Adana Children’s and Youth Biennale with the “Tree of Life as a Cultural Symbol” workshop [47_OD4].

Dr. Öğr. Üyesi Gökşun DEMİREL took part in a TÜBİTAK Science and Society Project discussing addiction [48_OD4]. Under the “Women’s Hands in Industry Project” initiated by the Adana TOBB Women’s Executive Committee, Prof. Dr. Hatice Korkmaz Güvenmez delivered training sessions on “Basic Hygiene and Occupational Health and Safety in Food Production” for blue-collar workers [49_OD4].

As part of a nationwide initiative to support female farmers using microcredit, Prof. Dr. Emin Bülent ERENOĞLU from the Faculty of Agriculture, Department of Soil Science, conducted training sessions on sustainable plant production and nutrition in collaboration with TEKFEN Foundation, the Turkish Foundation for Waste Prevention (TİSVA), and Çukurova University in April and November [50_OD4].

The Faculty of Science and Letters organized multiple conferences, seminars, collaborations, and school visits as part of its engagement efforts [51_OD4].

Dr. Andaç ÇUHADAR from the Department of Social Studies Teacher Education presented a paper titled “The Impact of the Community Service Course on Social Studies Teacher Candidates’ Perceptions of Syrian Refugees” at the 2nd International ESEP Congress on Educational Sciences and Effective Practices (ESEPCongress24), organized in collaboration with Çukurova University, Kapadokya University, and the Association for Supporting Leader Educators, Volunteers, and Academics [52_OD4].

Faculty members from the Department of Architecture participated in a workshop organized by Adana Metropolitan Municipality for the “Equality-Sensitive Women-Friendly Urban Transformation Model” project in Ziya Paşa Neighborhood [53_OD3].

To mark World Children’s Rights Day (November 20), Dr. A. Özge Yenice Ceylan, from the Department of Civil Law, delivered a “Children’s Rights Awareness Seminar” at Şehit Yunus Uğur Middle School in collaboration with the Adana Provincial Directorate of Family and Social Services and the Provincial Directorate of National Education [54_OD4].

Graduates of the Çukurova University State Conservatory organized the 3rd Chamber Music Festival, for which the university hosted master classes [55_OD4].

Dr. Hakan KAVUR from Karaisalı Vocational School appeared live on TRT Çukurova Radio’s “Inside Life” program [56_OD4].

University faculty members also organized educational events and training sessions related to community engagement through their research projects.

Assoc. Prof. Dr. Şule Erden Özcan from the Faculty of Education, along with her project team, conducted the TÜBİTAK 4005 Innovative Educational Practices Support Program titled “Seasonal Migration and Early Childhood Education: Teacher Training Project for Children of Seasonal Agricultural Worker Families” between November 11–15 [57_OD4].

The Department of Landscape Architecture organized a stakeholder meeting within a research project that transformed into a community engagement-oriented workshop [58_OD4].

In addition to seminars delivered by external stakeholders for students' personal and professional development, university staff also contributed with presentations and training sessions.

Çukurova University School of Foreign Languages Deputy Director Lecturer S. Alper ZEREYALP delivered a presentation on "English Teaching and Leadership" to students from the English Language Teaching Program at the Faculty of Education [59_OD4].

As part of the Physics Department's Seminar Days, Prof. Dr. Bekir ÖZÇELİK delivered a presentation on "Technological Material Production Using Laser Technologies" on December 11, 2024 [60_OD4].

Dr. Öğr. Üyesi Emir İbrahim IŞIK from the Department of Physiotherapy at Abdi Sütçü Vocational School of Health Services organized online training sessions on "How to Prepare an Internship File?" and "TÜBİTAK 2209-A: Research Project Support Program for University Students" [61_OD4].

As part of the Department of Finance's events, Dr. Cengiz Kurt delivered a seminar on "Labeling" [62_OD4].

At Ceyhan Vocational School, the Department of Civil Defense and Firefighting provided hands-on "Disaster Tent Setup Training" to faculty and students, using an emergency tent provided by AFAD (Disaster and Emergency Management Authority) [63_OD4].

Faculty members from the Department of Guidance and Psychological Counseling, Prof. Dr. Meral ATICI and Research Assistant Dr. Ahmet TOGAY, conducted a seminar on "Young Adulthood and Emotional Challenges" for medical students. Additionally, a series of April–May workshops covered topics such as "Recognizing and Regulating Emotions," "Coping with Stress and Pressure," "Interpersonal Conflict Resolution," "Self-Awareness and Self-Esteem," "Close Relationships," and "Decision-Making Skills" [64_OD4].

The Department of Graphic Design at the Faculty of Fine Arts held a "Design and Artificial Intelligence" seminar for all university students [65_OD4].

To raise awareness among young students, the Department of Soil Science at the Faculty of Agriculture distributed "I Love Soil: The Foundation of Healthy Food" badges and stickers, accompanied by educational posters [66_OD4].

The Turkish Language Teaching Research and Application Center (TÖMER), in collaboration with the International Student Center, organized various cultural events for international students [67_OD4].

The Institute of Social Sciences hosted an online seminar series covering academic, social, and cultural topics [68_OD4].

The English Speaking Club, under the School of Foreign Languages (YADYO), continued to support students and faculty in improving their foreign language skills [69_OD4].

External Stakeholder Visits:

Following the University Promotion Days in June 2023, an evaluation was conducted, which led to the decision to enhance university outreach through high school visits. Under the organization of senior management, Çukurova University faculty members and students visited schools in Adana, Mersin, and Osmaniye provinces to introduce the university's associate and undergraduate programs, academic and administrative units, as well as social and cultural opportunities [70_OD4].

Additionally, departments organized their own visit programs: • Çukurova University School of Foreign Languages, Faculty of Medicine, and the Department of Electrical and Electronics Engineering participated in high school visits to introduce SoFL and Çukurova University. • Faculty members from the Department of Geological Engineering visited primary and secondary schools to provide information about Geological Engineering and Geodiversity. • Faculty members introduced the university and the Department of Gastronomy and Culinary Arts to teachers and students at Nezihe Yalvaç Tourism Vocational and Technical Anatolian High School. • Faculty members from the Department of Nursing, Faculty of Health Sciences, conducted promotional and educational activities for both university students and high school students, as well as various public institutions. • During the Occupational Health and Safety Week, an awareness event was conducted for 6-year-old students at Şehit Sevda Güngör Kindergarten by Karaisalı Vocational School faculty member Lecturer Ayten Eser [71_OD4]. • Erasmus project partner students from Pozantı Atatürk Secondary School visited Pozantı Vocational School, where faculty member Dr. Aygül DAYAN provided information about botanical characteristics of plants and facilitated a hands-on microscope session [72_OD4].

Personnel Assignments Based on External Stakeholder Requests:

Çukurova University assigns faculty members and students to community engagement activities in response to external stakeholder requests: • Faculty members from the Midwifery Department of the Faculty of Health Sciences participated as instructors in the “Emergency Obstetric Care Training” and “Childbirth Preparation Training” organized by the Adana Provincial Health Directorate [73_OD4]. • Assoc. Prof. Dr. Burcu AVCIBAY VURGEÇ was invited as a guest speaker at Near East University, Mersin University, and Toros University [74_OD4]. • Faculty members from Ceyhan Faculty of Veterinary Medicine participated in the Gündoğdu Career Fair, organized by Gündoğdu Foundation and Gündoğdu Community Human and Happiness Unit, in collaboration with universities, public and private sector institutions, and professional organizations. • Assoc. Prof. Dr. Funda EKŞİ from Ceyhan Faculty of Veterinary Medicine attended the Adana Provincial Animal Protection Board meeting at the Governor's Office

[75_OD4]. • Prof. Dr. Sunay FIRAT was assigned to deliver a training session on “Commitment, Addiction, and the Individual” at Şehit Kara Pilot Yüzbaşı Serhat Sıgnak Nursing Home and Rehabilitation Center within the framework of the “Innovative Local In-Service Training Program”, organized by the Institute of Addiction and Forensic Sciences and the Provincial Directorate of Family and Social Services [76_OD4]. • Prof. Dr. Havva ALKAN BALA from the Department of Architecture participated as a panelist at Archi-fest 2024 in Baku [77_OD4]. • Faculty members from the Department of Biology provided five days of training on basic biology for 110 teachers preparing students for the National High School Biology Olympiad, as requested by the Ministry of National Education, Directorate General for Teacher Training and Development [78_OD4]. • Faculty members from the Faculty of Law taught courses at the Kemal Serhadlı Police Vocational Training Center during the 2024–2025 Fall Semester, with Dr. Olcay Karacan teaching “Introduction to Law” and Dr. M. Emre Yıldız teaching “Criminal and Procedural Law” [79_OD4]. • The Department of Gastronomy and Culinary Arts participated in promotional meetings organized by external stakeholders [80_OD4]. • As part of the Soil Protection Board, which operates in each province under Law No. 5403, Çukurova University designated Assoc. Prof. Dr. Yakup Kenan KOCA (principal member) and Prof. Dr. Emin Bülent ERENOĞLU (alternate member) for a one-year term [81_OD4]. • Faculty members and students from the State Conservatory participated in prestigious art organizations across Turkey as needed to support national artistic events [82_OD4]. • Faculty members from the Faculty of Education were assigned to symposiums, panels, seminars, training sessions, and workshops [83_OD4].

Other Community Engagement Activities at the University:

Çukurova University organizes various commemorations, anniversaries, and celebration events: • On January 10, 2024, the 178th Anniversary of Agricultural Education was celebrated at the Akif KANSU Conference Hall of the Faculty of Agriculture, where faculty members celebrating their 30th, 40th, and 50th career anniversaries were honored with plaques [84_OD4]. • A memorial ceremony was held in remembrance of the 47 Çukurova University students, staff, and all earthquake victims who lost their lives in the Kahramanmaraş-centered earthquakes [85_OD4]. • The Plant Breeders’ Day was celebrated on May 11, 2024, hosted by Çukurova University’s Faculty of Agriculture [86_OD3]. • The 51st Anniversary of Çukurova University was celebrated with various activities [87_OD4]. • The university hosted numerous events, including a Welcome Festival, New Year Reception, New Year Concert, Spring Festival, Blood Donation Festival, National Afforestation Day, Open Days, Career Days, and Alumni Day. • A New Year’s celebration was organized for children receiving treatment at the Dr. M. Feyyaz Etiz Oncology and Hematology Hospital of the Faculty of Medicine. • Çukurova University also participated in the Aviation, Space, and Technology Festival and the Eastern Mediterranean Regional Career Fair [88_OD4].

In addition to university-wide activities, various faculties and departments organized unique engagement programs: • After achieving a five-year accreditation, the Midwifery Department of

the Faculty of Health Sciences hosted an online meeting on accreditation experiences with the Midwifery Department of Aydın Adnan Menderes University, discussing recommendations and experiences regarding the accreditation process. • Events were organized for International Women’s Day (March 8) and International Midwives’ Day (May 5). • The Department of Gastronomy and Culinary Arts participated in seven different events, including four at the 8th International Adana Taste Festival. • The Department of Architecture celebrated its 35th anniversary with a gathering of students, alumni, and professionals [89_OD4].

Maturity Level: The university monitors and evaluates the effectiveness of community engagement processes and organizational structures, implementing necessary measures for improvement.

Evidence

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2. Resources

Research and Application Centers and Other Units Conducting Social Contribution Activities: Research and application centers within our university, in addition to organizing various events as part of community service, also provide resources through activities such as offering training, organizing courses, issuing certifications, and providing analysis services.

Continuing Education Application and Research Center (SEM):

In 2024, the Continuing Education Application and Research Center (SEM) conducted 14 events, serving 848 individuals. Additionally, various conferences were organized [1_OD4]. Çukurova University’s senior management provides necessary training to academic and administrative staff through SEM, collaborating with expert faculty members. Regular “In-Service Training” sessions are held for newly recruited administrative staff to ensure sustainability [4_OD5]. SEM implements well-integrated, systematic, sustainable, and exemplary practices, with one of the most notable examples being the “Train the Trainer” certification program [3_OD4]. Furthermore, SEM collaborates regularly with the Çukurova Development Agency to conduct “Technical Support” programs each year [4_OD4]. Revenue generated from training and certification programs in 2024 was recorded in the SEM budget under the revolving fund [5_OD3].

Department of Health, Culture, and Sports (SKS):

The Department of Health, Culture, and Sports serves as a major resource for community engagement at the university. It provides facilities and opportunities that enable students to develop their professional skills while fostering strong social relationships, a global perspective, and scientific thinking. The university currently supports 81 student clubs, which, with university backing and sponsorships, organize numerous events. Additionally, sports facilities, a medical and social center, guest houses, childcare centers, cafeterias, boat houses, restaurants, and

canteens serve students, academic and administrative staff, as well as external stakeholders, contributing significantly to social impact [6_OD4].

The Medico-Social Center, after complying with the Ministry of Health's new regulations, obtained a License and Operational Permit on June 4, 2024, making it the second university in Turkey to receive this certification. The center provides primary healthcare, psychological counseling, and preventive healthcare services to 48,173 students, 2,100 academic staff, and 2,581 administrative staff. Additionally, the center administers vaccinations for healthcare students, organizes educational conferences and talks, and facilitates patient meetings with specialized doctors and academic experts for outpatient services. Structural modifications were made in compliance with the Ministry of Health's regulations to enhance accessibility for individuals with disabilities. The center has been nominated for the "Barrier-Free Unit Award" by the university's Barrier-Free Unit Coordination for the upcoming year [7_OD5].

The Department of Health, Culture, and Sports also supports students financially by providing part-time employment opportunities to 291 students and offering free meal scholarships to 1,000 students in need. Additionally, various institutions and organizations provide scholarships to students: • Sabancı Foundation: 39 undergraduate students • Turkish Education Foundation: 450 students • Turkish Disabled Sports Assistance and Education: 12 students • Çeliksın: 59 students • Pansa: 4 students • Çukurova University Industry Collaboration Foundation: 10 students [8_OD4].

Medical Faculty Development Foundation:

The donations and contributions to the Medical Faculty Development Foundation have increased compared to the previous year. As of the end of the 2024 fiscal year, the foundation provides non-repayable monthly scholarships ranging between 1,500 TL and 3,750 TL to a total of 182 students, including 38 high-achieving students and 144 students in financial need at Çukurova University's Faculty of Medicine [9_OD4].

Çukurova University Central Research Laboratory (ÇÜMERLAB):

Established in 2015 and fully operational since 2016, ÇÜMERLAB provides analytical services to research and application centers, industry, public institutions, and individuals. It facilitates interdisciplinary scientific and technological projects in collaboration with universities and industries. The laboratory is equipped with devices supporting research in Physics, Chemistry, Biology, Food Science, Agriculture, Environmental Science, Materials Science, Mining, Medicine, and Pharmacy. Lists of available devices and analysis fees are published on the laboratory's website, and requests for analysis services are managed through an application form. Both domestic and international researchers continue to benefit from the laboratory's analytical services [OD4].

School of Foreign Languages:

The School of Foreign Languages has generated resources by offering “General German” and “Foreign Language (English)” courses [10_OD4].

Barrier-Free University Coordination:

The Higher Education Council awards “Barrier-Free University Flags and Program Badges” annually in three categories: Accessibility in Physical Space (Orange Flag), Accessibility in Education (Green Flag), and Accessibility in Socio-Cultural Activities (Blue Flag). Additionally, program-specific badges are granted to universities that make their academic programs accessible to different disability groups.

Committed to being an inclusive university, Çukurova University received four awards in 2024:

- Orange Flag (Physical Accessibility): Abdi Sütcü Vocational School of Health Services, Faculty of Dentistry, and Faculty of Pharmacy.
- Blue Flag (Accessibility in Socio-Cultural Activities): Faculty of Communication.
- Barrier-Free Program Badge: Department of Communication Sciences for Physical Disability.
- Candidate for Orange Flag: Faculty of Economics and Administrative Sciences for improvements in physical accessibility [11_OD4].

The Barrier-Free University Coordination Board initiated preparations in September for the 2025 “Barrier-Free University Flag and Badge Awards”, organizing meetings to guide application processes [11_OD2]. To enhance communication among board members, faculty representatives, and vocational school representatives, a Microsoft Teams group was created in the previous year [12_OD3].

In the 2024-2025 academic year, the university identified 156 students with disabilities, categorized as: • Orthopedic disabilities: 59 students • Visual disabilities: 21 students • Hearing disabilities: 15 students • Other disabilities: 61 students [11_OD4].

To facilitate faster and more efficient communication of the needs and requests of students with disabilities, an “Academic Accommodation Service Application Form” was developed, with corresponding procedural guidelines published. Additionally, the Barrier-Free University Coordination webpage now includes: • “Çukurova University Special Needs Student Satisfaction Survey” • “Barrier-Free Çukurova Volunteers Wanted” recruitment form • “Disability Hunt” initiative to identify and address accessibility barriers [OD5].

Various awareness-raising events were organized for students and staff, including: • “5-in-1 Inclusive Sports Festival” by the Faculty of Sports Sciences on May 16, 2024. • “Awareness Training and Career Day Meetings” for students with disabilities, conducted in collaboration with the International Labour Organization (ILO) Turkey Office, Engelsizkariyer.com, and İŞKUR, held at Divan Hotel.

Disability and Media Course Meetings & Events

On March 21, 2024, as part of the Disability and Media Course Meetings, the Faculty of Communication and the Barrier-Free University Coordination organized an event titled “Disabled Humor”, featuring journalist and radio host Alper Tolga Akkuş. The event was attended by administrators of the Faculty of Communication and students with disabilities [11_OD4].

In addition, events were held at our university to commemorate “December 3, 2024, International Day of Persons with Disabilities.” On November 29, 2024, in collaboration with the Barrier-Free University Coordination and the Adana Provincial Representation of the Turkish Physically Disabled Sports Federation, a “Sitting Volleyball & Goalball” tournament was held at the Lütfullah Aksungur Sports Hall, with the participation of university academics, administrative staff, and students.

On December 2, 2024, the “Power of Dance: Notice My Difference, Dance with Me” event was organized at Mithat Özsan Amphitheater in collaboration with the Barrier-Free University Coordination and the Volunteer Mothers Community. This event brought together university senior management, academics, administrative staff, students, and participants from outside the university.

On December 3, 2024, the “Empathy Awareness” event was held at the Faculty of Medicine with the participation of students [11_OD4].

Children’s Welfare Center (ÇOİM)

The Children’s Welfare Center (ÇOİM) was established in March 2023 within the framework of a comprehensive care and rehabilitation project for children who lost their limbs in the February 6, 2023, Kahramanmaraş earthquake. The center aims to provide special and extensive rehabilitation services for child earthquake victims who have undergone limb loss.

Led by Çukurova University, the project’s primary executive partner is Çukurova University Industry Cooperation Foundation. Its main sponsors include the Hüsni Özyeğin Foundation, Turkish Philanthropic Funds, Bridge to Turkey Fund, and the Banks Association of Turkey. The scientific and medical support is provided by the Turkish Pediatric Association (TPK) and the Turkish Pediatric Emergency Medicine and Intensive Care Association (ÇATYBD) in collaboration with other project stakeholders and solution partners.

The center has been providing sustainable treatment for children since March 2023, initially focusing on holistic care and rehabilitation services for earthquake victims. In the long run, its vision is to become a national and international model excellence center in this field. It also aims to serve not only earthquake victims but all children in need of such care.

As of December 2024, 155 children have benefited from the Children's Welfare Center System:

- 66 children have lost lower limbs,
- 32 children have lost upper limbs,
- 20 children have lost two or more limbs.

Support provided to these children includes:

- 141 prosthetics and 9 orthotics for 118 children,
- 27 orthotics for 13 children,
- Prosthetic devices for 2 children are still in production,
- Prosthetic prescriptions are yet to be issued for 3 children due to ongoing medical treatments,
- 19 children have obtained prosthetics from other sources but receive education and psychological support at the center.

Additionally:

- 91 children have received psychotherapy,
- 115 children have been awarded education scholarships.

Beyond serving earthquake-affected children, the center also provides treatment for children with various medical conditions, including hemophilia, muscular diseases, traumatic amputation, paraplegia (spinal cord injuries), peripheral nerve injuries, foot drop syndrome, and humerus fractures [OD5].

With the support of Mersin Tarsus Organized Industrial Zone and philanthropist Nurten Avunduk, an accessible children's playground was inaugurated at the Children's Welfare Center (ÇOİM) [OD5].

Furthermore, national and international publications and presentations have been made regarding the treatment processes of children receiving care at the Children's Welfare Center (ÇOİM) [14_OD5].

Environmental Issues Research and Application Center (ÇESAM)

Çukurova University has identified “environment” as a priority area and is committed to making its campus even greener. Each year, the Environmental Issues Research and Application Center (ÇESAM) prepares a “Sustainability Report”, analyzing the current situation and providing recommendations [OD4].

In 2024, our university ranked:

- 303rd worldwide
- 31st in Turkey

in the UI GreenMetric assessment, which evaluates universities globally based on sustainability, environmental awareness, energy, education, water resources, waste management, and transportation [OD4].

Additionally, in specific subcategories:

- 1st in Turkey and
- 7th worldwide in the Campus and Infrastructure category.

This ranking highlights our campus’s global excellence [OD4].

ÇESAM is actively involved in informing and raising awareness in society through various events. One such event was the “Çukurova Research and Collaboration Workshop”, organized by our university to enhance the effectiveness of the Çukurova Region’s research ecosystem and strengthen collaborations between institutions and research infrastructures.

The workshop focused on training qualified human resources, facilitating the shared use of infrastructures, generating high-value academic outputs, and allowing participating institutions to better understand each other’s research potential.

Furthermore, our university’s academics continue to engage with the media to inform and educate the public, maintaining this effort as they have in previous years [OD4].

Maturity Level: The adequacy and diversity of social contribution resources in the institution are monitored and improved.

Evidence

- [\[1\]\(4\)D.1.2-sem_faaliyetler.pdf](#)
- [\[2\]\(4\)D.1.2-sem_hizmet_ici_egitim_sertifika_ornegi.pdf](#)
- [\[3\]\(4\)D.1.2-sem_egiticiilerin_egitimi_ve_ornekek_egitici_uygulama_sertifika_ornekleri.pdf](#)
- [\[4\]\(4\)D.1.2-sem_teknik_destek_sertifika_ornekleri.pdf](#)
- [\[5\]\(3\)D.1.2-sem_mizan.pdf](#)
- [\[6\]\(4\)D.1.2-sks_faaliyetler_tesis_altapi_raporu.pdf](#)
- [\[7\]\(5\)D.1.2-medico_sosyal_faaliyet_raporu.pdf](#)
- [\[8\]\(4\)D.1.2-sks_kismi_zisma_calisma_burslar.pdf](#)
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- [\[22\]\(4\)D.1.2-is_birligi_protokolleri.pdf](#)

2. Social Contribution Performance

1. Monitoring and Evaluation of Social Contribution Performance

Çukurova University implements its activities in alignment with the United Nations Sustainable Development Goals (SDGs). The university monitors its research aimed at addressing societal and environmental needs annually and evaluates its social contribution activities.

For the year 2024, the following research outputs have been published:

- 13 studies related to SDG 1: No Poverty
- 38 studies related to SDG 2: Zero Hunger
- 95 studies related to SDG 3: Good Health and Well-Being
- 52 studies related to SDG 4: Quality Education
- 12 studies related to SDG 5: Gender Equality
- 25 studies related to SDG 6: Clean Water and Sanitation
- 47 studies related to SDG 7: Affordable and Clean Energy
- 40 studies related to SDG 8: Decent Work and Economic Growth
- 31 studies related to SDG 9: Industry, Innovation, and Infrastructure
- 22 studies related to SDG 10: Reduced Inequalities
- 29 studies related to SDG 11: Sustainable Cities and Communities
- 63 studies related to SDG 12: Responsible Consumption and Production
- 63 studies related to SDG 13: Climate Action
- 22 studies related to SDG 14: Life Below Water
- 37 studies related to SDG 15: Life on Land
- 25 studies related to SDG 16: Peace, Justice, and Strong Institutions
- 21 studies related to SDG 17: Partnerships for the Goals [OD4].

Projects conducted within the framework of Volunteering, Social Responsibility, and Community Service courses are aligned with the Sustainable Development Goals (SDGs) and are actively monitored. Awareness seminars and training sessions held in collaboration with Red Crescent, LÖSEV, and Narko Guide have been conducted in alignment with SDG 3: Good Health and Well-Being. Additionally, extracurricular student activities in cooperation with external stakeholders align with SDG 4: Quality Education and SDG 17: Partnerships for the Goals. Institutional and external meetings, training programs, seminars, panels, workshops, and visits conducted with external stakeholders contribute to SDG 17.

Collaborative efforts in social contribution activities align with specific SDGs:

- SDG 3: Good Health and Well-Being for healthcare-related collaborations
- SDG 12: Responsible Consumption and Production for agricultural partnerships
- SDG 7: Affordable and Clean Energy, SDG 13: Climate Action, SDG 14: Life Below Water, and SDG 15: Life on Land for the activities of the Environmental Issues Research and Application Center
- SDG 4: Quality Education and SDG 17: Partnerships for the Goals for the Continuing Education Center

- SDG 5: Gender Equality for the Women's and Family Studies Application and Research Center
- SDG 3: Good Health and Well-Being for the activities of the Barrier-Free University Coordination Office and other units providing services for individuals with disabilities [OD4].

Çukurova University shares all sustainability and green campus activities with the public on its official website: <https://green.cu.edu.tr/web>.

In the UI GreenMetric 2024 world ranking, the university ranked 303rd globally and 31st in Turkey [OD4]. According to the THE Impact Ranking 2024, which included 2,152 universities from 125 countries, Çukurova University was ranked in 18 main categories. Among 91 Turkish universities included in the ranking, Çukurova University ranked:

- 74th globally in SDG 2: Zero Hunger
- Within the 201-300 range for SDG 9: Industry, Innovation, and Infrastructure, SDG 14: Life Below Water, and SDG 15: Life on Land [OD4].

Various university units monitor and evaluate their social contribution activities through different mechanisms. Stakeholder feedback on the university's community services was gathered during stakeholder meetings held on April 17-18 [1_OD4]. A survey was conducted among participants of the Career Center DABKAF program, and the results were shared with the attendees [2_OD4].

In 2024, a total of 17,402 individuals received healthcare services from the Medical and Social Center, including 10,911 students and 6,491 staff members. Satisfaction surveys were conducted to evaluate outpatient clinic services and Psychological Counseling and Guidance (PDR) services.

- 1,200 people participated in the outpatient clinic survey, with 70% being students. The satisfaction rate was 97%.
- Feedback indicated a demand for additional psychologists and dietitians, as well as an increase in consultation days for doctors visiting from the hospital. Discussions were held with the hospital, and conditional support was agreed upon.
- For the PDR services, 220 respondents participated, 98% of whom were students. Satisfaction scores showed that 95% rated the service 4 or 5 out of 5. Based on feedback, additional psychologist support was arranged, and psychologists now provide counseling services at the center on Mondays and Tuesdays [3_OD5].

At Balcalı Hospital, social responsibility programs were planned for the entire hospital, including those coordinated by the Organ Transplant Coordination Unit. Monthly satisfaction surveys are conducted among outpatients, inpatients, and emergency patients, with results documented.

- The target satisfaction rate for inpatient feedback surveys is $\geq 90\%$.
- The target satisfaction rate for emergency and outpatient feedback surveys is $\geq 80\%$.
- Corrective actions are initiated for units that do not meet these targets [4_OD5].

Additionally, feedback was collected from stakeholders regarding social service activities provided by university staff [5_OD4].

Maturity Level: The institution monitors its social contribution performance, evaluates it with relevant stakeholders, and implements improvements accordingly.

Evidence

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- [\[2\]\(4\)D.2.1-dabkaf_survey_sonuc_status.pdf](#)
- [\[3\]\(5\)D.2.1-medico_social_faaliyet_raporu.pdf](#)
- [\[4\]\(4\)D.2.1-balcali_hastanesi_sosyal_sorumluluk_programlari_hasta_anketleri.pdf](#)
- [\[5\]\(4\)D.2.1-paydas_tesekkur_ornekleri.pdf](#)

E. CONCLUSION AND EVALUATION

Çukurova University completed the Institutional External Evaluation process in 2017, the Institutional Monitoring Program in 2020, and was included in the Institutional Accreditation Program in 2022. Based on the feedback received from the evaluation and monitoring programs, the Institutional Accreditation Report (IAR) published after the Institutional Accreditation Program 2022, and the 2024-2028 Strategic Plan, the university's strengths and areas for improvement have been identified under four main headings.

All improvement activities carried out within the university have been based on the areas for development identified in previous YÖKAK (Higher Education Quality Board) evaluations. Since the university will undergo an Interim Evaluation process in 2025, the improvement activities related to the development areas specified in the IAR have been documented in the 2023 and 2024 Institutional Self-Evaluation Reports, along with supporting evidence. The compiled improvement activities for 2023 and 2024 are presented below.

A. LEADERSHIP, MANAGEMENT, AND QUALITY

1. Current Situation Assessment

1.1. Strengths

- The strong leadership and commitment of the senior management in the Quality Assurance System.
- The university is accredited by various national and international accreditation bodies, with an accreditation rate above the national average in Turkey.
- The institution has an integrated management system that enables data management.
- Senior management and the Quality Coordination Office conduct visits to academic units to raise awareness of performance management and conduct evaluations, followed by the publication of a monitoring report.
- The presence of detailed guidelines related to human resources management, such as the In-Service Training Directive and the Visiting Academicians Directive.
- The importance placed on internal and external stakeholder feedback, gathered through workshops and surveys.
- The establishment of the Çukurova University Support System to collect student complaints, suggestions, and requests.
- The inclusion of student opinions in decision-making processes.
- Strong relationships with external stakeholders.
- Well-defined processes for internationalization.
- High motivation among administrators, instructors, and students in YADYO (School of Foreign Languages), which is responsible for language education, a key aspect of internationalization.
- The university's international performance is monitored through the International Relations Office, and annual reports are presented to senior management for evaluation.

1.2. Areas for Improvement

The 2021 Institutional Self-Evaluation Report (ISER) was not fully reflective of the university's actual status, which was identified as an area for development (KAR 2022, p.4).

Improvement Activities ISER 2023: Since 2022, Çukurova University has been conducting Institutional Accreditation efforts through an automation system developed jointly by the Quality Coordination Office and the Department of Information Technologies, known as the Quality Management Information System (QMIS). To ensure active participation from all units in the preparation of the Institutional Self-Evaluation Report (ISER) and to enhance accreditation and quality efforts at the unit level, the QMIS automation system, designed in accordance with the Institutional Self-Evaluation Report Preparation Guide Version 3.1, has been utilized.

- Unit Quality Officers enter data into the QMIS, which is then reviewed and approved by Unit Assistant Managers and Unit Managers before being submitted to the Quality Coordination Office through the system.

- The Quality Commission has formed four working groups:

- Leadership, Governance, and Quality

- Education and Training

- Research and Development

- Social Contribution

During the preparation of the 2023 ISER, three separate Institutional Self-Evaluation Report (ISER) Preparation Process Workshops were organized, where feedback from working groups was gathered.

The documents and evidence uploaded to the QMIS automation system were reviewed by the respective working groups, and the Quality Commission and Quality Coordination Office compiled the Institutional Self-Evaluation Report based on appropriate documentation and evidence.

Through a participatory approach, and by incorporating evidence uploaded by units into the automation system, the 2023 ISER was prepared in a manner that fully reflects the institution's current status.

Improvement Activities - ISER 2024

In 2024, as in 2023, all evidence for the Institutional Self-Evaluation Report (ISER) was collected through the Quality Management Information System (QMIS), and the use of QMIS continued. The workshops held in 2023 for the preparation of ISER 2023 were also conducted in 2024. Workshops held on 01.02.2024 and 22.02.2024 ensured the continuation of a participatory and democratic structure within quality mechanisms. Thanks to the workshops conducted in 2023 and 2024, efforts have been continued to fully reflect the institution's current status.

“The institution's policies contain general statements and do not sufficiently emphasize priority areas” (IAR 2022, p.3)

Improvement Activities - ISER 2023:

As part of the Quality Action Plan preparations, a decision (Decision 4) was made in the Quality Commission's meeting No. 2 on 16.02.2021 to update the university's Quality Policies.

- In the Quality Commission's meeting No. 1 on 24.01.2022, university policies were updated with a stronger emphasis on priority areas based on the Strategic Plan, training provided by TSE (Turkish Standards Institution), and workshops.

- The updated policies were submitted to the Rectorate on 01.10.2022 with official document E73496254-060.99-514603 and approved by the University Senate on 11 October 2022 (Decisions 1-8).

- The following policies were updated:
- Quality Policy
- Education and Training Policy
- Research and Development Policy
- Social Contribution Policy
- Internationalization Policy
- Management System Policy
- Distance Education Policy
- Information Security Management System Policy

Improvement Activities - ISER 2024:

Based on the feedback provided in the IAR, the Research and Development Policy was updated on 19 November 2024 to emphasize the university's priority areas and was shared with all stakeholders.

- The deficiencies identified in the 2022 policy document and the IAR feedback were addressed by a commission comprising internal stakeholders working in the field.
- The revised version was submitted to the Quality Commission, feedback was incorporated, and the final version of the Research and Development Policy was approved by the Senate on 19.11.2024.

“While reporting feedback from academic, administrative staff, and students is significant, the integration of these studies into an institutional culture and their holistic and participatory adoption in practice will mature over time” (IAR 2022, p.6)

Improvement Activities - ISER 2023: At Çukurova University, feedback from academic and administrative staff and students is systematically collected through various channels.

- The institutional governance model is supported by mechanisms that ensure stakeholder participation, and feedback is actively used in institutional planning and improvement processes.
- Satisfaction surveys have been regularly conducted for academic and administrative staff and students since 2021-2022.
- At the end of each semester, students participate in course evaluations via the ÇÜBİS system, where they assess:
 - The course content
 - The course instructor

- The academic program
- Student workload
- Education and training processes
- Service provision processes
- The survey results are automatically shared via ÇÜBİS with the course instructor and unit administrators.
- In addition to university-wide feedback, academic units conduct their own evaluations based on program-specific needs using various tools.
- The collected feedback is reviewed in department/program academic councils, and necessary corrective actions are implemented.

Improvement Activities - ISER 2024:

In 2024, systematic feedback collection from all stakeholders continued. Updates made based on the collected feedback were detailed in the ISER 2024.

- Stakeholder meetings were held at different times to gather opinions and evaluations from stakeholders in associate, undergraduate, and graduate programs.
- In addition to stakeholder meetings, internal stakeholder feedback was collected through the Quality Management Information System (QMIS).
- The QMIS system allows students and staff to provide feedback via forms, ensuring:
- Continuous stakeholder representation independent of time and location.
- Ongoing improvements based on stakeholder feedback.

“Improvements based on feedback from alumni are still in the early stages and are expected to mature over time” (IAR 2022, p.8)

Improvement Activities - ISER 2023: To broaden the scope of improvement efforts and increase stakeholder participation, the Advisory Boards Directive was amended on 20.09.2022. This amendment led to the establishment of Unit Advisory Boards within Çukurova University’s faculties, institutes, conservatories, schools, and vocational schools to systematically gather feedback and suggestions from stakeholders (staff, students, alumni, and industry representatives) regarding education, research, and social contribution processes.

- In accordance with the directive, each Unit Advisory Board includes at least one alumni member.
- Detailed studies on this topic are provided in ISER 2023.

Improvement Activities - ISER 2024

- Stakeholder Meetings and Satisfaction Surveys, conducted annually, ensure continuous engagement with alumni.
- With the Alumni Module added to the ÇÜBİS system, unit administrators can track and update alumni data more effectively.

“While the initiation of quality assurance and internal control standards training is significant, the process of monitoring these mechanisms with stakeholders and integrating them into institutional culture is expected to develop over time” (IAR 2022, p.7)

Improvement Activities - ISER 2023: The Çukurova University Quality Coordination Office holds meetings to:

- Ensure internal quality assurance,
- Raise awareness among staff,
- Foster the development of a quality culture,
- Implement the quality assurance system.
- In 2023, 28 meetings were held with academic and administrative staff to monitor and improve quality processes at Çukurova University and its units.
- The Quality Coordination Office also provided training and consultancy support to units planning to apply for accreditation or undergoing accreditation.
- The Çukurova University Education Coordination Office continued the “ÇÜ Instructor Training Core Program”, which aims to improve instructors’ planning, implementation, and evaluation skills in teaching.

Improvement Activities - ISER 2024:

- The Quality Commission oversees the evaluation of education, research, social contribution, and governance processes in line with the university’s Strategic Plan and goals to establish a quality assurance system.
- The Quality Coordination Office monitors quality performance, identifies areas for improvement, and presents findings to the Quality Commission.
- In 2024, 99 meetings were held as part of the Quality Processes Information Sessions for faculty/school/vocational school unit administrators, academic staff, and administrative personnel.
- These visits focused on:
 - Quality Management System
 - Higher Education Quality Board (YÖKAK) Criteria
 - Course content
 - Alignment of teaching and assessment systems with quality processes
 - Importance of the PDCA (Plan-Do-Check-Act) cycle
 - Fostering a quality-oriented mindset
- Detailed information about these processes is provided in ISER 2024.

“Leadership training programs and leadership perception surveys are still in the early stages, and survey results have not yet reflected on the field” (IAR 2022, p.21)

Improvement Activities - ISER 2024:

- Regular in-house “Leadership Training” programs are conducted for academic and administrative unit managers at Çukurova University.
- Since 2022, leadership training has been provided for newly appointed academic and administrative staff, with two sessions held in 2024.
- According to research on the impact of Leadership Training, in 2024:
- Perceptions of paternalistic leadership decreased compared to the previous year.
- Perceptions of transformational leadership increased compared to the previous year.
- This indicates a positive shift towards the desired transformational leadership model.

B. LEARNING AND TEACHING

1. Current Situation Assessment

1.1. Strengths

- Program design and updates incorporate external stakeholder feedback, leading to continuous improvements.
- Monitoring and enhancement of course distribution balance based on stakeholder contributions.
- The presence and active functioning of ÇÜEK and ÇEGEK committees in monitoring and improving education and training.
- Availability of learning resources that meet the institution’s educational needs, with feedback collected through various surveys and improvements made accordingly.
- Academic development and career planning support mechanisms for students, monitored and improved through multiple channels.
- Monitoring and enhancement of facility and infrastructure usage within the institution.
- Vocational schools offering associate degree programs are closely linked to industrial organizations and local administrations, both physically and in terms of financial and moral support. Additionally, students benefit significantly from financial support for education and project preparation through YÖK’s Education Support.

1.2. Areas for Improvement

“The processes and applications for incentives and rewards related to educational activities have not been fully institutionalized across the university.” (IAR 2022)

Improvement Activities - ISER 2024:

- The IAR feedback indicated that the incentive and reward activities were still in their early stages.

- In response, Çukurova University's Award Directive came into effect with Senate Decision No. 08/01 on 28.05.2024.
 - Based on the decisions made by the Award Commission, the "Best PhD Thesis Award" and "Student Academic Advisory Services" award ceremony was held on December 27, 2024. "Evidence demonstrating the alignment of program objectives and outcomes with TYYÇ (Turkish Qualifications Framework) is available in ISER (<https://ebs.cu.edu.tr>)." (IAR 2022, p.9)
- Improvement Activities - ISER 2023:**
- Academic program updates for the 2023-2024 academic year were carried out by the Program Update Working Group in each academic unit, under the coordination of the Vice Dean/Vice Director responsible for education.
 - The process followed the "Çukurova University Education Program Development Process" workflow, and updates were conducted in May and June 2023.
 - Reports prepared after these updates were uploaded to QMIS (Quality Management Information System) and included as evidence in ISER.

Improvement Activities - ISER 2024:

- During the 2024 updates, the university's mission, vision, goals, TYYÇ, national core education programs (if applicable), accreditation criteria (if applicable), and stakeholder feedback were taken into account.
 - Sustainable collaborations were established between faculties, institutes, conservatories, schools, vocational schools, students, alumni, businesses, public, and private sector organizations.
 - Meetings with internal and external stakeholders were held to gather feedback for program updates.
 - Since the Spring semester of 2021-2022, student surveys regarding courses have been conducted via ÇÜBİS, and results are shared with academic staff and unit administrators.
 - University-wide stakeholder meetings for all academic programs were held on April 17-18, 2024, involving a broad range of stakeholders.
 - Reports from stakeholder meetings have been included as evidence in ISER 2024.
 - Each program prepared monitoring, improvement, and update reports regarding course distribution balance based on stakeholder participation and submitted them to the Student Affairs Directorate and the Education Coordination Office for tracking.
- "Partial evidence has been found regarding the monitoring and improvement of the program design and approval process." (IAR 2022, p.9)

Improvement Activities - ISER 2023:

- The opening of new academic programs and necessary infrastructure developments are carried out in compliance with YÖK regulations with internal and external stakeholder participation.
- The Education Coordination Office manages this process through the "New Program Opening Workflow" defined by the Academic Unit and Program Opening Working Group.

- The process begins with a needs analysis, which includes:
- Gathering feedback from all stakeholders
- Identifying regional needs
- Reviewing national and international trends
- Examining similar programs in domestic and international universities
- Based on the collected data, courses and program qualifications are determined in alignment with the institution's mission and vision.
- The program structure is designed, and necessary information is compiled in YÖK format.
- The program file is reviewed by the relevant commission before being evaluated by the Education Coordination Board, after which it is submitted for final approval by the Senate.
- The implementation of new programs is monitored by relevant commissions, and updates are made when necessary.

Improvement Activities - ISER 2024:

- As part of Çukurova University's Quality Processes, the Quality Coordination Office and the Education Coordination Office organized "Çukurova University Quality Processes Information Meetings" with:
 - Faculty/School/Vocational School Administrators
 - Academic Staff
 - Administrative Staff
- A total of 99 meetings were conducted in 2024.
- The meetings focused on:
 - The Quality Management System
 - Higher Education Quality Board (YÖKAK) Standards
 - Course content development
 - Alignment of teaching and assessment systems with quality processes
 - The importance of the PDCA (Plan-Do-Check-Act) cycle
 - Adoption of a quality-oriented mindset
- Evidence demonstrating the monitoring and improvement of program design and approval processes has been included in ISER 2024.

"Errors in writing techniques when formulating program outcomes and course learning outcomes have been identified as an area for improvement." (IAR 2022, p.10)

Improvement Activities - ISER 2023:

- In 2022, the Education Information System (EBS) was upgraded to enable the completion of course information packages for associate, undergraduate, and graduate programs.
- Through the ÇÜBİS system, program and unit coordinators can automatically access the Program Information Package Report via the ABS and DERSPLAN modules.

- The EBS system allows institutions to monitor course information packages and request updates for missing information.
- Instructors participating in the Instructor Training Program receive detailed guidance on writing program outcomes.
- The system has been updated so that associate, undergraduate, and graduate programs can now make necessary updates via ÇÜBİS.
- A help menu within ÇÜBİS provides guidance documents, presentations, and video tutorials on how to properly formulate program outcomes.

Improvement Activities - ISER 2024:

Since 2022, the EBS Monitoring Commission, established by the Quality Coordination Office and the Education Coordination Office, has been reviewing EBS Program Information Packages. Through unit visits, the commission monitors program content and sentence structures in the EBS system, ensuring that deficiencies are identified and corrected when necessary.

In 2024, as part of Çukurova University's Quality Processes, the Quality Coordination Office and the Education Coordination Office conducted "Çukurova University Quality Processes Information Meetings."

- During these meetings, the control of course information packages was ensured, and teaching staff were instructed to address deficiencies and writing errors in the EBS system for associate, undergraduate, and graduate programs.

"Information about the Diploma Supplement has been provided, but no Diploma Supplement samples have been included in the EBS system." (IAR 2022, p.10)

Improvement Activities - ISER 2023:

- Graduation requirements for academic programs are based on ECTS (European Credit Transfer and Accumulation System), and the relevant credit certificate is included in the Diploma Supplement.
- Information about the Diploma Supplement is available on the university's official website under a dedicated section within the EBS system.

Improvement Activities - ISER 2024:

- Since January 2006, Çukurova University has been issuing English Diploma Supplements to all graduates.
- Since 2013, the Diploma Supplement has been automatically provided to all graduates.
- Information about the Diploma Supplement, along with details for all degree programs (associate, undergraduate, master's, and doctoral), is now available on the university's official website within the EBS system under a separate section.

“Survey results regarding the determination of ECTS and workload were grouped under only three headings (extracurricular activities, midterm exam, final exam). Additionally, in the EBS system, ECTS calculations for courses were kept limited in applied programs.” (KAR 2022, p.10)

Improvement Activities - ISER 2023:

- The workload of all courses (including in-class activities, extracurricular activities, assignments, written and oral exams) is entered by the Coordinator Instructor via ABS and automatically calculated.
- The ECTS information based on course workload and the workload calculation for each course are publicly available on the university’s official website through course information packages, ensuring easy access for all internal and external stakeholders, especially students.
- Çukurova University Education Information System: <https://ebs.cu.edu.tr/>

Improvement Activities - ISER 2024:

- As part of monitoring and updating efforts carried out in 2024 across all academic units, ECTS credits were updated where necessary.
- Data collected through student surveys, unit advisory boards, focus group studies, and one-on-one interviews throughout the year was used to monitor and update workload calculations.
- Examples of the updates made are presented as evidence in ISER 2024.

“While feedback on whether program outcomes have been achieved has been provided through student surveys, there is no evidence regarding the evaluation of whether the program’s objectives have been met. The Kozan Vocational School Internal and External Stakeholder Participation document is one of the few available examples.” (IAR 2022, p.10)

Improvement Activities - ISER 2023:

- To monitor the achievement of program outcomes, feedback from students and other stakeholders is collected through Unit Advisory Boards, alumni surveys, and other mechanisms.
- Monitoring and improvement efforts are carried out under the Education Coordination Office, following the “Çukurova University Education Program Development Process” workflow.
- Academic program updates for the 2023-2024 academic year were conducted in May and June 2023.
- Before these updates, the Education Coordination Office organized a “Program Update Process Webinar” on March 29, 2023, to guide associate, undergraduate, and graduate programs.
- Program learning outcomes were updated in alignment with the Turkish Higher Education Qualifications Framework (TYYÇ).

- Monitoring and updating activities were carried out institution-wide in a participatory manner.
- Each program prepared reports on the monitoring, improvement, and updating of course distribution balances with stakeholder participation, which were submitted to the Student Affairs Directorate and the Education Coordination Office for tracking.
- Details of these efforts are included in ISER 2023.

Improvement Activities - ISER 2024:

- To enhance course learning outcomes, feedback from students and stakeholders was collected, and monitoring and improvement efforts were carried out by the Education Coordination Office.
- Based on evaluations, updates were made to course learning outcomes and program learning objectives where necessary.
- Examples of these updates have been included as evidence in ISER 2024.

“ÇÜEK and ÇEGEK committees have been established for managing education and training processes, but there is no evidence of their organizational structure or workflow diagrams.” (IAR 2022, p.11)

Improvement Activities - ISER 2023:

- To review, improve, and ensure the continuous learning of education-related mechanisms, Çukurova University established the Education Coordination Office on March 30, 2022.
- The Education Coordination Office oversees multiple working groups.
- The Education Coordination Office Working Groups manage activities related to program design, approval, monitoring, and updating, with workflow diagrams published on the university’s official website.
- Unit Education Coordination Boards (BEKK) have been established at the levels of institutes, faculties, conservatories, schools, and vocational schools.
- BEKK responsibilities:
 - Coordinating the implementation and monitoring of processes defined by working groups
 - Ensuring coordination between ÇÜEK and unit councils
 - Preparing an annual report and submitting it to the unit administration for review by ÇÜEK

“Course plans include detailed information on program qualifications, course objectives, learning outcomes, and assessment components. However, the teaching methods section lists nearly identical educational activities across all programs, rather than reflecting necessary variations.” (IAR 2022, p.11)

Improvement Activities - ISER 2023:

- The Education Information System (EBS) infrastructure was enhanced in 2022 to facilitate the completion of course information packages for associate, undergraduate, and graduate programs.

- Through the ÇÜBİS system, program and unit coordinators can automatically access the Program Information Package Report via the ABS and DERSPLAN modules.
- The EBS system allows institutions to monitor course information packages and request updates for missing information.
- The Instructor Training Program includes detailed guidance on writing program outcomes, ensuring that faculty members fully understand and apply best practices.
- The system was updated so that associate, undergraduate, and graduate programs can now make necessary updates via ÇÜBİS.
- A help menu within ÇÜBİS provides guidance documents, presentations, and video tutorials on how to properly formulate program outcomes.

Improvement Activities - ISER 2024:

- Since 2022, the EBS Monitoring Commission has reviewed EBS Program Information Packages to identify and correct errors in course content and sentence structure through unit visits.
- As part of Çukurova University's Quality Processes in 2024, the Quality Coordination Office and the Education Coordination Office conducted "Çukurova University Quality Processes Information Meetings."
- During these meetings, course information packages were reviewed, and faculty members were instructed to address any deficiencies and errors in the EBS system for associate, undergraduate, and graduate programs.

Improvement Activities - ISER 2023:

- The diversity of teaching and learning activities at Çukurova University naturally leads to a variety of teaching methods and techniques.
- Each program, in line with its unique characteristics, employs various sustainable methods such as assignments, projects, presentations, laboratory applications, internships, workplace training, clinical applications, and stage performances to ensure active student participation in the learning process.
- Teaching and learning strategies are designed to enhance skills such as self-study, lifelong learning, observation, teaching others, presentation, critical thinking, teamwork, and effective use of technology.
- Depending on the course type, one or multiple of these methods are applied.
- In 2022, the necessary IT infrastructure was completed for the Education Information System (EBS) to allow the completion of course information packages for associate, undergraduate, and graduate programs.
- The EBS system was integrated with the Çukurova University Information System (ÇÜBİS).
- Course weekly schedules, topics for each week, and corresponding teaching methods were defined within the EBS Course Information Packages.

- This information was published on the university's official website, making it easily accessible to all internal and external stakeholders, especially students.

- Çukurova University Education Information System: <https://ebs.cu.edu.tr/>

Improvement Activities - ISER 2024:

- In accordance with the university's Education and Training Policy, which integrates theory and practice, active learning models are implemented in various courses that prioritize student-centered education.

- Detailed information and examples of these courses are provided as evidence in ISER 2024.

- Monitoring and improvement of teaching methods and techniques are conducted through feedback collected from students, alumni, and external stakeholders.

- The Education Coordination Office and the Quality Coordination Office jointly provide training for preparing and structuring program and course information in the EBS system.

“Although ECTS workload calculations include learning activities at the core of student-centered education, the variety of educational activities remains limited across programs despite differences in theory/practice levels. Similarly, assessment and evaluation methods in course information packages do not sufficiently reflect the expected diversity across programs.” (IAR 2022, p.12)

Improvement Activities - ISER 2023:

- Assessment and evaluation in degree programs are conducted based on competence and performance, in compliance with the relevant teaching and examination regulations.

- In addition to traditional assessment methods such as written and oral exams, and multiple-choice tests, various other methods are used, including:

- Portfolio assessments

- Concept mapping

- Exhibitions

- Oral presentations

- Rubrics (grading scales)

- Project-based assessments

- Use of teaching technologies in course material preparation

- Transparent, fair, and consistent assessment methods are employed, including:

- Scoring based on answer keys (traditional assessment)

- Industry expert evaluations

- Peer assessments

- Audience evaluations

- The assessment methods used in each course are made available to students via the Student Information System (OBS) and the Education Information System (EBS).

- At the beginning of the academic year, these methods are explained to students during orientation programs and course syllabi.

- All assessments are conducted in accordance with the university’s academic calendar.
- In 2024, Çukurova University’s Quality Coordination Office and Education Coordination Office held meetings with faculty/school/vocational school administrators, academic staff, and administrative personnel.
- Feedback from these meetings included:
 - Automating the alignment of exam questions with learning outcomes
 - Ensuring that minimum, average, and maximum exam scores are obtained automatically rather than manually
 - As a result of these discussions, in collaboration with the IT Department, the “Exam-Question” module was added to the ÇÜBİS ABS system.
 - The competencies of academic staff in teaching are monitored according to the Teaching Competency Development Process workflow defined by the Education Coordination Office.
 - Detailed information and supporting evidence are provided in ISER 2024.

“Evidence exists regarding the admission criteria for transfer students, students admitted through the ‘Çukurova University International Student Exam (ÇUÖS),’ double major (ÇAP), and minor programs. The EBS system contains information on the Diploma Supplement at <https://ebs.cu.edu.tr/kaynaklar-ve-hizmetler/diploma-eki>, but Diploma Supplements for all degree levels (associate, undergraduate, master’s, and doctoral) are not available at the provided link.” (IAR 2022, p.12)

Improvement Activities - ISER 2023:

- Information on the Diploma Supplement and details for all degree programs (associate, undergraduate, master’s, and doctoral) have been made available on the university’s official website under a dedicated section within the EBS system.
- Çukurova University Diploma Supplement Page: <https://ebs.cu.edu.tr/genel-bilgiler/diploma-eki/>

Improvement Activities - ISER 2023:

- The Çukurova University Senate, through Decision No. 30/1 dated 03.11.2022, approved the “Barrier-Free University Coordination Directive”, restructuring the “Disabled Student Coordination Office” into the “Barrier-Free University Coordination Office.”
- The Çukurova University International Student Coordination Application and Research Center provides guidance services for international students from registration to graduation to ensure a successful and smooth academic experience.
- During the 2023-2024 academic year, an orientation program was organized for international students arriving at Çukurova University through various exchange programs, under the coordination of the International Student Coordination Application and Research Center (ÇUÖS).

- Additionally, the Çukurova University Turkish Teaching Application and Research Center (TÖMER) organizes various activities throughout the year for international students.

Improvement Activities - ISER 2024:

- The Barrier-Free University Flag and Program Badge Ceremony, organized annually by the Council of Higher Education (YÖK), recognizes universities in three categories:
 - Accessibility in Space (Orange Flag)
 - Accessibility in Education (Green Flag)
 - Accessibility in Socio-Cultural Activities (Blue Flag)
- Universities offering programs accessible to different disabled groups receive the Barrier-Free Program Badge.
- Efforts are underway to make education more accessible and comfortable for disadvantaged students.
- To systematically collect feedback from students with special needs, the Special Needs Student Satisfaction Survey has been introduced.
- The university has implemented various regulations to ensure equal educational opportunities for disadvantaged students.
- In response to student feedback, the Çukurova University Disabled Student Examination Procedures Directive was revised, with new provisions added to the updated draft directive.
- The Çukurova University Turkish Teaching Application and Research Center (TÖMER) continues to organize various cultural activities for international students throughout the year.

C. RESEARCH AND DEVELOPMENT

1. Current Situation Assessment

1.1. Strengths

- Designation as a Research University and inclusion in the Research Universities Support Program (ADEP).
- Strong research infrastructure and qualified academic staff, with extensive institutional experience.
- Well-defined research strategy and policies, including research process management and organizational structures.
- Monitoring and improvement measures for research process management and organizational effectiveness.
- An incentive system and competitive promotion criteria to enhance research motivation.
- A robust database and resource access system to support research activities.
- Well-established IT infrastructure that facilitates research process management.
- A strong Technology Transfer Office (TTO) that supports:
 - Commercialization of research
 - Development of research platforms

- Strengthening institutional collaborations
- A joint PhD supervision agreement between Çukurova University and international institutions, enabling successful students to receive a PhD degree from both institutions.
- The existence of the Çukurova University Visiting Academicians Directive.
- Regular training sessions for researchers to encourage external funding applications.
- A well-established international collaboration network.
- Availability of interdisciplinary master's and PhD programs.

1.2. Areas for Improvement and Related Improvement Activities

“In ISER 2021, ÇÜBASK was identified as the overarching research strategy body within the institution. However, its placement within the organizational structure, alongside subunits, created confusion. Similarly, the inclusion of the BAP Coordination Unit's organizational chart under the ‘Research and Development Process Management Organizational Chart’ suggested a misunderstanding between R&D process management and BAP process management.” (IAR 2022, pp. 14-15)

Improvement Activities - ISER 2023:

- Based on findings in the YÖKAK Institutional Accreditation Report and internal stakeholder analyses, a strategic planning study was conducted in 2023 to strengthen mechanisms supporting the university's research mission.
- As a result, the Çukurova University Research and Development Strategies Coordination Office (ARGES) was established, and the Çukurova University Scientific Research Strategies Council (ÇÜBASK) was abolished.
- This restructuring enabled the university to develop a comprehensive R&D process management system, ensuring the sustainable use of human and financial resources in alignment with its Research University mission.

Improvement Activities - ISER 2024:

- The Çukurova University Academic Data Monitoring and Evaluation Coordination Office (AVİDEK) was dissolved, and its responsibilities were transferred to ARGES, consolidating all academic data monitoring and evaluation processes under a single structure.
- This reorganization further strengthened the university's sustainable R&D process management in alignment with its Research University mission.

“The Balcalı Hospital Supporting Research Projects Unit was identified as a significant external funding source, but no defined operational process was found.” (IAR 2022, p.15)

Improvement Activities - ISER 2023:

- The Çukurova University Research and Development Strategies Coordination Office (ARGES) was established, consolidating the management of research processes under a single structure.

Improvement Activities - ISER 2024:

- While ARGES oversees research support processes, the Balcalı Hospital Supporting Research Projects Unit (DAP) is responsible for clinical research activities.

- Defined processes for DAP are available in ISER 2024 as supporting evidence.

“To increase the acceptance rate of scientific publications in high-impact journals and enhance visibility within academic communities, the ‘English Editing and Support Commission’ and ‘Scientific Publication Pre-Evaluation Commissions’ were established by Senate decision on October 4, 2022. However, the institution requires time to implement and monitor these initiatives.” (IAR 2022, p.15)

Improvement Activities - ISER 2023:

- The establishment and operation of the English Editing and Support Commission and the Scientific Publication Pre-Evaluation Commission were identified as key priorities for long-term implementation and improvement.

- Monitoring and improvement activities related to these commissions are ongoing, with detailed reports included in ISER 2023.

Improvement Activities - ISER 2024:

- In ISER 2023, it was reported that the Project Support Commission, English Editing and Support Commission, and Scientific Publication Pre-Evaluation Commission were not functioning effectively due to the lack of defined application and implementation processes.

- To address this issue, these commissions were placed under ARGES (Research and Development Strategies Coordination Office) for better institutional and systematic support mechanisms.

- Project writing support is now provided by ARGES, while English article writing and scientific publication support is facilitated through the PoolText Report platform, procured by the University Library Directorate.

“The research policy does not sufficiently emphasize the institution’s priority and focus areas. It does not fully reflect the university’s mission differentiation. The impact of the updated research policy on practice and its institutional adoption as a widespread culture will take time.” (IAR 2022, p.22)

Improvement Activities - ISER 2024:

- The Research and Development Policy of Çukurova University was updated on November 19, 2024, considering feedback from the Institutional Accreditation Report of 2022.

- The updated policy highlights the university’s priority areas and has been shared with all stakeholders.

- Detailed information is provided in ISER 2024.

D. SOCIAL CONTRIBUTION

1. Current Situation Assessment

1.1. Strengths

- The establishment of a database and a coordination office within the Rectorate to monitor social contribution processes.
- Significant activities conducted within the University-City relationship framework by the Women's Issues Research and Application Center (KADAUM).
- Outcome-oriented activities focused on Environment, Migration, Gender Equality, and Violence, conducted according to a predefined institutional plan.

1.2. Areas for Improvement and Related Improvement Activities

“Social contribution activities are concentrated in certain units and have not yet been fully extended to all units within the institution.” (IAR 2022, pp. 17-18)

Improvement Activities - ISER 2023:

- Social contribution activities are not limited to a few units but have been internalized across multiple university units.
- Each unit has conducted education, seminars, conferences, and projects aligned with its area of expertise and social contribution focus.
- To centralize social contribution activities, the “Social Contribution Coordination Board” and “Social Contribution Coordination Unit Representatives” were established within the Social Contribution Coordination Office in 2022.
- Activities in each unit are managed by designated representatives.
- Detailed information and evidence are provided in ISER 2023.

Improvement Activities - ISER 2024:

- The “Social Contribution Coordination Board” and “Social Contribution Coordination Unit Representatives”, established in 2022, continued their activities in 2023 and 2024.
- All university units have continued their diverse social contribution efforts, ensuring a broader organizational structure and applying institutional knowledge and experience for societal benefit.

“The analysis of data obtained from social contribution activities has not been conducted in depth, and monitoring has been performed at only a partial level.” (IAR 2022, pp. 17-19)

Improvement Activities - ISER 2023:

- Social contribution activities of university units are monitored in alignment with Sustainable Development Goals (SDGs).

- The social impact of research activities is evaluated through the Academic Data Management System:

- <https://avesis.cu.edu.tr/surdurulebilirlik>

Improvement Activities - ISER 2024:

- In 2024, Çukurova University continued to implement activities aligned with the United Nations Sustainable Development Goals (SDGs).
- The university monitors its research activities annually, ensuring that they address societal and environmental needs while evaluating its social contribution efforts.
- Stakeholders have provided positive feedback on the university's social service activities.
- The Social Contribution Coordination Office oversees these processes.

“The steps within activities conducted with stakeholders under cooperation protocols have been minimally utilized.” (IAR 2022, p.19)

Improvement Activities - ISER 2023:

- In 2023, the university signed and implemented cooperation protocols with external stakeholders, particularly in response to post-earthquake recovery efforts and other social contribution activities.
- These protocols were effectively executed and re-established to ensure continuity.

Improvement Activities - ISER 2024:

- The university has maintained and expanded its ongoing cooperation protocols while signing new regional agreements for city-university interactions in education, arts, culture, and sports in 2024.
- Additionally, faculties and schools have established new protocols based on feedback received from external stakeholders.