

# **INSTITUTIONAL SELF-EVALUATION REPORT**

**CUKUROVA UNIVERSITY**

**2021**

## **SUMMARY**

Cukurova University (CU) has been a regional leader in higher education since its inception more than 50 years ago. Cukurova University, as a research institution, can make quick decisions, adapt, and evolve in accordance with its fundamental principles and strategic objectives.

Cukurova University aspires to continue strengthening and expanding its education training, research-development, and social contribution activities with its competent administrative structure, well-equipped academic staff, and sufficient physical facilities.

Cukurova University employs all pertinent tools (plans, reports) for systematized monitoring and enhancement to attain its strategic goals and objectives. Annual Unit Activity Reports, Strategic Plan Monitoring Reports, Strategic Plan Evaluation Reports, and Annual Administration Activity Reports have been in process at Cukurova University since 2013. These investigations, outlined procedures, and control systems at Cukurova University demonstrate its strengths that are amenable to enhancement.

Cukurova University has maintained a comprehensive quality assurance system since 2005, within the framework of the Academic Evaluation and Quality Council (ADEK), and since 2015, within the framework of the Higher Education Quality Council (YOKAK).

Cukurova University completed the "Institutional External Evaluation" in 2017 and the "Institutional Monitoring Program" in 2020. In 2022, the university declared its intention to be included in the "Institutional Accreditation Program."

Quality processes at Cukurova University are carried out by the Quality Commission, Quality Coordinator, Education Coordinator, Academic Data Monitoring and Evaluation Coordinator (AVDEK), and Cukurova University Scientific Research Strategies Board (ÇÜBASK) with the participation of all stakeholders.

The Cukurova University Quality Assurance Management structure aims to grow and maintain the university as a whole via subgroups of "Leadership, Governance and Quality," "Learning and Teaching," "Research and Development," and "Service to Society," as well as "Student" and "Unit Representatives." This process continues with our academic and administrative personnel, as well as our students.

The 2021 Institutional Self-Evaluation Report of Cukurova University is a product of collaboration between all units, the Quality Commission, and the Quality Coordinator. The 2021 Institutional Self-Evaluation Report is the outcome of a meticulous collection of all data and documents presented to the Quality Commission. After Senate approval, the report was checked by the CU Turkish Teaching Application and Research Center (TOMER) for spelling guidelines and shared with YOKAK and other stakeholders.

## INFORMATION ABOUT THE ORGANIZATION

### Contact Information

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## **Institutional History**

On November 30, 1973, the Faculty of Agriculture from Ankara University, founded in 1969, and the Faculty of Medicine from Ataturk University, founded in 1972, merged to form Cukurova University.

Cukurova Balcalı Campus is ranked 15th globally and first in Turkey in the "Settlement and Infrastructure" category by UI GreenMetric for 2021. On an area of roughly 18,000 decares on the eastern side of the Seyhan Dam Lake, Cukurova University was founded within the Adana district of Sarıçam. The total land area of Cukurova University is approximately 20,000 decares, which includes nearly 2,000 decares of land located off campus. The origin of the name 'Balcalı' is a village with the same name that existed on the campus prior to the construction of the university.

On the Balcalı Campus, there are administrative buildings, education buildings, a full-fledged university hospital, a central library, a staff and student cafeteria, indoor and outdoor sports facilities, a boathouse, a botanical garden, laboratories, a congress center with lecture halls of varying capacities where congresses and meetings can be held, an open-air amphitheater, and a northern bazaar. There is a daycare, staff housing, several bank branches and ATMs, a gas station, a supermarket, and numerous cafes and restaurants. This campus also houses the agricultural area utilized by the Faculty of Agriculture for research and instruction. In 2021, the "Cattle Farm" was inaugurated on the Faculty of Agriculture's Research and Application Farm.

16 Faculties, 4 Institutes, 1 State Conservatory, 2 Schools, and 1 Vocational School are located on the Balcalı campus; 3 Faculties and 10 Vocational Schools are located off campus, 2 in the city center, and 8 in the districts. The Faculty of Economics and Administrative Sciences received the (Orange Flag) award in the "Spatial Accessibility" category of the Council for Higher Education's "Barrier-free University Awards."

With its administrative and academic institutions and 38 Research and Application Centers, Cukurova University's competent and experienced staff engage in education, research and development, and social contribution.

Agriculture and Food, Health, Energy-Environment, Materials, and Regional Development are the priority research areas at Cukurova University, designated as a Candidate Research University in 2017 and a Research University in 2021. Multidisciplinary and interdisciplinary research is ongoing.

The meeting "Evaluating the effects of climate change on plant production in the Mediterranean Region" was hosted by our university on September 30, 2021, contributing to the agricultural structuring of the Cukurova Region.

Through a web-based software system, the Scientific Research Projects Coordination Unit (BAPSS) at Cukurova University manages the administrative and financial aspects of university research projects. Research activities at Cukurova University are supported by seven distinct project types: Individual Research Projects (BAP), Graduate Thesis Projects (TEZ), Research Infrastructure Projects (AYP), Research Projects with International Participation (UAP), Industry Cooperation Projects (SAN), Priority Area Projects (OAP), and International Research Cooperation Projects (UIP).

The administration and structure of our institution have been determined in accordance with the norms of statute number 2547.

<https://www.cu.edu.tr/cu/institutional/university/organization>

There are 2,264 academic staff members at Cukurova University, comprising 540 Professors, 216 Associate Professors, 296 Doctoral Faculty, 438 Lecturers, and 774 Research Assistants. Additionally, our university employs 33 academics under contract. There are 2,083 permanent administrative people, 604 contract personnel, 2,38 permanent employees, and 45 temporary workers.

Cukurova University provides education and training to a total of 48,186 students, including 42,168 students at the associate and undergraduate level (34,765 students in education, 6,745 students in evening education, and 658 students who study via distance education), 4,765 students at the graduate level (2,619 students master's degree with thesis, 693 students master's degree without thesis, 1,453 students doctorate), and 1,251 students in preparatory class. International students account for 1,787 of these students (1,254 in associate and undergraduate degrees and 533 in graduate programs).

In accordance with the Circulating Capital Management Regulation, the Cukurova University Central Research Laboratory and the laboratories of the Departments of Chemistry, Physics, Biology, Engineering, and Agriculture conduct various tests and analyses.

Balcalı Hospital Health Application and Research Center, the Faculty of Dentistry, and the Medico-Social Center administer the Cukurova Health services.

2 Emergency Departments (pediatric and adult), 52 Polyclinics, 10 Intensive Care Units, 35 Operating Rooms with the most advanced facilities and systems, 47 Clinics, 5 Laboratories, 1 Radiology, 1 Nuclear Medicine, 1 Hemodialysis, 1 Blood Center, 1 Burn Unit, 1 Sterilization Unit, 1 Pharmacy, 1 Kitchen, 1 Laundry, and 6 Technical Services are available at the Balcalı Hospital Health Practice and Research Center. The hospital's bed capacity grew from 1,359 to 1,359 with the addition of the 200-bed Dr. Feyyaz Etiz Oncology Hospital in 2021.

The Faculty of Dentistry has 134 dental units and has become one of the health institutes that will provide services for international health tourism.

Medico Social Center provides services in the Psychological Counseling and Preventive Medicine Divisions to all students, faculty, and family members of Cukurova University. At the Medico Social Center, there are two board-certified family medical polyclinics, one oral and dental health polyclinic, and three psychiatric counseling and guidance polyclinics. 2 Authorized Family Physicians, 2 Dentists, 2 Specialist Psychological Counselors, 1 Social Worker, and 4 Nurses provide services in these polyclinics. In addition, in response to the rising demand, one psychiatrist from our university hospital began accepting patients one day each week. 1 Guidance and Psychological Counselor from the Faculty of Education will provide counseling services once every week. At the start of each semester, at-risk students from the Faculty of Medicine, Dentistry, Health Sciences, Pharmacy, and Abdi Sütcü Vocational School of Health Services get a preventive and follow-up vaccination group. Social and educational conferences are held to create awareness among the students and faculty of Cukurova University. Cukurova University holds social and educational conferences to raise awareness among its students and teachers.

The Cukurova University State Conservatory offers advanced-level education with a staff of outstanding caliber, which includes foreign faculty. The Department of Performing Arts maintains seven distinct programs: String Instruments Major, Piano Major, Wind and Percussion Instruments Major, Department of Composition and Orchestral Conducting, Department of Vocal Studies and Opera, Theater and Acting Major, and Ballet Major. In 2021, Cukurova University hosted the second edition of the International "Adana Rhapsody" Piano Festival and Competition.

The Directorate of Culture ensures that students successfully manage and utilize time, actively create positive habits, and participate in fine arts-related activities. Directorate of Culture Houses Turkish Folk Dances, Turkish Folk Music Choir, Classical Turkish Music Choir, Polyphonic Choir, and Theater and Drama Club.

Under the auspices of the Student Activities Unit of the Health, Culture, and Sports Department at Cukurova University, there are 46 active clubs operating in a variety of fields where students can freely engage in activities in order to develop strong social relationships, a global perspective, and a scientific mind.

Annually, Cukurova University hosts numerous cultural and artistic events and commencement ceremonies at its 3,650-seat outdoor amphitheater and Afife Jale Theater Hall. A traditional "Spring Festival and Theater Festival" is held annually in the spring with the help of local clubs.

The Cukurova University Library, the most important support unit for research and education, is a 10,000-square-meter facility with 800-person capacity reading rooms, an exhibition hall, a conference room, and a student-accessible internet lounge. The European Union Documentation Center located within the Library is one of fourteen similar facilities in Turkey.

Cukurova University provides the essential atmosphere for the protection and development of students' and faculty's physical and mental health, the acquisition of disciplined work habits, and an interest in sports. Swimming, Athletics, Table Tennis, Tennis, Basketball, Football, Indoor Football, Volleyball, Handball, Wrestling, Rowing, Canoeing, Taekwondo, Taekwondo, Karate, Badminton, Arm Wrestling, Cycling, Boxing, Muay Thai, and Sports Climbing are among the sports departments at Cukurova University. In addition, Recreation Center serves all our staff and students. They benefit from both the individual and group workouts.

Cukurova University provides educational services for internal and external stakeholders and the necessary conditions for social responsibility projects. In addition, lifelong learning courses, seminars, conferences and symposiums are organized for vocational consultancy, expertise, board membership, participating in project services, training activities for the public, developing business skills and raising intermediary forces.

The Cukurova University Kindergarten has ten classrooms, one guidance room, one scientific research room, one multipurpose playroom, one dining hall, one art workshop, and one health room for the children of university employees.

Maximum capacity is 200 students. To ensure the emotional, social, physical, and cerebral growth of kindergarten pupils and to prepare them for primary school, a variety of topics are covered. Under the direction of the Department of Preschool Education of the Department of Basic Education at the Faculty of Education, activities are conducted within the framework of annual, monthly, and daily plans.

In order to enhance the living and educational opportunities of students with disabilities and faculty, Cukurova University is also planning and working towards becoming a barrier-free university.

In 2021, the 57th Regiment Martyrs Mosque (57. Alay Sehitleri Camii) was inaugurated for worship on the Balcalı campus of Cukurova University.

With a robust infrastructure and research and development capabilities, Cukurova University has been designated as a Senior University under the YOK Anatolia Project in 2021, and it helps the Young Universities Muş Alparslan University and Siirt University in education and research.

## **Mission, Vision, Core Values and Goals of Cukurova University**

**Mission:** To provide education and training in the disciplines of science, technology, and the arts, to conduct high-quality research and development studies, and to disseminate information for the benefit of humanity at the national and worldwide levels.

**Vision:** To provide education and training in science, technology, and the arts; to perform high-quality research and development studies; and to distribute information for the benefit of humanity at the national and international levels.

### **Core Values:**

- Sustaining the cultural concept of 'big family',
- To preserve scientific autonomy and merit,
- Transparency and accountability given by a democratic approach to management within the confines of the law,
- Adopting the governance model in all university processes,
- To achieve respect and dependability through its corporate structure and highly qualified personnel.
- Providing advanced education and conducting research while considering the perspectives of internal and external stakeholders,
- To be considerate of nature and people and sensitive to environmental issues,
- Incorporating global ideals while maintaining local ones,
- To undertake scientific research in accordance with universal ideals
- To stimulate innovative product and service-focused scientific research by financing R&D activities
- Researching national and regional issues as well as socioeconomic growth.

### **Objectives:**

- To improve the annual total number of qualifying publications per faculty member by 5%.
- To increase the number of national and international collaborative projects by 25% by the end of 2023,
- To increase the number of publications based on graduate theses by forty percent by the end of 2023.
- To develop at least two centers of excellence by the end of 2023 in Turkey's Higher Council of Science and Technology and our University's priority research areas.
- Increasing the patents, utility models, and industrial designs per faculty member
- To constantly enhance all associate, undergraduate, and graduate education programs with a participative approach until the end of 2023, in accordance with the requirements and expectations of society and students at the national and international levels.
- To train highly educated personnel with advanced critical thinking abilities, a commitment to lifelong learning, and professional expertise.

- Until the end of 2023, to ensure that instructors receive training to enhance their teaching abilities.
- To ensure that teachers receive training to improve their teaching abilities till the end of 2023.
- To enhance the proportion of successful students who prefer our university,
- To expand our university's regional, national, and international prominence,
- To expand the number of students who benefit from our university's education and credential programs.
- To expand culture, arts, sports, and community service initiatives and to enhance their international standing.
- To strengthen our university's ties with its alumni.
- By the end of 2023, establish an Intellectual Property Pool at Cukurova University.
- To promote an entrepreneurial and innovative culture at our university.
- To provide economic contribution and commercialization in the area of innovation and entrepreneurship at our university.
- To foster collaboration and engagement at our university in the areas of entrepreneurship and innovation.
- To improve the caliber of administrative personnel,
- To enhance the learning-teaching and working environments,
- To advance information technology
- To augment the university's financial resources.



## **A. LEADERSHIP, GOVERNANCE and QUALITY**

### **A.1. Leadership and Quality**

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

Higher Education Law No. 2547, Law No. 2809 on the Organization of Higher Education Institutions, Law No. 657 on Civil Servants, Law No. 5018 on Public Financial Management and Control, and Decree on the Administrative Organization of Higher Education Upper Institutions and Higher Education Institutions No. 124 govern the management and administrative structure of Cukurova University. It is conducted within the purview of applicable Laws, Regulations, Cabinet Decisions, Decrees, and Decrees having Legal Effect.

<https://cu.edu.tr/institutional/administration/senato/>

<https://cu.edu.tr/institutional/administration/yonetim-kurulu/>

<https://genelsekreterlik.cu.edu.tr/cu/kararlar/senato-kararlari/2021-yili-senato-kararlari>

<https://genelsekreterlik.cu.edu.tr/cu/kararlar/yonetim-kurulu-kararlari/2021-yili-yonetim-kurulu-kararlari>

In a structure comprised of 19 Faculties, 4 Institutes, 3 Schools, 11 Vocational Schools, and 38 Research Centers, Cukurova University carries out education-training, research-development, and social contribution operations. The organizational chart regarding the management model and structuring of the university was created and published on the university web page.

<https://www.cu.edu.tr/cu/institutional/university/organization>

The majority of work flow processes and all job descriptions for sub-administrative units connected with the Rectorate have been finished. The scope of these projects has been expanded to include academic subunits.

<https://genelsekreterlik.cu.edu.tr/cu/hakkimizda/gorev-tanimi>

<https://sgdb.cu.edu.tr/cu/staff/birimlerin-gorevleri>

<https://imidb.cu.edu.tr/cu/ickontrol/Birim%20G%C3%B6rev%20Tan%C4%B1mlar%C4%B1/daire-baskanligi>

<https://yapi.cu.edu.tr/storage/Belgeler/%C4%B0%C3%A7%20Kontrol/G%C3%B6rev%20Tan%C4%B1mlar%C4%B1.pdf>

<https://sks.cu.edu.tr/cu/%C4%B0%C3%A7%20Kontrol/gorev-tanimlari>

<https://personel.cu.edu.tr/cu/genel-bilgi/gorevimiz>

<https://bidb.cu.edu.tr/>

In accordance with the Higher Education Institution's "Research Oriented Mission Differentiation and Specialization Project," Cukurova University was elevated to "Research University" status in 2021 from "Candidate Research University" status, in which it had been participating since 2017. As a research university, Cukurova University makes sure that all of its units are doing things that are in line with the mission, vision, and strategic goals and objectives of the 2019-2023 Strategic Plan.

<https://habermerkezi.cu.edu.tr/haber-detay/2330/cukurova-universitesi-arastirma-universitesi-oldu>

In its management procedures, Cukurova University employs an innovative, current, merit-oriented methodology that is in continual touch with its stakeholders.

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

The senior administration of the Rectorate has a strong sense of responsibility and motivation to develop a quality assurance system and culture that takes into account the change, unpredictability, and complexity of the environment of higher education. In this context, the Rectorate's upper management arranges meetings with the unit managers and takes decisive action to execute the quality assurance system and alter the organizational culture.

<https://habermerkezi.cu.edu.tr//haber-detay/2339/rektor-prof-dr-tuncel-den-fakultelere-ziyaret>

The Rectorate and the Quality Coordinatorship held meetings with the managers and those in charge of academic units at the end of 2021 to assure the establishment of a quality culture and the implementation of a quality assurance system. **(Annex.A.1.2.1, Annex.A.1.2.2, Annex.A.1.2.3).**

The institution has a widely recognised quality assurance system and good leadership techniques that foster the growth of a culture of quality. Leadership techniques and the contribution of these practices to the development of the quality assurance system and culture are somewhat observable, and adjustments may be made appropriately. **(Annex A.1.2.1).**

Actions to be taken to improve the quality assurance culture at the university are specified in the Quality Action Plan. **(Annex A.1.2.4).**

### **A.1.3. Institutional Transformation Capacity**

The strategic plan discusses the university's transition strategies. Cukurova University has the flexible management skills that will allow it to be future-ready, taking into consideration changes in the higher education ecosystem, global trends, national objectives, and stakeholder expectations **(Annex A.1.1.1)**. The established strategies and objectives are monitored and followed. **(Annex A.1.1.1.2, Annex A.1.1.1.3)**. Nonetheless, systematic approaches such as change management, benchmarking, and innovation management have just begun, and "change management" has been incorporated into the quality action plan in order to transform the institution in accordance with its purpose, mission, and goals for adaptation to the future and bolster its uniqueness **(Annex A.1.2.4)**. Cukurova University actively employs change management to mitigate the consequences of environmental change. Cukurova University is rated in areas such as settlement and infrastructure, energy and climate change, wastes, water resources, transportation, and education by "GreenMetric," a platform that brings attention to sustainability-related concerns and attempts to improve worldwide environmental consciousness. It is ranked fifteenth in the category "Structure" and first in Turkey.

<https://greenmetric.ui.ac.id/>

<https://green.cu.edu.tr/cu/organization/greenmetric>

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

Cukurova University defined its quality assurance policies within the context of the institution's strategic management and made them public through its "Strategic Plan for the Period 2019-2023." (**Annex A.1.1.1**).

Within the framework of the Cukurova University Internal Quality Assurance System, the "Plan-Do-Check-Act" cycle has been applied in leadership-governance, education-training, research-development, and social contribution activities. In accordance with the mission of the research institution, studies are done to follow the development of the strategic plan's objectives and indicators, as well as to assess any potential obstacles. (**Annex.A.1.1.2, Annex.A.1.1.1.3, Annex.A.1.2.1, Annex.A.1.2.2, Annex.A.1.2.3, Annex.A.1.2.4**). The University of Cukurova has designed and disseminated quality policies relevant to all procedures.

<https://kaliteguvencesi.cu.edu.tr/cu/kurumsal/kalite-politikamiz>

The Quality Commission, chaired by Dr. TUNCEL, is made up of academic staff, a quality coordinator, administrative staff, and student representatives from various scientific fields, in addition to the sub-working groups "Leadership, Governance, and Quality," "Learning and Teaching," "Research and Development," and "Social Contribution." It is carried out by a team of forty people, including students from the "student sub-study group."

<https://kaliteguvencesi.cu.edu.tr/cu/kalite-yonetimi/kalite-komisyon-uyeleri>

During the process of establishing the Quality Commission, careful consideration was given to a structure that would for broad involvement, including members of academic and administrative units, as well as the university's administration.

Articles 5 and 6 of the "Cukurova University Quality Assurance Directive" outline the responsibilities, working methods, and guiding principles of the Quality Commission. (**Annex.A.1.4.1**).

A quality coordinator and a deputy quality coordinator have been assigned to perform the tasks specified in Article 9 of the same Directive (**Annex A.1.4.2, Annex A.1.4.3**). Moreover, the "Principles Regarding the Working, Membership, and Duties of the Members of the Student Sub-Working Group of the Quality Commission" have been established. In addition, "Principles Regarding the Working, Membership, and Responsibilities of the Members of the Student Sub-Working Group of the Quality Commission" have been developed. (**Annex.A.1.4.4**).

In accordance with Cukurova University's strategic plan and objectives, teaching and research activities and the evaluation of administrative services are included. In addition, the Quality Assurance Office has three personnel who are responsible for the secretariat of the Quality Coordinator's work, the archiving of records, and the implementation of an internal and external quality assurance system. Quality Unit Representatives, who provide the necessary coordination between the Quality subcommittees and the units, work in coordination with the Quality Coordinator in monitoring the processes in the branches, and are responsible for the accuracy and reliability of the data sent by their units and to be used in quality processes, participate in the meeting call of the chairman of the Quality Commission and carry out their responsibilities to disseminate the qc policy.

<https://kaliteguvencesi.cu.edu.tr/storage/20212022Bahar/BirimKaliteTemsilcileri.pdf>

Our university has adopted a pervasive culture of quality assurance, and many departments are now pursuing education and service accreditation. In this context, the Faculty of Medicine,

Faculty of Arts and Sciences, Physics, Chemistry, Mathematics, Biology, Statistics, Turkish Language and Literature Programs, Faculty of Agriculture Food Engineering Program, Faculty of Communication Radio, Television and Cinema Program, Faculty of Education English Language Teaching, Preschool Teaching, Turkish Language Teaching and Guidance and Psychological Counseling undergraduate programs, The Department of Coaching Education program in Faculty of Sports Sciences have been accredited.

In addition, 12 Departments of the Faculty of Medicine (8 national, four international) have Accredited Expert Training Certificates. The Faculty of Theology has applied, and accreditation processes are ongoing. In addition, The Faculty of Dentistry and the Hospital of the Faculty of Medicine scored over 85 points in the 2019 Health Quality Assessment by the Ministry of Health, becoming one of the health institutions that will engage in international health tourism. Due to the global pandemic, there are no new assessments conducted. The assessment score is considered valid for 2021. According to the "REGULATION CONCERNING INTERNATIONAL HEALTH TOURISM AND TOURIST HEALTH" published in the Official Gazette dated 13.07.2017 and numbered 30123, the quality score received by the health institution in the process of quality assessments in health has become a determining criterion for authorization in health tourism. In addition, the Central Laboratory of Balcalı Hospital of our University completed its fifth audit in 2021. It was accredited until 2024 by the Joint Commission International (JCI) accreditation certificate, which it received for the first time in 2006 (Annex.A.1.4.5). In addition, "Cukurova University Alcoholic Beverages Analysis Special Food Control Laboratory" has certificate of competency and TÜRKAK (ISO 17025) accredited certificate given by the Ministry of Agriculture and Forestry General Directorate of Food and Control. **(Annex.A.1.4.6).**

Within internal auditing system studies, our university dramatically contributes to the Internal Quality Assurance mechanism. A new Internal Control Standards Compliance Action Plan covering 2021 and 2022 was prepared and put into practice with the Rectorate Approval dated 20.02.2021 and numbered 36109. In order for the Internal Control system to reach the sub-units sufficiently, the action plan put into practice was sent to our units electronically, the responsible and cooperating units were asked to realize the actions by the specified date, and the monitoring report of the plan for 2021 was prepared on a unit basis.

Within the scope of the action plan, an internal control system evaluation was made at the unit level based on the evaluation report sample in the Public Internal Control Guidelines for the evaluation of the Internal Control system of our University and the "Internal Control System Evaluation Report" of our university was prepared **(Annex.A.1.4.7, Annex.A.1.4.8, Annex.A.1.4.9, Annex.A.1.4.10).**

#### **A.1.5. Public Disclosure and Accountability**

One of the core institutional values of Cukurova University is expressed as "transparency and accountability through democratic management methods within the legal framework". <https://www.cu.edu.tr/institutional/university/misyon-vizyon-hedefler/>

Channels designed to inform the public and for reporting are declared accessible and all information steps are systematically carried out. The essential mechanisms are in place to ensure that the Cukurova University website provides accurate, up-to-date, relevant, and easily accessible information. <https://www.cu.edu.tr/>

Real and legal persons can apply for access to information through the University's web page and the applications are finalized by the University in accordance with the legal legislation.

<https://www.cu.edu.tr/institutional/university/bilgi-edinme-birimi/basvuru/>

In terms of institutional autonomy and accountability, Cukurova University has been sharing administrative activity reports, institutional expectations and financial status reports, investment projects monitoring and evaluation reports, internal evaluation reports, institutional feedback/monitoring reports with the public in accordance with the announced schedule. The effectiveness of institutional functioning is evaluated with the feedback received; it can effectively direct its relations with external stakeholders in the region, local governments, other universities, public institutions and organizations, non-governmental organizations, industry and local people (**Annex.A.1.1.1, Annex.A.2.1.2**).

### **The Governance Model and Administrative Structure**

**Maturity Level:** The practices related to the governance and Organizational structure of the institution are monitored and improved.

#### **Sample Evidence**

- [Annex.A.1.1.1.Strategic Plan.pdf](#)
- [Annex.A.1.1.2.2021 PERFORMANCE PROGRAM.pdf](#)
- [Annex.A.1.1.3.2021 STRATEGIC PLAN EVALUATION REPORT.pdf](#)

#### **Leadership**

**Maturity Level:** The institution has leadership practices that complement the development of quality assurance system and culture throughout the entire institution.

#### **Sample Evidence**

- [Annex.A.1.2.1.Quality Coordination Monitoring Report-December 2021 Web document.pdf](#)
- [Annex-A.1.2.2.Presentation of Research Performance Indicators for Quality Assurance.pdf](#)
- [Annex A.1.2.3.Faculties and Schools, Research University Evaluation Meetings, Presentations.pdf](#)
- [Annex.A.1.2.4.CU KAP Action Plan 2022 - Rectorate.pdf](#)

#### **Institutional transformation capacity**

**Maturity Level:** The change management approach is expanded throughout the institution and being carried out holistically.

#### **Internal quality assurance mechanisms**

**Maturity Level:** A transparent and holistic internal quality assurance system is established throughout the entire institution.

## Sample Evidence

- [Annex.A.1.4.1.Cukurova University Quality Assurance Directive.pdf](#)
- [Annex.A.1.4.2.Assignment of Quality Coordinator.pdf](#)
- [Annex.A.1.4.3. Quality Coordinator Assignment Letter.pdf](#)
- [Annex.A.1.4.4.Quality-Commission.Student-ACG-Activities.pdf](#)
- [Annex.A.1.4.5.JCI Accreditation Certificate.pdf](#)
- [Annex.A.1.4.6.Food Engineering-Lab..pdf](#)
- [Annex.A.1.4.7.Cukurova- University-Internal-Control-Manual.pdf](#)
- [Annex.A.1.4.8.CU Internal Control Action Plan.pdf](#)
- [Annex.A.1.4.9.Internal-Control-Module-Instructions for Use.pdf](#)
- [Annex.A.1.4.10.CU-Assessment -Report.pdf](#)

## Public disclosure and accountability

**Maturity Level:** Public disclosure and accountability mechanisms of the institution are monitored and improved based on stakeholder views.

## A.2. Mission and strategic objectives

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

The mission and vision of our organization are defined and are known and shared by the employees.

Cukurova University's Quality Policy is available at

<https://www.cu.edu.tr/institutional/university/misyon-vizyon-hedefler/>. The quality policy is simple, concrete and realistic, describes a sustainable quality assurance system, and has been prepared by the university quality commission in consultation with all stakeholders. The Quality Policy is communicated throughout the organization.

Similarly, there are policies on education and training, distance education, research and development, social contribution, management system, and internationalization.

<https://kaliteguvencesi.cu.edu.tr/cu/kurumsal/kalite-politikamiz>

Cukurova University has been granted the status of Research University by the Council of Higher Education (YÖK) within the framework of the “Mission Differentiation and Specialization on the Basis of Research”. The monitoring process for the target indicators determined for research and development policies is regularly monitored by both our university and YÖK (**Annex.A.2.1.1**). Results are shared with all stakeholders by top management (**Annex A.1.2.2, Annex A.1.2.3**).

Cukurova University conducts the monitoring and improvement activities in line with the 2019-2023 Strategic Plan, mission, vision, and strategic goals and objectives with all its units regarding its mission, vision, and policies. (**Annex.A.2.1.2, Annex.A.1.1.1, Annex. A.1.1.2, Annex.A.1.1.3**).

### **A.2.2. Strategic Goals and Objectives**

With the "Cukurova University 2019-2023 Strategic Plan" prepared in 2019, Cukurova University has determined its quality assurance policies and implementation strategies in the context of institutional strategic management and shared them with the public. The strategic plan includes short/medium/long-term objectives, targets, sub-goals, actions and their timing, prioritizing, responsible, and financial resources.

A detailed assessment of the previous strategic plan for 2014-2018 was carried out and therefore incorporated into the new strategic plan. The strategic plan is developed based on the results of the analysis conducted following a stakeholder workshop organized for all stakeholders, especially strategic stakeholders. **(Annex.A.2.2.1).**

<https://www.cu.edu.tr/haber-detay/1917>

Annual implementation of performance indicators is monitored, discussed in the concerned divisions and necessary actions are taken. **(Annex A.1.1.2, Annex A.1.1.3).**

### **A.2.3. Performance Management**

Indicators to measure our institutional performance are specified in the Strategic Plan, Performance Plan, Research Universities Assessment Form, and Internationalization Strategy Document.

**(Annex A.1.1.1, Annex A.2.2.1, Annex A.2.3.1).** The 78 performance indicators in the Strategic Plan are monitored every 6 months and evaluated annually. The 54 performance indicators in the performance program are monitored quarterly. **(Annex A.2.1.2, Annex A.2.3.2, Annex A.2.3.3)**

Academic units are regularly visited on-site by the senior management of our university and evaluation meetings are held. In 2021, these meetings were held regularly.

<https://habermerkezi.cu.edu.tr//haber-detay/2339/rektor-prof-dr-tuncel-den-fakultelere-ziyaret>

The Quality Coordinator of Cukurova University visited academic units for the performance of all units, and a monitoring report was released. **(Annex.A.1.2.1).** In the first six months of 2022, the reporting and recording software program will be made ready by the Department of Information Technologies.

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

**Maturity Level:** The practices based on the mission, vision and policies are followed up and evaluated with stakeholders in order to take necessary precautions.

### **Sample Evidence**

- [Annex.A.2.1.1.Research University Self-evaluation report \(2\).pdf](#)
- [Annex.A.2.1.2.Annual Report 2021.pdf](#)

## Strategic goals and objectives

**Maturity Level:** The institution monitors the strategic plan implemented by it and evaluates it with the related stakeholders, then the output is reflected in the institution's future plans.

### Sample Evidence

- [Annex.A.2.2.1. 2019 STAKEHOLDER-WORKSHOP-FINAL-REPORT.pdf](#)

## Performance management

**Maturity Level:** The institution follows up performance indicators and performance management mechanisms' efficiency and makes improvements based on the follow-up process results.

### Sample Evidence

- [Annex.A.2.3.1 Internationalization Strategy Document.pdf](#)
- [Annex.A.2.3.2. STRATEGIC PLAN MONITORING REPORT FOR THE YEAR 2021.pdf](#)
- [Annex.A.2.3.3. Performance Program Monthly Monitoring.pdf](#)

## A.3 Governance Systems

### A.3.1 The Information Management System

Data on the critical activities and processes of the organization are collected, analyzed, and reported using information management systems, and all this data is used for strategic management. A centralized "E-Campus" information system has been established to link the institution's education, research, and community service processes with each other and with administrative and support functions and to ensure that the institution's quality performance indicators can be produced and reported more accurately. Integration of all automation has been completed and feeds quality management processes. **(Annex.A.3.1.1).**

Within this framework, the e-campus information system has been established, and all individual information management systems (AVESİS, BAPSİS, EBYS, ÇÜBİS, EÖBS, etc.) are brought together through this system. In 2020, with the start of the global pandemic, the Online Education System was integrated into the ÇÜBİS system. In 2021, the integration of the Faculty of Medicine, Faculty of Dentistry, and State Conservatory with ÇÜBİS were completed. **(Annex A.3.1.2).** Personnel and statistics module are implemented.

The university has a graduate tracking system, and announcements and various surveys for graduates are realized through this system. On this wise, communication with alumni, who are among the critical stakeholders of the university, is ensured. In 2021, the online application module (for the institute, foreign language exam, international student applications), COVID Tracking System and Survey Management Evaluation System, as well as the student support system for instant / planned solution of student problems, analysis of detected problems and prevention of their recurrence were commissioned. **(Annex.A.3.1.3).** The COVID Tracking System was actively used during the pandemic period and was suspended in line with the practices of the Ministry of Health.

Campus Information Management System <https://ekampus.cu.edu.tr/>



Alumni Management System <https://mezun.cu.edu.tr/>

Support system <https://destek.cu.edu.tr/>

Online application module <https://enstitubasvuru.cu.edu.tr/>

<https://isoexamapp.cu.edu.tr/>

<https://events.cu.edu.tr/event/5/registrations/3/>

Survey management and evaluation system link <https://forms.cu.edu.tr/>

Information security is protected within the scope of the protocol determined by ULAKBİM and the circulars and laws issued by the concerned public institutions and organizations. Penetration tests are performed on a regular basis. (**Annex A.3.1.4, Annex A.3.1.5**). The ISO 27001 Information Security Management System Certification process was started in 2021, but it was delayed to 2022 due to the global epidemic.

At the pandemic's beginning, the licensed "Perculus" program was used for training, and the "Microsoft Teams" program was used in all other units.

However, all units have now switched to the "Microsoft Teams" program. The "Moodle" tool, which is open source and was developed specifically for our university, is used for exams. All records of class lectures and examinations are saved using licensed software. (**Annex.A.3.1.6, Annex.A.3.1.7**). Only students and teachers have defined access to courses and records. User names and passwords are used to maintain security, and unauthorized users are prevented from gaining access.

The Personal Data Protection Law No. 6698 is complied with in all procedures and uses of all data and records generated by the remote education system.

The University of Cukurova was registered in VERBİS by the law on protecting personal data. Department of Information Technologies delivered trainings to unit managers. Personnel pertinent to the subject matter attended these meetings (**Annex A.3.1.8, Annex A.3.1.9**).

Systematically, the results of the processes managed in the departments pertaining to distance/blended education are monitored, the opinions of stakeholders are solicited, and the results of the monitoring are evaluated in collaboration with stakeholders; based on the needs/demands, measures are taken, and updates are made. (**Annex.A.3.1.10**).

### **The information management system**

**Maturity Level:** The institution monitors and improves the integrated information management system.

## Sample Evidence

- [Annex.A.3.1.1.Ecampus System All Modules.pdf](#)
- [Annex.A.3.1.2.Education Education Information System.pdf](#)
- [Annex.A.3.1.3.Support System.pdf](#)
- [Annex.A.3.1.4.Cukurova University Penetration Test Report.pdf](#)
- [Annex.A.3.1.5.2021 penetration test.pdf](#)
- [Annex. A.3.1.6 Program License Attachment.pdf](#)
- [Annex.A.3.1.7.Course-Registration.pdf](#)
- [Annex.A.3.1.8. Verbis Education.pdf](#)
- [Annex A.3.1.9.KVKK Education Announcement.pdf](#)
- [Annex.A.3.1.10. 2020-2021 EDUCATIONAL PERIOD EVALUATION REPORT FOR THE PANDEMIC PERIOD.pdf](#)

### A.3.2. Human Resources Management

Cukurova University has policies and procedures in place to manage its human resources. Academic staff is evaluated and appointed by Higher Education Law No. 2547 and the "Regulation on Promotion and Appointment to Faculty Membership," "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Exams to be Applied in Appointments to the Staff of Academic Staff Other than Faculty Members," and "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Exams to be Applied in Appointments to the Staff of Academic Staff Other than Faculty Members".

YOK has established that these requirements fall within the scope of the Research-Oriented Mission Differentiation and Specialization Project, considering the university's Strategic Plan for 2019–2023. The weights of research-oriented activities in the appointment criteria of our university are in line with the relevant project (**Annex.A.3.2.1**).

By the Regulation on the Determination Norm Staff Determination and Utilization of the Teaching Staff in State Higher Education Institutions, the Cukurova University Norm Staff study has been completed, and academic staff appointments for 2021 have been made by this plan revealing the needs of each unit.

Academic staffing requirements are communicated to the Council of Higher Education beginning with the request stage of the relevant departments, after going via the appropriate departmental boards, deanship, and rectorship. According to the "Law No. 659 on Civil Servants", administrative personnel postings at our university are based on the results of the Public Personnel Selection Examination (KPSS).

According to the "State Servants Law No. 657", administrative personnel assignments at Cukurova University are based on the results of the Public Personnel Selection Examination (KPSS). In addition, appointments are made in accordance with the "Anti-Terror Law No. 3713" and the "Social Services Law No. 2828." During the needs analysis phase, the Rectorate conducts studies to evaluate the workforce needs of the units. Administrative personnel are appointed through institutional transfers. The Decree of the Council of Ministers No. 15754 regulates contracted personnel and the Labor Law No. 4857 regulates permanent employment.

The personnel recruiting procedures are conducted openly and are published in the Official Gazette and on the Cukurova University website. Information is disseminated to the appropriate units via EBYS.

Cukurova University's Promotion and Title Change Examination for Administrative Personnel was held on 23/03/2019 as part of the university's Human Resources Management improvement processes, and 68 employees passed the written and oral exams and were promoted to their new positions through staff and title changes. A Promotion and Title Change Examination for Administrative Personnel was held at Cukurova University as part of the university's efforts to improve Human Resources Management on Wednesday, March 23. 68 staff members passed the written and oral exams to be promoted to new positions and receive new titles. **(Annex.A.3.2.3)**.

Education and merit are prioritized in staff planning criteria, and several trainings are provided to develop personnel competencies. Academic personnel participate in programs for Continuing Professional Education and the training of trainers. In-service trainings are organized to ensure the adaptation of administrative staff to their duties, to increase and improve their competencies:

- In-service training of candidate civil servants between 11/01/2021-01/02/2021,
- SSI applications salary reconciliation chief / unit supervisors legislation training between 24-26/05/2021,
- SSI applications Service Tracking Program (HITAP) users legislation training on 27-28/05/2021,
- Movable property regulation / duties and responsibilities of movable registration authorities and Movable Records Control Authorities legislation training on 31/05/2021-01/06/2021,
- Communication and public relations training held on 04/06/2021 **(Annex A.3.2.4, Annex A.3.2.5)**.

In addition, trainings tailored to the needs of the unit are arranged. **(Annex A.3.2.6)**.

The Survey Management System is used to conduct periodic surveys of academic and administrative staff, and the system can be used to track survey results **(App.A.3.2.7, App.A.3.2.8)**.

Survey management and evaluation system link <https://forms.cu.edu.tr/>

Employee satisfaction survey <https://forms.cu.edu.tr/s819455>

Instructor Evaluation Survey; <https://forms.cu.edu.tr/s356566>

In addition to the university-wide satisfaction surveys, the units also conduct administrative personnel satisfaction surveys and assess the results. **(Annex.A.3.2.9)**.

In 2021, research to measure and reward academic staff performance was launched. Faculty members who obtained patents and outsourced projects in Q1, Q2 journals throughout the past five years have been identified. In 2022, there will be a ceremony honoring academics who have conducted relevant research.

Various ceremonies are organized to reward academic and administrative staff at our university. These are;

At the event conducted on May 20, 2021, our Rectorate congratulated our outgoing Deans for their service and wished our newly appointed Deans a prosperous tenure. **(Annex.A.3.2.10)**. 158 employees were awarded a Certificate of Appreciation by the Rectorate of Cukurova University in 2021 as a means of recognizing their contributions to the many formal

ceremonies performed on campus in 2021. **(Annex.A.3.2.11)**. In addition, a ceremony was held on 30/06/2021 for 67 administrative staff who retired in 2020-2021 **(Annex.A.3.2.12)**.

<https://habermerkezi.cu.edu.tr/haber-detay/2250>

This year's inaugural ceremony at Cukurova University was attended by a significant number of students, staff, and administrators, as is the case every year. The academic year 2021-2022 began with a ceremony and conference, and the program ended with a reception in the evening after a talk with academics. **(Annex A.3.2.13)**.

## Human resources management

**Maturity Level:** The institution monitors its human resources management practices and makes improvements with input from relevant internal stakeholders.

### Sample Evidence

- [Annex.A.3.2.1. Academic-Personnel-Assignment-Criteria.pdf](#)
- [Annex.A.3.2.2.Vacancy-Request.pdf](#)
- [Annex.A.3.2.4. 2021 In-Service Training of Candidate Civil Servants \(1\).pdf](#)
- [Annex.A.3.2.5.2021 Serviceman Training \(1\).pdf](#)
- [Annex.A.3.2.3.Assignment-Promotion.pdf](#)
- [Annex.A.3.2.6. Administrative Staff - Need-based In-Service Training.pdf](#)
- [Annex.A.3.2.7-CU-Teacher-Members-Satisfaction-Survey-Work-Analysis-Results.pdf](#)
- [Annex.A.3.2.8.CU-Staff-Satisfaction-Survey-Analysis- Results 2021. \(1\).pdf](#)
- [Annex.A.3.2.9.Units Administrative Staff Satisfaction Survey.pdf](#)
- [Annex.A.3.2.10. Ceremony-Invitation-Deans.pdf](#)
- [Annex.A.3.2.11.Acknowledgment-Document.pdf](#)
- [Annex.A.3.2.12.Ceremony-Invitation-Administrative-Personnel.pdf](#)
- [Annex.A.3.2.13.Academic Year Opening Ceremony.pdf](#)

## A.3.3. Financial Management

The main income and expenditure items are defined and monitored over the years **(Annex A.3.3.1, Annex A.3.3.2)**. The financial resources of Cukurova University are made up of treasury aids from the general budget, self-revenues from primary and secondary education, non-thesis master's degrees, distance education, rental income, and donations. In addition to the central administrative budget, we also have funds from external initiatives and revolving funds. External resources come from institutions and organizations such as TÜBİTAK, Development Agency, Ministries, European Union Funds and international funding sources (UNDP, ILO, IOM, GiZ, etc.). **(Annex A.1.1.1, Annex A.1.1.2)**. Our university continues its activities in line with the provisions of the relevant legislation in the financial resources management process. Processes for the management of these resources are defined in the KIOS system.

<http://ickontrol.cu.edu.tr/>

In 2021, the program budget was adopted and expenditures are made on a program basis. In addition, the treasury single account system was implemented in 2021, and the treasury began to evaluate bank assets.

## Financial Management

**Maturity Level:** The institution monitors and improves its financial resources management processes.

### Sample Evidence

- [Annex.A.3.3.1. Temporary Balance for 2021 600 accounts.pdf](#)
- [Annex.A.3.3.2. Temporary Balance for 2021 800 accounts.pdf](#)

### A.3.4. Process Management

Process maps, work flow charts and work flow tables have been determined by the Strategy Development Department of our university within the process management to cover all units. Details on process management are available at the link (<https://ickontrol.cu.edu.tr/>). Process evaluations are periodically conducted by the internal audit unit. Findings are shared with relevant units and processes are improved (**Annex A.3.4.1**).

Due to the global epidemic, the processes related to distance/co-education services were redefined by our institution in 2021, and the Cukurova University Distance Education Directive "Measurement and Evaluation Directive in Distance Education" entered into force with the Senate Decision dated October 27, 2020, and numbered 18/1. (**Annex.A.3.4.2, Annex.A.3.1.10**).

### Process management

**Maturity Level:** Defined processes are managed throughout the entire institution.

### Sample Evidence

- [Annex.A.3.4.1 Examples of Business Flow Processes.pdf](#)
- [Annex.A.3.4.2.Cukurova University Directive on Distance Education Testing and Assessment.pdf](#)

## A.4. Stakeholder Involvement

### A.4.1. Internal and external stakeholder involvement

Stakeholder analysis, prioritization and communication mechanisms for the effective participation of Cukurova University's internal and external stakeholders in quality assurance, education and training, research and development, social contribution processes, decision-making, governance and improvement activities are defined in the 2019-2023 strategic plan (**Annex.A.1.1.1**). In accordance with this process mechanism, broad stakeholder participation is ensured through the workshop organized. The results are analyzed, reported and used in improvement efforts (**Annex A.4.1.1**). The results of stakeholder analysis are used to determine target indicators in the strategic plan, indicators are regularly monitored and improvement activities are carried out in line with the targets set (**Annex A.1.1.1, Annex A.1.1.1.2, Annex A.1.1.1.3**).

In addition, Cukurova *University Advisory Board* to improve the cooperation of Cukurova University and its units with the business world, public and private sector organizations and

other stakeholders, to make advisory decisions and share experiences on education and training curriculum, research projects, innovation and entrepreneurship activities and community service, *Cukurova University - Industry Cooperation Advisory Board* and *Unit Advisory Boards*, which are named with the name of the relevant academic unit within the Faculties, Institutes, Schools, Vocational Schools and units affiliated to the Rectorate, are established in accordance with the "Cukurova University Advisory Boards Directive" **(Annex.A.4.1.2)**.

In a considerable number of our Academic Units, meetings related to the unit's field/sector of activity with external stakeholders are organized. **(Annex.A.4.1.3)**. Moreover, external stakeholder surveys are conducted for all services and educational activities delivered by the unit. In addition to these polls, our academic units also conduct surveys and feedback methods to enhance their education and service delivery operations **(Annex.A.4.1.5)**. **(Annex A.4.1.5)**.

"Instructor Satisfaction Surveys", "Staff Satisfaction Surveys" and "Student Satisfaction Surveys" are conducted regularly throughout the University, reported through the Survey Management System, and the results are used in decision-making and improvement processes **(Annex.A.3.2.7, Annex. A.3.2.8, Annex. A.4.1.6)**.

<https://forms.cu.edu.tr/s819455>

<https://forms.cu.edu.tr/s356566>

<https://forms.cu.edu.tr/s767437>

## **Internal and external stakeholder involvement**

**Maturity Level:** The functioning of stakeholder involvement mechanisms is monitored and relevant improvements are made.

### **Sample Evidence**

- [Annex.4.1.1.2019 STAKEHOLDER WORKSHOP FINAL REPORT.pdf](#)
- [Annex A.4.1.2. Advisory Boards Directive.pdf](#)
- [Annex.A.4.1.3. External Stakeholder Communication Meetings of the Units.pdf](#)
- [Annex.A.4.1.4. Units External Stakeholder Surveys.pdf](#)
- [Annex A.4.1.5. Faculty-Based Feedback Surveys.pdf](#)
- [Annex.A.4.1.6. CU-Student-Satisfaction-Survey-Analysis-Results \(1\).pdf](#)

### **A.4.2. Student feedback**

At our university, students' comments are solicited and considered in the institutional planning and enhancement of the services and supports provided to students, and the results are shared. Representatives from student organizations, student council, student council president, departments, and academic units take part in decision-making at various levels. **(Annex A.4.2.1)**. Additionally, in 2021, a student sub-commission was created under our university's Quality Commission, and it actively participated in the commission's activities. **(Annex.A.1.4.4)**.

A "Student Satisfaction Survey" is conducted regularly throughout the university, reported through the survey management system, and the results are used in decision-making and improvement processes **(Annex.A.4.1.6)**.

<https://forms.cu.edu.tr/s767437>

In addition, the results of the procedures managed in connection to distance/blended education during the pandemic process were carefully monitored, student feedback was solicited, and actions were implemented based on an evaluation of monitoring results conducted in collaboration with stakeholders. The necessary adjustments are made (**Annex A.3.1.10**).

In order to improve the education processes in our academic units, such as courses, lecturers, programs, student workload, and service delivery procedures, we also regularly conduct surveys and communication sessions with the students. (**Annex A.4.2.2**).

Students can use Cukurova University Support System on the web for their complaints, suggestions and support services they request (**Annex.A.3.1.3**).

<https://destek.cu.edu.tr/index.php>

The applications opened through the system are directed to the relevant units and finalized and closed within the specified periods, and the analysis and statistics related to the requests are monitored instantly.

### **Student Feedback**

**Maturity Level:** Practices about collecting student feedback are monitored in all programs and they are improved with student participation. Feedback results are reflected in decision making processes.

### **Sample Evidence**

- [Annex.A.4.2.1. Minutes of the Student Commission.pdf](#)
- [Annex.A.4.2.2. Unit Student Survey and Communication Meetings.pdf](#)

### **A.4.3. Alumni Relations Management**

A Graduate Information System has been built to collect employment data, such as current employment, income, and employer/graduate satisfaction. <https://mezun.cu.edu.tr/>

Additionally, during external stakeholder meetings, the satisfaction levels of graduates and the corporate sector with regard to graduate qualifications are discussed, and evaluations are produced by gathering comments on the topic at these meetings. (**Annex A.4.3.1**).

On a unit-by-unit basis, alumni feedback is gathered. Some departments have also developed their own graduate monitoring systems. The results of graduate feedback are used to carry out improvement activities including quota determination and program evaluation. (**Annex.A.4.3.2**). To improve connection with alumni, certain units have established official social media accounts. (**Annex.A.4.3.3**). Some of our academic units have their own alumni associations (**Annex.A.4.3.4**). <https://cukurovatipmed.org/>

Our graduates are periodically polled via the system in order to solicit their opinions. (**Annex.A.4.3.5**).

## Alumni relations management

**Maturity Level:** The alumni tracking system practices are monitored and improvements on the programs are made depending on requirements.

### Sample Evidence

- [Annex.A.4.3.2.Graduate Tracking Systems.pdf](#)
- [Annex.A.4.3.4. Annual Alumni Association Report.pdf](#)
- [Annex.A.4.3.3. Official Social Media Account to track and maintain contact with the Alumni.pdf](#)
- [Annex.A.4.3.5.CU-Graduate-Satisfaction-Survey-Analysis-Results.pdf](#)
- [Annex.A.4.3.1.External Stakeholder Meetings with Alumni.pdf](#)

## A.5. Internationalization

### A.5.1. Management of Internationalization Processes

Cukurova University, which has been selected as a pilot university in the field of internationalization by the Council of Higher Education in order to implement Turkey's internationalization strategies in higher education, carries out its internationalization activities within the framework of the 2019-2023 Internationalization Strategy Document (**Annex.A.2.3.1**). Internationalization processes were handled with a holistic approach and strategic targets were determined under the headings of international students, international research and international education. Cukurova University carries out its internationalization activities within the framework of the activities of the International Office (<https://international.cu.edu.tr/>), the International Student Center ([https://iso.cu.edu.tr/documents/Uluslararası Öğrenci Mrkz Yönetmeliği.pdf](https://iso.cu.edu.tr/documents/Uluslararası%20Öğrenci%20Yönetmeliği.pdf)) and the Project Development Coordination Unit (<https://www.cu.edu.tr/cu/research/proje-gelistirme-ve-koordinasyon-birimi>).

The International Office, which was founded in 1993 in order to establish diplomatic relations and ensure participation in international scientific research, was restructured to gather all exchange programs under its roof with the amendment made to the Unit Directive in 2015 (<https://international.cu.edu.tr/cu/genel-bilgi/organization>). The activities of the unit are carried out within the scope of Erasmus+, Mevlana, Farabi and Internationalization Institutional Coordinatorships. In addition, the number of members of the Academic Board, which previously consisted of 7 faculty members, has been increased to 11 to include the Vice Rector responsible for Internationalization activities (**Annex.A.5.1.1, Annex.A.5.1.2**). The main mission of the Board is to determine policies and strategies for internationalization activities (<https://international.cu.edu.tr/cu/genel-bilgi/academic-advisory-board>).

At the department and faculty level, there are also coordinators appointed from among the faculty members for each of the exchange programs (<https://erasmus.cu.edu.tr/cu/genel-bilgi/coordinators>), (<https://mevlana.cu.edu.tr/cu/genel-bilgi/mevlana-coordinators>). Briefings are organized by the International Office annually in order to convey current developments and inform the new coordinators. Within the scope of COVID-19 measures, the briefing was held online on 11 February 2021 by the Erasmus+ Institutional Coordinatorship (**Annex.A.5.1.3**). In addition to the annual briefings, thematic meetings are also organized when any changes are made to the Erasmus Implementation Handbook or the Commission's



Implementation Book. Within the scope of COVID-19 measures, some meeting content are delivered through e-mail.

Under the Erasmus+ Learning Mobility of Individuals in Higher Education Program, carried out by the Erasmus Coordinatorship of the International Office, our University has made 234 bilateral agreements <https://erasmus.cu.edu.tr/cu/bilateral-agreements/anlasma-listesi> with a total of 24 European countries, first and foremost of which are Germany, Poland and Italy. Under the International Credit Mobility (KA107) program carried out within the framework of the two-year project with non-European countries, inter-institutional agreements were signed with 21 institutions (<https://erasmus.cu.edu.tr/cu/international-credit-mobility/ka107-bilateral-agreements>). During this journey, which started with 11 students as one of the 15 universities selected for the Erasmus Learning Mobility Pilot study in 2004, the International Office has hitherto enabled approximately 4000 students to receive training, more than 800 students to do internships and nearly 600 academic and administrative staff to benefit from the mobility. Our university also carries out the ÇukurovaMed Internship Consortium project with eight universities from the Cukurova region and one non-university partner as the Erasmus+ Internship Consortium Coordinator. In the year 2021, 210 students took part in student mobility; 103 students in internships; 4 faculty members benefited from staff mobility; and 14 staff and 31 students were hosted at our university, in spite of a decrease in the number of exchanges as a result of border closures due to the global COVID-19 outbreak. 2020-2021 Spring Semester Orientation Program for incoming students took place between 6-8 February 2021; and the 2021-2022 Academic Year Fall Semester Orientation Program on 21-23 September 2021 (**Annex.A.5.1.4, Annex.A.5.1.5**). Cukurova University has been selected as a "good practice example" by the National Agency 3 times in terms of incoming student services and has shared its experiences with other universities in project management meetings.

The University has signed a Mevlana Protocol with a total of 59 universities from 24 countries within the framework of the Mevlana Exchange Program run by the Mevlana Coordinatorship within our institution. According to a decision by Executive Board of YÖK (Council of Higher Education), calls for Mevlana Exchange Program and Project-Based International Exchange Program were canceled. In this vein, no mobility activities could be carried out in the Academic Years 2020-2021 and 2021-2022.

The Internationalization Coordinatorship carries out procedures related to academic and scientific cooperation protocols and goodwill agreements made by our university with universities abroad, student exchange made within the framework of these protocols, international joint programs, guest academics and doctoral co-advisor agreements (<https://international.cu.edu.tr/cu/internationalization>).

A code of practice on international joint education and training programs is adhered to in accordance with the "Cukurova University International Joint Education and Training Programs Directive" (**Annex.A.5.1.6**). Our university has signed a protocol for a dual degree program with the Colorado Boulder University in "Electrical and Electronics Engineering" (**Annex A.5.1.7**) and another with Portland State University in "Political Science and International Relations" (**Annex.A.5.1.8**), both approved by the Council of Higher Education.

In 2019, "Cukurova University Co-Supervised Doctoral Education and Training Directive" was approved by the University Senate (**Annex.A.5.1.9**). Co-Supervised Doctoral Education and Training, which can be realized upon the request of doctoral students and their advisors, is a type of agreement in accordance with the Graduate Education and Training Regulations of the University. Within that framework; Agreements have been signed with the University of Pisa,

Italy in the field of Archaeology (**Annex.A.5.1.10**), with the University of Liege in Belgium in the field of Food Engineering (**Annex.A.5.1.11**) and with the University of Barcelona in Spain in the field of Thermal Energy Storage (**Annex.A.5.1.12**).

Apart from the scope of exchange programs, our university has signed a total of 75 scientific and academic cooperation protocols from 40 countries with universities abroad. Within the scope of these protocols, student exchange is carried out within the framework of the "Directive on Exchange Programs under Cukurova University Bilateral Cooperation Protocols" (**Annex.A.5.1.13**). Within the scope of this directive, 5 students studied at our university.

(<https://international.cu.edu.tr/cu/internationalization/partners>).

The International Office informs the beneficiaries via the website and e-mail.

(<https://international.cu.edu.tr/haber-detay/285/onemli-2021-2022-akademik-yili-ogrenim-hareketliligi-aday-adayi-ogrenci-bilgilendirmesi/>

<https://international.cu.edu.tr/haber-detay/284/2021-2022-akademik-yili-ogrenim-hareketliligi-aday-adayi-ogrenci-bilgilendirmesi>).

- An information meeting for outgoing personnel as part of the International Credit Mobility program was held on 17 November 2021 (**Annex.A.5.1.14**),
- Information meeting on the special needs support offered as part of the Erasmus+ Exchange Program was held on 3 December 2021 (**Annex.A.5.1.15**) with the support of the Accessibility Unit of our University,
- Internship Outgoing Student Information Meeting 8 January 2021,
- Information meeting for KA107 outgoing students 6 May 2021,
- Peer student information meeting 3 September 2021,
- Internship Additional Call Information Meeting 25 May 2021,
- KA107 Outgoing Student Information Meeting on May 6, 2021,
- The Consortium Project Beneficiaries Information Meeting was held online on 13 December 2021.

As part of ErasmusDAYS, International Food Day was organized on October 14, a joint event with Adana Alparslan Türkeş Science and Technology University on October 15 and a Cultural tour of Cappadocia was organized for the students on October 16-17, 2021 (**Annex.A.5.1.16**).

In addition to these, overseas scholarship opportunities for students and researchers, summer/winter school opportunities, opportunities for online programs that they can benefit from during the pandemic process are posted on the announcement board of the International Office Web page and is available under the tab titled Online Opportunities.

(<https://international.cu.edu.tr/cu/cevrimici-firsatlar>)

(<https://international.cu.edu.tr/posts/duyurular/2021>) Additional institution-specific documentation and guidance materials provided to the beneficiaries and coordinators regarding Exchange Programs and joint programs are:

- Erasmus+ Learning Mobility Prospective Students Roadmap
- Erasmus+ Roadmap for Coordinators
- Letter of Commitment
- Erasmus+ Outgoing Student Checklist

- KA107 International Credit Mobility Information Leaflet
- Joint Program Information Leaflets
- Mevlana Exchange Program Leaflet **(Annex.A.5.1.17)**.

8 academics from universities abroad were assigned to carry out research activities at our university within the scope of the "Implementation Directive for Guest Academics" **(Annex.A.5.1.18)**, adopted by the University Senate in line with the needs of the institution.

With the Consortium Projects carried out by the Erasmus+ Institutional Coordinatorship of the International Office, Small-Medium Industrialists and private sector representatives from abroad are invited to make presentations at our university and partner institutions. We are the first university to carry out teaching mobility by having invited experts from abroad and having made a good practice presentation to other universities at the experience-sharing meeting organized by the National Agency **(Annex.A.5.1.19)**. Meetings are held between sector representatives interested in consortium projects and university researchers to consider prospects for overseas industry-university collaboration. In this context, NGO representatives invited for education and career opportunities in Europe gave a seminar at our University on 21 December 2021 **(Annex.A.5.1.20)**.

The Center which was established in 2011 as the "International Student Office (ISO)" and renamed "CU International Student Coordination Application and Research Center" in 2015, is the only institution among universities in Turkey that works as a Center affiliated to the Rectorate for international students. In order for international students studying at our university to have a successful and trouble-free education period, the Center provides guidance to international students regarding bureaucratic procedures related to both the university and the state from the registration period to graduation and also carries out international promotional activities. For international students who want to study at our university, the center has been organizing the ÇÜÖS - Cukurova University International Student Exam since 2012. CUOS is held in April or May of each year at various centers (31 Examination Centers) in Turkey and abroad. The 2021 CUOS was held on July 31, 2021 domestically in 10 provinces including Adana, Ankara, Istanbul, Izmir, Gaziantep, Şanlıurfa, Van, Hatay, Trabzon and Antalya in Turkey; and internationally in Baku, Azerbaijan. <https://iso.cu.edu.tr/tr/announcement-lis.html> 2021-2022 Academic Year Fall semester international student graduate applications were received online via [iso.cu.edu.tr](https://iso.cu.edu.tr) between June 2 and July 15, 2021. (<https://iso.cu.edu.tr/tr/announcement-yilis.html>) There are currently a total of 1770 international students enrolled in associate, undergraduate and graduate programs at our university.

In the 2021-2022 academic year, an orientation program was organized for newly registered international students at Mithat Özsan Lecture Hall on October 27, 2021 (<https://habermerkezi.cu.edu.tr/haber-detay/2300/cukurova-universitesi-uluslararası-ogrenci-merkezi-ogrencilerine-oryantasyon-programi-duzenledi>).

Within the scope of international promotional activities, the International Student Coordination Application and Research Center participated in the "Study in Turkey YÖK Virtual Fair 2021" organized by the Higher Education Council on 27-29 July 2021 **(Annex.A.5.1.21)**.

Within the scope of "international research", which constitutes one leg of our Internationalization Strategy, the Project Development and Coordination Unit was established within our university in 2014 in order to support the participation of our university staff in outsourced projects. Our relevant unit periodically organizes project trainings for programs such as Horizon 2020, TÜBİTAK bilateral cooperation for the researchers of our university and

informs them about domestic and international funds on a monthly basis (<http://proje.cu.edu.tr/tum-duyurular.asp>). In order to manage outsourced projects from a single unit, the Project Development and Coordination unit was restructured in 2017 by incorporating it into Technology Transfer Office (TTO) of our university.

In order to establish international cooperation, our university has also been a member of the European University Association since 2001 (**Annex.A.5.1.22**).

### **Management of internationalization processes**

**Maturity Level:** The governance and organizational structure of the internationalization processes are monitored and improved.

### **Sample Evidence**

- [Annex.A.5.1.1. International Office Directive.pdf](#)
- [Annex.A.5.1.2.Academic Committee Appointment.pdf](#)
- [Annex.A.5.1.3.Coordinators Information Meeting.pdf](#)
- [Annex.A.5.1.6.Common Program.pdf](#)
- [Annex A.5.1.7. Colorado Boulder CoHE Approval.pdf](#)
- [Annex A.5.1.8. Portland State University YÖK Approval.pdf](#)
- [Annex A.5.1.9. Es Consulting.pdf](#)
- [Annex.A.5.1.10.Pisa Es Consultancy.pdf](#)
- [Annex.A.5.1.12.Barcelona Es Consultancy.pdf](#)
- [Annex A.5.1.13 Exchange Directive.pdf](#)
- [Annex A.5.1.14. KA107 Personnel Information.pdf](#)
- [Annex A.5.1.15. Special Needs Support.pdf](#)
- [Annex A.5.1.16. ErasmusDays.pdf](#)
- [Annex A.5.1.17. Exchange Programs Information Brochures and Documents.pdf](#)
- [Annex.A.5.1.18. Visiting Scholar.pdf](#)
- [Annex A.5.1.19. Consortium Final Program \(1\).pdf](#)
- [Annex A.5.1.22. Membership to the European Universities Association.pdf](#)
- [Annex A.5.1.21. 2021 Central Annual Report.pdf](#)
- [Annex.A.5.1.4. Orientation 2021-2022-Fall.pdf](#)
- [Annex.A.5.1.5 Orientation-2020-2021.Spring.\(1\).pdf](#)
- [Annex A.5.1.11. Liege Co-Advising.pdf](#)
- [Annex A.5.1.20. Europe-Education-Career.pdf](#)

### **A.5.2. Internationalization Resources**

In the management of resources allocated for international studies, the following apply:

- Erasmus KA103 Budget implementation Project - 2019-1-TR01-KA103-064123 (**Annex.A.5.2.1**)
- Erasmus KA107 Budget implementation Project - 2019-1-TR01-KA107-066847 (**Annex.A.5.2.2**)
- Erasmus KA103 Budget implementation Project - 2019-1-TR01-KA103-066122 (**Annex.A.5.2.3**)

- Erasmus KA103 Budget implementation Project - 2020-1-TR01-KA103-084307  
**(Annex.A.5.2.4)**
- Erasmus KA107 Budget implementation Project - 2020-1-TR01-KA107-091419  
**(Annex.A.5.2.5)**
- Erasmus KA103 Budget implementation Project - 2020-1-TR01-KA103-083772  
**(Annex.A.5.2.6)**

The control of the resources used by the Erasmus+ Coordinatorship is monitored digitally through the Mobility Tool / Turna (Crane) through an interim report and final report according on the dates set by the relevant project's contract. "Detailed Control, Monitoring Visit and System and On-Site Finance Audit for institutions receiving high amount of grants" are carried out by the National Agency. In addition, the Academic Board of the International Office and the senior management of our University receive reports on the use of grants **(Annex.A.5.2.7)**.

### **Internationalization resources**

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

### **Sample Evidence**

- [Annex.A.5.2.1.Budget-1.pdf](#)
- [Annex.A.5.2.2.Budget- 2.pdf](#)
- [Annex.A.5.2.3.Budget-3.pdf](#)
- [Annex.A.5.2.4.Budget- 4.pdf](#)
- [Annex.A.5.2.5.Budget-5.pdf](#)
- [Annex.A.5.2.6 Budget-6.pdf](#)
- [Annex.A.5.2.7.Academic Board Budget Information.pdf](#)

### **A.5.3. Internationalization Performance**

Indicators related to internationalization processes, performance monitoring and improvement studies, regular weekly meetings of the Academic Board of the International Office and the Annual Activity Reports of the Unit are monitored and process improvement studies are carried out **(Annex.A.5.3.1)**.

Regular data entry is provided for our university to take place in international rankings and for this purpose, a data collection system is used to collect data and evidentiary documents from all units **(Annex.A.5.3.2)**. The results of the ranking are reported to senior management **(Annex.A.5.3.3)**.

Information on our rankings is regularly shared with internal and external stakeholders through the website **(Annex.A.1.2.2, Annex.A.1.2.3)**.

Upon International Activities, surveys are given to the participating stakeholders and efforts are made to improve the processes in light of received feedback:

- Erasmus Outgoing Student Feedback Form **(Annex.A.5.3.4)**
- Erasmus Incoming Student Feedback Form **(Annex.A.5.3.5)**
- Internationalization Feedback Form **(Annex.A.5.3.6)**

- Summer/Winter School Feedback Form (**Annex.A.5.3.7**)
- Visiting Academic Feedback Form (**Annex.A.5.3.8**)
- Mevlana Feedback Form (**Annex.A.5.3.9**)

The results of the evaluation made through the feedback forms are reported under the title of "Evaluation of Performance Results" in the Unit Annual Report (**Annex.A.5.3.1**).

In the Criteria for Promotion and Appointment to Faculty Membership of our University, there are criteria to increase the internationalization performance (**Annex.A.3.2.1**). Furthermore, additional resources are provided by Scientific Research Projects to support international projects and research.

### **Internationalization performance**

**Maturity Level:** Internationalization activities in the institution are followed up and improved.

### **Sample Evidence**

- [Annex. A.5.3.2.Data Collection System.pdf](#)
- [Annex A.5.3.1.2021 Unit Activity Report \(1\).pdf](#)
- [Annex A.5.3.3 THE- RANKING.pdf](#)
- [Annex A.5.3.6 Binary Protocol Change Feedback.pdf](#)
- [Annex.A.5.3.7 Summer-Winter-Feedback.pdf](#)
- [Annex.A.5.3.8 Guest Feedback.pdf](#)
- [Annex A.5.3.9 Mevlana Feedback.pdf](#)
- [Annex A.5.3.4.Outgoing-Student-Feedback.pdf](#)
- [Annex.A.5.3.5.Incoming-Student-Feedback.pdf](#)

## **B. LEARNING – TEACHING**

### **B.1. Program Design, Evaluation and Update**

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

The objectives and learning outcomes of associate/undergraduate/graduate programs at our institution are determined in accordance with the NQF (National Qualifications Framework). Course information packages of the programs of all units were shared on the official website of our university and presented to all internal and external stakeholders (<https://ebs.cu.edu.tr/>) (**Annex.B.1.1.1**). Programs which are part of the national core education program (ÇEP) such as Pharmacy, Faculty of Medicine, Dentistry, Nursing, Midwifery, have determined their program competencies according to their own ÇEPs, accreditation criteria, stakeholder opinions, mission and vision of the institution / unit (**Annex.B.1.1.2a, Annex.B.1.1.2b, Annex.B.1.1.2c**). In our units where the accreditation process is ongoing, course information packages have been prepared according to the program evaluation criteria of relevant accreditation institutions. A sample from the Faculty of Agriculture can be found in (**Annex B.1.1.3**).

Opinions of academic boards, internal and external stakeholders were taken into consideration during the creation of program outcomes and lesson plans. Various meetings were held with external stakeholders in 2021 and opinions were obtained for curriculum development during the accreditation process of programs such as Plant Protection, Food Engineering, Soil Science and Plant Nutrition at Kozan Faculty of Business, Faculty of Health Sciences, Nursing, Adana Organized Industrial Vocational School and the Faculty of Agriculture. (**Annex.B.1.1.4a, Annex.B.1.1.4b, Annex.B.1.1.4c, Annex.B.1.1.4d, Annex.A.2.2.1**).

Program outcomes have been set to include cognitive, theoretical, factual, applied, independent work and responsibility, learning competence, communication and social competence, field-specific competence by taking into account basic field competencies in the context of knowledge, skills and competence needed. The printouts of each program are posted on the official website of the university (<https://ebs.cu.edu.tr>). In the design of each program at our university, the internal and external stakeholder opinions of the boards were taken into consideration. In this vein, decisions were made by the relevant boards based on the needs of the training programs and eventually they were submitted to the Senate for approval.

In the 2020-2021 academic year, as part of COVID-19 measures, courses/exams were largely held online and presented in **Annex.B.1.1.5** of the Additional Report on Distance Education Quality Assurance. Course plans were made in the relevant units with the condition that online courses could comprise a 40% of the total ECTS in the 2021-2022 academic year curriculum. Upon relevant Boards' decisions, this was approved by the University Senate. (**Annex.B.1.1.6a, Annex.B.1.1.6b, Annex.B.1.1.6c**). During the current global pandemic, maximum efforts were put into vaccinating all students, academic and administrative staff. A COVID Tracking System was created through the Cukurova University Information Processing System (ÇÜBİS) and all our students and academic staff were monitored through the HES code. Flexible lesson plans were created based on the requirements of face-to-face / distance education for practice-oriented units (such as Medicine, Dentistry, Fine Arts, Agriculture, Architecture Faculties, AOSB Technical Sciences Vocational School) and approved by the Senate following the relevant board's decision. In terms of educational methods, in programs where face-to-face education is predominant, convenient physical infrastructure was provided (arranging desks in the classrooms in accordance with the global pandemic measures, arranging the classroom

internet infrastructure in a way that it allows the lessons to be held face-to-face and online, recording courses via Microsoft Teams simultaneously while the instructor is explaining the course face-to-face, in which case a group of students may attend the course face-to-face while the others have the opportunity to attend the course online, etc.) and training programs were carried out by encouraging hygiene (social distancing, provision of personal equipment, etc.) and vaccination (**Annex.B.1.1.7a, Annex.B.1.1.7b, Annex.B.1.1.7c**).

## **Design and approval of programs**

**Maturity Level:** The design and approval processes of the programs are systematically monitored and improved by evaluating them with relevant stakeholders.

### **Sample Evidence**

- [Annex.B.1.1.1.TYYC-Program-Learning-Achievements.pdf](#)
- [Annex.B.1.1.2a.Pharmacy-UCEP-Compliance-Study \(2\).pdf](#)
- [Annex.B.1.1.2b.MedFac-UCEP-Curriculum-Studies.pdf](#)
- [Annex.B.1.1.2c.Dentistry-UCEP-Compliance-Studies.pdf](#)
- [Annex.B.1.1.3.ZIDEK-Measures-Adaptation-Operation.pdf](#)
- [Annex.B.1.1.4a.Program-Design-Stakeholder-Analysis-Kozan.Faculty of Business Administration.pdf](#)
- [Annex.B.1.1.4b.Program-Design-External-Stakeholder-Meeting on Nursing.pdf](#)
- [Annex.B.1.1.4c.Program-Design-AOSB Tech.Sci.VS.pdf](#)
- [Annex.B.1.1.5.2020-CU-Distance-Education-Quality-Assurance-Annex-Report.pdf](#)
- [Annex.B.1.1.6a.Online-Lesson-Ratio-Senate-Decision.pdf](#)
- [Annex.B.1.1.6b.Online-Face-to-Face-Ratio-Unit-Example.pdf](#)
- [Annex.B.1.1.6c.Online-Face-to-Face-Ratio-Unit-Example.pdf](#)
- [Annex.B.1.1.7a.Covid19-Measures-Correspondence-SBF.pdf](#)
- [Annex.B.1.1.7b.Covid19-Measures-Physical-SBF.pdf](#)
- [Annex.B.1.1.7c.Covid19-Measures- AOSB Tech.Sci.VS.pdf](#)
- [Annex.B.1.1.4d.Agriculture-Faculty-External-Stakeholder-Meeting-Sample \(2\).pdf](#)

### **B.1.2. The course distribution balance of the program**

The contents and distribution of compulsory, major related or interdisciplinary non-major elective courses in each program in all academic units (associate/undergraduate/graduate) of Cukurova University were determined in accordance with relevant regulations, directives, procedures and principles, and were submitted to the senate and approved following the decision of the relevant unit boards. The course plans of the programs are 60 ECTS each year and the associate degree programs are 120 ECTS; 4-year programs are 240 ECTS, 5-year programs are 300 ECTS, and the 6-year program is 360 ECTS in the Faculty of Medicine. Lesson plans can be found on the official website of the university (<https://ebs.cu.edu.tr>). The number of elective courses to be taken by a student must be worth at least 25% of the total ECTS of the courses in the program. A maximum of 30% of the elective courses, which are worth at least 25% of the ECTS, consist of non-major elective courses (**Annex.B.1.2.1a, Annex.B.1.2.1b**).

During the global pandemic, non-major elective courses were held completely online in the Spring Semester of the 2020-2021 Academic Year. In the Spring Semester of the 2021-2022



Academic Year, education was done face-to-face / online or hybrid. In the Spring Semester of the 2020-2021 Academic Year, a total of 123 non-major courses were made available. These are: Educational Sciences (3 courses); Science and Mathematics (20 courses); Philology (4 courses); Fine Arts (10 courses); Engineering (6 courses); Health Sciences (15 courses); Social, Humanities and Administrative Sciences (29 courses); Sport Science (20 courses); and Agriculture, Forestry and Aquaculture (16 courses). In the 2021-2022 Academic Year Fall Semester a total of 148 non-major courses were made available. These are: Educational Sciences (6 courses, online 4, hybrid 2); Science and Mathematics (22 courses, online 14, hybrid 2, face-to-face 6); Philology (5 courses, online 5); Fine Arts (21 courses, face-to-face 21); Engineering (7 courses, online 7); Health Sciences (17 courses, online 5, face-to-face 12); Social, Humanities and Administrative Sciences (30 courses, online 24, face-to-face 2, hybrid 4); Sport Science (17 courses, online 10, face-to-face 6, hybrid 1); and Agriculture, Forestry and Aquaculture (23 courses, 18 online, 18 face-to-face, hybrid 4). Online courses represent 59%; face-to-face courses represent 32% and hybrid courses represent 9% of courses delivered in 2020-2021 Academic Year Spring Semester. A total of 11,589 students, 5,922 of whom in the 2020-2021 spring semester and 5,667 in the 2021-2022 fall semester, took non-major courses. **(Annex.B.1.2.2)**. In some of our programs, the number of courses and weekly course hours are arranged under the name of "*independent learning hours*" so that students can spare time for non-academic activities as well **(Annex.B.1.2.3)**.

On the basis of each program, the program outcomes, ÇEP (National Core Education Program), TYYÇ (Türkiye Qualifications Framework) compliance are taken into consideration and the course schedules were generated electronically through the Academic Information System (abs.cu.edu.tr) of our University in the Spring Semester of the 2020-2021 Academic Year and the Fall Semester of the 2021-2022 Academic Year and approved by the Senate after the decision of the unit board is taken. Approved course schedules are made annually or periodically under the lesson plans tab on the Cukurova University Information System (ÇUBİS). In addition, during the global pandemic, in the Spring Semester of the 2020-2021 Academic Year, the mode of teaching for each course (formal, distance or hybrid) were determined by the decision of the unit board and later entered into force with the approval of the Senate. However, in the Fall Semester of the 2021-2022 Academic Year, it was decided that 40% of the total ECTS of the courses in the units could be held online and after the board decisions were taken, they were submitted to the Senate and approved. With the decision of the Senate, including the courses given online in the Fall Semester of the 2021-2022 Academic Year, the intermediate/semester/end-of-year/make-up/GNO upgrade/single course exams of all courses in the units were held face-to-face **(Annex.B.1.1.6a, Annex.B.1.2.4a, Annex.B.1.2.4b, Annex.B.1.2.5)**.

### **The course distribution balance of the program**

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

### Sample Evidence

- [Annex B.1.2.1a. CU-Associate Degree-Undergraduate-Education-TeachingExam Regulation\(1\).pdf](#)
- [Annex B.1.2.1b. Degree-Programs-Lesson-Plans-Course Distribution Balance.pdf](#)
- [Annex B.1.2.2. Non-Major-Elective-Courses.pdf](#)
- [Annex B.1.2.3. Independent-Learning.pdf](#)
- [Annex.B.1.2.4a.Formal-Remote-Hybrid-Ratio-Unit-Sample.pdf](#)
- [Annex.B.1.2.4b.Formal-Remote-Hybrid-Ratio-Unit-Sample.pdf](#)
- [Annex.B.1.2.5.SBE-Distance-Education.pdf](#)

### B.1.3. The Alignment of Course Objectives with Program Outcomes

In associate/undergraduate/graduate degree programs, the learning outcomes of the courses in each program are defined and compatible with the lessons delivered through face-to-face/online/hybrid teaching modes. In order to demonstrate the compatibility of the course learning outcomes with the program outcomes, correlation was rated on the Likert scale of 5; from "1 very low" to "5 very high". This was posted on the Education Information System tab (<https://ebs.cu.edu.tr/>) on the web page of our university and shared with all stakeholders. Course learning outcomes were prepared by taking into account the levels in cognitive, affective and dynamic areas (Annex.B.1.3.1).

### The alignment of course objectives with program outcomes

**Maturity Level:** The alignment of the course objectives with the program outcomes is monitored and improved.

### Sample Evidence

- [Annex.B.1.3.1.Course-Program-Outcomes-Alignment.pdf](#)

### B.1.4. Student workload-based course design

The ECTS values of the face-to-face/online/hybrid courses in all degree programs at our university are determined in accordance with the workload. The ECTS information of the courses is shared with the stakeholders through the Course Information Package on the website (<https://ebs.cu.edu.tr/>).

The workloads of the students' professional practical/field work, internship and summer internships in the workplace environments at home and / or abroad are calculated and reflected in the relevant semester / year, as 25-hour workload represents 1 ECTS. Internship and practical learning opportunities related to the profession are available. Practical trainings in our university are carried out within the scope of the "Framework Regulation on Applied Trainings in Higher Education" of YÖK. Furthermore, "Cukurova University Directive on Applied Training" has been completed and recognized by the decision of the Senate on 22.02.2022. Defined procedures are available in which the principles and methods related to the ECTS value of courses such as internship and professional practice are determined in accordance with the student workload (**Annex.B.1.2.1a, Annex.B.1.4.1a, Annex.B.1.4.1b, Annex.B.1.4.1c, Annex.B.1.4.1d, Annex.B.1.4.1e**).

The transfer and recognition of workload-based credits are carried out under the "Framework Regulation on Applied Education in Higher Education" by YÖK. To illustrate, "Industry-Based Education" course, offered by the AOSB Technical Sciences Vocational School, which was worth less than 5 ECTS points, was amended to 5 ECTS in accordance with the framework regulation upon a decision by the Senate (**Annex.B.1.4.2**).

Student hours in clinical practice/internship/summer internship/residency in programs such as Faculty of Medicine, Dentistry, Pharmacy, Nursing, Midwifery, Oral and Dental Health, Anesthesia, First and Emergency Aid are reflected as workload under the 7+1 system along with the Textile, Automotive, Industry, Food, Agricultural Machinery and Technologies Engineering, Chemistry, and Hospitality Management programs. On the other hand, student hours in industry/field experience in associate degree programs such as Machinery, Textile Technologies, Geographical Information Systems, Electric and Electronical Technologies at the AOSB Technical Sciences Vocational School are reflected as workload under the 3+1 system (<https://ebs.cu.edu.tr/>) (**Annex.B.1.4.3**).

In our university, the Diploma Supplement is given to students who graduated between the years 2006 to 2013 upon request and is issued to students who graduated after 2013 automatically (Annex.B.1.4.4).

### **Student workload-based course design**

**Maturity Level:** Courses are designed according to student workload, and they are announced, and implemented.

### **Sample Evidence**

- [Annex.B.1.4.1a.CU-Faculty of Medicine-Education-Teaching-Exam-Directive.pdf](#)
- [Annex.B.1.4.1b.CU-Faculty of Dentistry-Undergraduate-Education-Teaching-Exam-Directive.pdf](#)
- [Annex.B.1.4.1c.CU-State Conservatory-Undergraduate-Education-Teaching-Exam-Directive.pdf](#)
- [Annex.B.1.4.1d.CU-Applied-Trainings-Directive.pdf](#)
- [Annex B.1.4.1e. Applied-Trainings-Framework-Management in Higher Education.pdf](#)
- [Annex B.1.4.2.Regulations-Requirement-Industry-Based-Education-Course-ECTS-Change.pdf](#)
- [Annex B.1.4.3. Clinical-Practice-Internship-Work-Place-Training-ECTS.pdf](#)
- [Annex.B.1.4.4.Diploma-Supplement-Sample.pdf](#)

### **B.1.5. Follow-up and Updating of Programs**

At Cukurova University, the program objectives of all degree programs are monitored in terms of learning outcomes and their TYYÇ adherence, along with the courses selected in each program (add/drop period) whether they are formal, distance and/or hybrid. In this context, the learning outcomes of the course programs, the compatibility of the achievements with the learning outcomes, course content, the methods and techniques of course learning-teaching, testing and assessment methods and ECTS information are updated to be presented to the Senate in May every year.

Course and program updates at Cukurova University are put into practice by the approval of the relevant boards (Department Board/Faculty Board/School Board/Vocational School Board) and the decision of the Senate after the completion of the course information package, taking into account the recommendations of the educational commissions and boards of the relevant program, the opinions of the stakeholders and the National Core Education Programs (UÇEP) (**Annex.B.1.1.1, Annex.B.1.1.2a, Annex.B.1.1.2b, Annex.B.1.1.2c, Annex.B.1.1.3, Annex.B.1.1.6a, Annex.B.1.5.1**). Courses without the relevant course information package are not approved. In line with the decisions taken, course and program updates are shared with stakeholders through EBS (<https://ebs.cu.edu.tr/>).

Student surveys are conducted to monitor whether or not the program and course learning outcomes have been achieved, and the process is monitored by taking into account the relevant stakeholder opinions. The evaluations made for our graduates, who are important stakeholders of our university, and the data for their employment are provided by the Alumni Information System of our University. A 2021 survey conducted on our graduates enrolled in this system showed that .75.6% of our 365 graduates who participated in the survey were employed in various sectors (**Annex.A.3.1.10, Annex.B.1.5.2**). The results of this follow-up are taken into consideration by the relevant boards and used to create the lesson plan of the next academic year and to determine the curriculum.

Statistical indicators related to education and training (courses opened each semester, number of students, success status, feedback results, course variety, theoretical/practical/workplace training/clinical practice, undergraduate/graduate balances, number of/reasons for ex-matriculation, etc.) are monitored regularly and systematically and evaluated in the Senate meeting as a result of the information provided by the Vice Rector responsible for education and the Head of Student Affairs Department in order to improve education (**Annex.B.1.5.3**).

### **Program Accreditation**

There are 91 undergraduate programs currently being taught at our university. In the 2019-2023 Strategic Plan of Cukurova University (PG2.5.2: Number of accredited programs) the initial value of the plan period is 2 and the target set for 2021 is 8 undergraduate programs, while the number of accredited undergraduate programs in 2021 is 14.

### **Program Accreditations and Accreditation Process at our University:**

- For the first time in 2012, Faculty of Medicine undergraduate program was accredited by the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD). It was re-accredited in 2018 and after an interim evaluation its accreditation is valid until 2024. (**Annex.B.1.5.4**).
- In the Faculty of Medicine, 8 Medical Specialty Training Programs (Cardiovascular Surgery, Eye Diseases, Ear, Nose and Throat Diseases, Plastic, Reconstructive and Aesthetic Surgery, Medical Pathology, General Surgery, Pediatrics, Algology) are accredited nationally; and 4 Specialty Training Programs (Pediatrics, Obstetrics and Gynecology, Gynecological Oncology, Urology) are certified by international accreditation bodies (**Annex.B.1.5.5, Annex.B.1.5.6**).
- Faculty of Arts and Sciences undergraduate programs such as Statistics, Biology, Physics, Chemistry, Mathematics, Turkish Language and Literature are accredited by the Association

for Evaluation and Accreditation of University Programs in Mathematical, Natural and Social Sciences (**Annex.B.1.5.7**).

- The Faculty of Communication, Radio, Television and Cinema undergraduate program has been accredited by the Communication Research Association (ILAD) and underwent an interim evaluation process in 2021 (**Annex.B.1.5.8**).
- The Food Engineering Program of the Faculty of Agriculture has been accredited by the Association for Evaluation and Accreditation of Engineering Programs (MÜDEK) (**Annex.B.1.5.9**).
- English Language Teaching, Pre-school Teaching, Turkish Language Teaching, and Psychological Counseling and Guidance undergraduate programs at the Faculty of Education are accredited by the Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD) (**Annex.B.1.5.10**). Classroom Teaching, Science Teaching, and Art Education programs applied for program accreditation in 2021 and the accreditation process is currently ongoing.
- The Faculty of Sports Sciences, Coaching Education Program is accredited by the Sports Sciences Association (Evaluation and Accreditation Board of Sports Sciences Education Programs - SPORAK) (**Annex B.1.5.11**).
- Eight programs at the Faculty of Agriculture have applied to the Association for Evaluation and Accreditation of Faculties of Agriculture Education Programs (ZİDEK) for accreditation. ZİDEK made field visits to Horticulture, Plant Protection, Agricultural Machinery and Technologies Engineering, Soil Science and Plant Nutrition programs in 2021 and the process is ongoing.
- The Faculty of Divinity's application for accreditation to the Islamic Sciences Accreditation Agency (IAA) was approved and the process is ongoing.
- In 2021, the Institute of Medical Sciences held the Consultancy and Orpheus Workshop, which is the first stage of obtaining the ORPHEUS (Organization for PhD Education in Biomedicine and Medical Sciences in the European System) Label (**Annex B.1.5.12**).

### **Follow-up and updating of programs**

**Maturity Level:** The program outcomes are followed up with these mechanisms and updated by also including the opinion of relevant stakeholders.

### **Sample Evidence**

- [Annex B.1.5.1.Education-Training-Plans-System Entry-Request.pdf](#)
- [Annex B.1.5.3.CU-EBS-Statistical-Information.pdf](#)
- [Annex. B.1.5.4.Specialty in Medicine-Accreditation-Certificate.pdf](#)
- [Annex B.1.5.6.Specialty in Medicine-Competence-CertificatesInternational.pdf](#)
- [Annex B.1.5.7. Arts and Sciences-Accreditation-Documents.pdf](#)
- [Annex B.1.5.8.RTS-Accreditation-Document.pdf](#)
- [Annex B.1.5.9.Food Engineering-Accreditation-Certificate.pdf](#)
- [Annex B.1.5.10.Faculty of Education-Accreditation-Document.pdf](#)
- [Annex B.1.5.11.Training-Accreditation-Certificate.pdf](#)
- [Annex B.1.5.5.Specialty in Medicine-Competence-Certificates-National \(2\).pdf](#)
- [Annex. B.1.5.12.Health-Sciences-Institute-Orpheus Workshop-.pdf](#)
- [Annex B.1.5.2.Unit-Survey-Samples.pdf](#)

### **B.1.6. Management of Learning and Teaching Processes**

In our university, education and training processes are carried out in coordination with Vice Deans/Assistant Directors responsible for education of the relevant units under the direction of the Vice Rector in charge of education. On the other hand, the Students Office ensures the smooth running of education and training processes that were planned in coordination with academic units. Cukurova University Education Coordinatorship (CUEK) was established in 2021 in order to conduct work related to education and training processes in a compatible manner with the Rectorate, academic units, quality commission education and training subgroup (**Annex.B.1.6.1**). Cukurova University Education Coordinatorship is the continuation of the Cukurova University Education Development Board (ÇEGEK) (**Annex.B.1.6.2**), which was established to carry out the education and training processes in a coordinated manner during the initial period of the Bologna Process at our university, and consists of subgroups capable of working in accordance with the changes and transformation in today's education and training processes.

In order to define duties and responsibilities related to education and teaching processes at our university, and to carry out these processes in line with the PDCA cycle, working groups have been established within CUEK in the following areas:

- Design, Evaluation and Development of Educational Programs
- Development of Teaching Competencies of Instructors
- Launching Academic Units and Programs
- Development and Implementation of Orientation Programs
- Extracurricular Activities
- Learning Resources and Academic Support
- Program Accreditation

In this context, the Cukurova University Directive on Education Coordinatorship regarding the education and training process has been prepared and submitted to the Senate for approval.

Testing and Assessment at Cukurova University is carried out in accordance with the provisions of "Cukurova University Regulation on Associate Degree and Undergraduate Education and Examinations" and "Cukurova University Testing and Assessment Directive on Distance Education". The processes related to testing and assessment and evaluation of the final grade are performed in accordance with the Relative Evaluation Directive of Cukurova University in all programs apart from the Faculties of Medicine and Dentistry and the State Conservatory (**Annex.B.1.2.1a, Annex.B.1.4.1a, Annex.B.1.4.1b, Annex.B.1.4.1c, Annex.B.1.6.3**). Course information packages provide information on which testing methods are in line with the learning outcomes of the course (<https://ebs.cu.edu.tr/>). In the programs, learning outcomes, curriculum, mode of education (formal, distance, mixed, open learning), the teaching method and testing assessment compatibility and the coordination of all these processes are supervised by senior management.

### **Management of learning and teaching processes**

**Maturity Level:** Practices for learning and teaching management system are followed up and the results of follow-up are used for improvements.

## Sample Evidence

- [Annex B.1.6.1.CUEK-Establishment-Letter.pdf](#)
- [Annex. B.1.6.2.CEGEK.pdf](#)
- [Annex B.1.6.3. Relative Evaluation Directive.pdf](#)

## B.2. Implementation of Programs (Student-centered learning, teaching and assessment)

### B.2.1. Teaching Methods and Techniques

At our university, student-centered teaching methods are used in line with defined processes (**Annex.B.2.1.1**). Detailed information regarding these processes, namely educational objectives, objectives and program competencies for all academic programs; course plans in educational programs; connections between courses and program competencies; course objectives - learning outcomes; and the assessment components of courses are provided in the Education Information System (EBS) of our university (<https://ebs.cu.edu.tr/>).

Formal education, which was delivered face-to-face prior to the COVID-19 outbreak, was switched to distance education on the 6th week of the 2019-2020 academic year spring semester and continued in that mode throughout the 2020-2021 academic year at our university. However, applied courses of some programs were delivered face-to-face in controlled, smaller groups (**Annex.B.2.1.2, Annex.B.2.1.3**). From the beginning of the outbreak, necessary precautions were taken posthaste and education was continued in distance education mode to avoid disruption. During the 2021-2022 academic year fall semester, courses were delivered in hybrid education mode with a maximum of 40% of courses delivered in distance mode (**Annex.B.2.1.4**).

Initially, courses were delivered through Perculus and Microsoft Teams, which were then carried on to Microsoft Teams and the Learning Management System (CULMS) platforms, following the integration of the latter with the Cukurova University Information System (ÇÜBİS). In order to introduce this system to the faculty members of our university, "Distance Education Unit Managers" and "Distance Education System User Training 2020" teams were formed by the Information Technologies Department of our Rectorate under the chairmanship of our Vice Rector responsible for education. Through these teams, separate and periodic trainings on distance education and testing-assessment systems were given. In these teams created on Microsoft Teams, information meetings and training sessions were held to respond to need in the year of 2021 as well. In addition, training videos were uploaded to the system for faculty members and for students who might wish to access these training sessions again (**Annex.B.2.1.5**).

At the same time, Associate, Undergraduate and Graduate courses were taught online through Perculus, Microsoft Teams, CULMS platforms; relevant course documents were uploaded to the system and made available for student access (**Annex.B.2.1.6**). Students can attend these courses synchronously and/or asynchronously.

Teaching methods and techniques are determined in line with the course content. Theoretical courses are delivered through lectures, question-answer, and discussions; while practical courses are held in virtual clinical/practical settings, and delivered through demonstrations, pre-prepared application videos, case discussion, and project preparation (**Annex.B.2.1.7**). These methods enable deeper learning and increase student interest and motivation.

In order to improve the competencies of instructors in relation to educational activities at our university, the Training of Trainers Core Program was introduced online in 2021. The program

content covers Instructional Planning, Effective Use of Audiovisual Aids in Teaching, Effective Communication and Learning Motivation, Implementation of Teaching, Testing and Assessment in Teaching (**Annex.B.2.1.8**).

### Teaching methods and techniques

**Maturity Level:** Student-centered practices are monitored and improved with the involvement of relevant internal stakeholders.

### Sample Evidence

- [Annex.B.2.1.1.CU-Undergraduate-Undergraduate-Education-Teaching-Exam-Management.pdf](#)
- [Annex.B.2.1.2.Senate-Decision-2020-21-Spring-distance-education-decision.pdf](#)
- [Annex B.2.1.3.Medical-Faculty-Education-Skills-Development-Course.pdf](#)
- [Annex. B.2.1.4.Fine-Arts-Faculty-Lesson-Plan.pdf](#)
- [Annex.B.2.1.7.Distance-Education-Specific-Teaching-Material-Development-Sample.pdf](#)
- [Annex.B.2.1.8.Training-Training-TEAMS-Participation-Certificate.pdf](#)
- [Annex. B.2.1.5.Using Teams.pdf](#)
- [Annex.B.2.1.6.Using CULMS.pdf](#)

### B.2.2. Testing and Assessment

A student-centered and competency-based approach is adopted in regards to testing and assessment. Academic activities (assignments, projects, midterm exams, etc.) and mid-term/final exams are carried out (**Annex.B.2.2.1, Annex.B.2.2.2**) in accordance with education and examination regulations of our university. The "Testing and Assessment Directive on Distance Education" was published by the Senate of our University in 2021 in order to set out the mode and method of exams; methods and tools to enable exam security; methods for testing and assessment in regards to transforming formal education into distance education (**Annex.B.2.2.3**). The distance education system at our institution has a competence-based testing and assessment infrastructure. As a sub-component of the hybrid education system, a distance testing and assessment infrastructure that can be integrated with the formal testing and assessment system has been developed, considering the possibilities and limits of distance education processes (to make exams independent of time and place, to create visual, auditory and video-based performance assignments). The learning management system (CULMS) allows the instructor to use various testing/question types such as multiple choice, open-ended written exam, short exam/quiz, assignment or project based on the content and structure of the course (**Annex.B.2.2.4**).

Testing and assessment is carried out in accordance with "CU Regulation on Associate Degree, Undergraduate Education and Examinations", "CU Directive on Relative Evaluation", Unit guidelines (CU Faculty of Medicine Education and Examination Directive, CU Faculty of Dentistry Undergraduate Education and Examination Directive, CU State Conservatory Undergraduate Education and Examination Directive); and the results are announced to the students through the system (**Annex.B.2.2.5, Annex.B.2.2.6, Annex.B.2.2.7, Annex.B.2.2.8**). In some of our units, item analysis is performed on test items (**Annex.B.2.2.9**).



In the Fall Semester of 2021-2022 academic year, course activities (assignments, midterm exams, etc.) and the midterm/final exams, which were carried out both face-to-face and online, were held face-to-face.

At the beginning of the 2020-2021 academic year, a testing and assessment system was developed to meet the needs of ÇÜBİS and CULMS platforms. Assessments through this system were done in the Spring Semester of the 2020-2021 academic year. Our instructors have used testing and assessment methods appropriate to the learning outcomes and learning methods of their courses by selecting them through CULMS. Programs that require special practical training and testing and assessments methods such as Faculties of Medicine and Architecture, have also prepared and started to implement their own distance education guidelines. In some programs, situation-specific passing grade criteria have been updated (**Annex.B.2.2.10, Annex.B.2.2.11, Annex.B.2.2.12**).

By creating an electronic question bank within the distance education system, measures have been taken to ensure exam security in distance/hybrid education processes (in distance and formal exams). Definitions regarding the prevention of cheating and plagiarism during online exams through security software are included in the "CU Testing and Assessment Directive in Distance Education". Physical spaces suitable for social distancing were created for face-to-face exams and hygiene measures have been taken by providing disinfectants and masks.

Feedback on the distance education testing and assessment processes of the 2020-2021 spring semester academic year was gathered (**Annex.A.3.1.10, Annex.B.2.2.13, Annex.B.2.2.14**). University-wide statistics are obtained regarding distance education exams and studies are currently being carried out in conjunction with the Information Technology Office to analyze all these activities in depth and make improvements (**Annex.B.2.2.15**).

## Testing and Assessment

**Maturity Level:** Student-centered measurement and evaluation practices are monitored and improved with the involvement of relevant internal stakeholders.

## Sample Evidence

- [Annex B.2.2.1. CU- Associate Degree - Undergraduate Education Exam Directive.pdf](#)
- [Annex B.2.2.2. CU Graduate Education Regulations.pdf](#)
- [Annex B.2.2.3. CU Testing-Assessment Directive on Distance Education.pdf](#)
- [Annex B.2.2.4. Online exam-example.pdf](#)
- [Annex B.2.2.5. CU Relative Evaluation Guideline.pdf](#)
- [Annex B.2.2.6. CU Faculty of Medicine Education Instruction Exam Directive.pdf](#)
- [Annex B.2.2.7. CU Faculty of Dentistry Undergraduate Education Teaching Exam-Directive.pdf](#)
- [Annex B.2.2.9. Exam item analysis.pdf](#)
- [Annex B.2.2.10. CULMS exam assignment selection screenshot.pdf](#)
- [Annex B.2.2.11. CUBIS Course allocation.pdf](#)
- [Annex B.2.2.13. Unit Survey Examples.pdf](#)
- [Annex B.2.2.15. \(Distance-Education-Exam-Statistics.pdf.pdf](#)
- [Annex B.2.2.12. Restructuring-education-program-in-the-Faculty of Medicine- during the Pandemic\(1\).pdf](#)
- [Annex B.2.2.14. SBE Postgraduate Education Evaluation.pdf](#)
- [Annex B.2.2.8. CU-State Conservatory Undergraduate Admission Directive.pdf](#)

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

The criteria for student admission and development at Cukurova University are defined and the relevant rules and regulations of the Higher Education Council are committed to through the regulations and directives of Cukurova University. Regulations and directives applicable to student enrolment and admission procedures are "Cukurova University Regulation on Associate Degree and Undergraduate Education and Examinations", "Cukurova University Regulation on Graduate Education and Training", "Cukurova University Directive on the Principles of Lateral Transfer Between Associate and Undergraduate Degree Programs", "Cukurova University Directive on Double Major Programs", "Cukurova University Directive on Minor Programs", "Cukurova University Directive on State Conservatory Undergraduate Admission (**Annex.B.2.3.1, Annex.B.2.3.2, Annex.B.2.3.3, Annex.B.2.3.4, Annex.B.2.3.5, Annex.B.2.3.6**).

Lateral transfer, vertical transfer, special student admissions for incoming associate/undergraduate students apart from those who were admitted to our university through the central placement system, are carried out within the scope of regulations and directives; and the necessary conditions and evaluation are made according to the procedures and principles set out in these regulations and guidelines. The relevant documents are made available for public access on the university website. Applications for transfer are evaluated according to the relevant YÖK legislation and the principles accepted by the University Senate (**Annex.B.2.3.7a, Annex.B.2.3.7b**). The results of the inter-institutional transfer evaluation are announced on the University website and sorted according to scores received (**Annex.B.2.3.8**).

Vertical transfers and placements of successful students who have graduated from associate degree programs of Vocational Schools to undergraduate programs are carried out according to the "Regulation on the Continuation of Graduates of Vocational Schools and Open Education Associate Degree Programs to Undergraduate Education" (**Annex.B.2.3.9, Annex.B.2.3.10**).

Procedures for students who come to our university as special students or go to a different Higher Education Institution are carried out according to the "Cukurova University Directive on Associate and Undergraduate Special Students" (**Annex.B.2.3.11**).

The principles regarding the admission and education of international students are included in the "Directive on International Student Admission and Registration into Associate and Undergraduate Programs of Cukurova University" and the "Admission and Registration Directive for Cukurova University International Student Graduate Programs" (**Annex.B.2.3.12, Annex.B.2.3.13**).

Student exchange programs are carried out under the coordination of the International Office and the related education unit. Information on mobility grants, application calendars and application results are provided on the International Office website. Courses taken by the students through exchange programs such as Erasmus+, Mevlana and Farabi are counted in their graduation credits and credit transfer is made. (**Annex.B.2.3.14, Annex.B.2.3.15**).

Recognition and crediting of prior learning applies to students who have obtained the right to re-enroll in the university through the central placement exam and students who transfer laterally/vertically. In our university, the principles and rules for the recognition and crediting of formal learning are defined and carried out in accordance with the relevant regulations and guidelines.

An orientation program is organized for newly enrolled associate and undergraduate students in order to facilitate their adaptation to the program they are enrolled in and in order for them to get to know the university and the unit where they will study (**Annex.B.2.3.16**).

The admission of graduate students, conditions for application and the evaluation of the applications are comprehensively specified in the "YÖK Regulation on Graduate Education and Training" and "Cukurova University Regulation on Graduate Education and Training". In addition, points as to how the applications will be made, application conditions, vacancies and issues related to the evaluation are announced transparently and in detail regarding these processes. Further information about the application processes is shared electronically.

Proof regarding a student with the Occupational Health and Safety certificate was exempted from the Occupational Health and Safety course and that the previous learning was evaluated can be found attached (**Annex.B.2.3.17**). Another example of exemption due to previous learning/experience from related courses is that the student is exempted from the internship course on the condition that they provide certification through SGK (Social Security Institution) records that the working time is not less than one year (**Annex.B.2.3.18**).

### **Student Admission, recognition and crediting of prior learning**

**Maturity Level:** Student admission and the recognition and crediting of previous learning processes are monitored and improved and the updates are announced.

### **Sample Evidence**

- [Annex B.2.3.1. CU Undergraduate Exam Regulations.pdf](#)
- [Annex B.2.3.2. CU Graduate Education Regulations.pdf](#)
- [Annex B.2.3.3. CU Horizontal Transfer Directive.pdf](#)
- [Annex B.2.3.4. CU Double Major Program Directive.pdf](#)
- [Annex B.2.3.5. Cu Minor-Programme-Instruction.pdf](#)
- [Annex.B.2.3.6.CU State-Conservatory License-Registration Admission-Directive.pdf](#)
- [Annex B.2.3.7a. Undergraduate-program horizontal-transfer decision.pdf](#)
- [Annex B.2.3.7b. Associate Degree program horizontal transfer decision.pdf](#)
- [Annex B.2.3.8. Horizontal pass results announcement.pdf](#)
- [Annex B.2.3.9. Vocational School Open Education Undergraduate Prog Graduates Continue to Undergraduate Education Management.pdf](#)
- [Annex B.2.3.11. CU Undergraduate Special Student Directive.pdf](#)
- [Annex B.2.3.12. CU Undergraduate Programs International Student-Admission Directive.pdf](#)
- [Annex B.2.3.13. CU International Student Graduate Programs Admission Directive.pdf](#)
- [Annex B.2.3.14. CU Exemption Ordinance.pdf](#)
- [Annex B.2.3.15. Adaptation Decisions.pdf](#)
- [Annex B.2.3.16. CU Faculty of Health Sciences Orientation Program-Survey.pdf](#)
- [Annex. B.2.3.18. Sample of Crediting Prior Learning 2.pdf](#)
- [Annex. B.2.17. Crediting Prior Learning Example-1.pdf](#)
- [Annex B.2.3.10. Vertical Transfer Decision.pdf](#)

#### **B.2.4. The Certification of qualifications and the diploma**

At Cukurova University, procedures regarding graduation requirements for students, diploma approvals and certification of competencies are defined. Procedures for the issuance of diplomas and diploma supplements are carried out within the framework of existing regulations and guidelines (**Annex.B.2.4.1, Annex.B.2.4.2**). Diploma supplements have been given by our university since 2006 and the Diploma Supplement is automatically given to students who graduated in 2013 and later along with their diplomas (**Annex.B.2.4.3**). In addition, there are specific practices developed based on the needs of our university. In this regard, the "Cukurova University Directive on Co-Supervised Doctoral Education and Training" was accepted by our University Senate and entered into force in order to carry out co-supervised doctoral theses between Cukurova University and Higher Education Institutions abroad (**Annex.B.2.4.4**).

At Cukurova University, there are existing practices to monitor the academic and career development of students (**Annex.B.2.4.5**). Career Planning, Research and Application Center within the body of our university serves our students in this context (<https://kariyer.cu.edu.tr/>). Preparations for DABKAF 22 (Eastern Mediterranean Regional Career Fair), which will take place on 14-15 March 2022, organized by the Presidency of the Republic of Türkiye Directorate of Communications and to be hosted by Cukurova University, continued in 2021. DAPKAF 22 aims to bring our students and graduates together with the relevant stakeholders through the participation of the surrounding universities in the Eastern Mediterranean Region.

Matters regarding exemptions from compulsory foreign language courses within the scope of the recognition of nonformal/informal learning of students at our university; preparatory education, Turkish, English, German, French and Arabic proficiency levels are set out by "Cukurova University School of Foreign Languages Directive on Education and Examinations", "Cukurova University Faculty of Education Department of Foreign Languages Education Directive on Preparatory Classes Education and Examinations", "Cukurova University Directive on Associate and Undergraduate Admissions", "Directive on International Student Admission and Enrolment" and "Directive on Admission and Enrolment in the Graduate Programs of Cukurova University" (**Annex.B.2.4.2, Annex.B.2.4.6, Annex.B.2.4.7, Annex.B.2.4.8**). There are current practices for the certification of competencies at our university and in this context, trainings are given in various fields within the Continuing Education Application and Research Center (SEM) (<https://sem.cu.edu.tr/>) and certified by SEM (**Annex.B.2.4.9, Annex.B.2.4.10**), (<https://sem.cu.edu.tr/>)

129 undergraduate programs in 39 Turkish universities were qualified by the Turkish Qualifications Framework (TYÇ) Board to use the Turkish Qualifications Framework (TYÇ) and European Qualifications Framework (EQF) logos on their diplomas. Cukurova University is included in this list with 5 programs (Chemistry, Statistics, Medicine, Physics, Turkish Language and Literature). Students who graduate from these programs will have the opportunity to have diploma recognition, employment opportunity, lateral and vertical student mobility abroad (**Annex.B.2.4.11**).

#### **The certifications of qualifications and the diploma**

**Maturity Level:** Practices are monitored and defined processes are improved.

## Sample Evidence

- [Annex.B.2.4.1 CU Undergraduate Degree-Exam Regulations.pdf](#)
- [Annex B.2.4.2. CU Graduate Education Teaching Regulations.pdf](#)
- [Annex B.2.4.3.Diploma Supplement.pdf](#)
- [Annex B.2.4.4. CU Co-Advisor-PhD-Directive.pdf](#)
- [Annex B.2.4.5. CU Career Planning Research Practice Center Activities.pdf](#)
- [Annex B.2.4.6. CU Foreign Languages Vocational School of Foreign Languages Educational Examinations Directive.pdf](#)
- [Annex B.2.4.7. CU Faculty of Education Foreign Languages Preparation Classes-Education Instruction Exam Directive.pdf](#)
- [Annex B.2.4.9. CU Continuing Education Center Management.pdf](#)
- [Annex B.2.4.10. SEM Certificate Sample.pdf](#)
- [Annex B.2.4.11. Diploma with TYC AYC Logo.pdf](#)
- [Annex B.2.4.8. International Student Admission Guidelines.pdf](#)

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

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

In order to maintain the effectiveness of education and training activities, Cukurova University has learning environments suitable for the number of students. The number of learning environments and human resources of Cukurova University, detailed MEK-SİS information about the learning environment of our University and CU 2021 Year Administration Activity Report are attached (**Annex.B.3.1.1, Annex.B.3.1.2**).

In all units of our university, easily accessible, appropriate and sustainable learning resources are offered to students within the framework of our institutional goals. The basic principle behind planning in this direction is to consider learning resources based on differences between the units, program objectives, the course loads of the students and instructors. Survey results from various units on the student satisfaction with learning resources and environments are presented in the Annex (**Annex.B.3.1.3**).

Our University Hospital, which provides education, training, research & development and health services at international standards, is a very important learning environment for our health-related programs such as Faculty of Medicine, Faculty of Pharmacy, Faculty of Health Sciences, and Abdi Sütcü Health Services Vocational School. In order for our students to receive a better education, four new classrooms and a reading room were built in the hospital this year.

In addition to the educational environments of our university, our students are provided with the opportunity to benefit from different workplace training/practical/clinical practice opportunities in Adana with the cooperation protocols made especially in practical trainings (**Annex.B.3.1.4**).

In our university, Cukurova University Information Processing System (ÇÜBİS) has an integrated structure and also an Academic Information System (ABS), COVID Tracking System (CTS), Lesson Plan Program (dersplan), Education Information System (EBS), Library, Electronic Document Management System (EBYS) and Dining Hall submodules are available. Thanks to this learning management system, instructors and students can communicate and interact in many ways within education and training. Through this system, announcements of the student affairs department can be forwarded to faculty members and students. With this system,

student status (transcript, course attendance, communication, etc.) can be easily monitored **(Annex.B.3.1.5)**.

The trainings conducted through Microsoft TEAMS, which started with the pandemic, continued within the framework of protective measures during the transition to face-to-face education. All our staff and students are registered in the Microsoft TEAMS system and online communication meetings, activities, announcements, exams (Associate, Undergraduate and Graduate), team and individual interviews are possible in case of need **(Annex.B.3.1.6)**.

Within the scope of the development of the learning environment and resources of our university, the CULMS system is also used in addition to learning management systems such as ÇÜBİS and TEAMS, including distance education, within the framework of increasing the interaction of students, lecturers and materials with students **(Annex.B.3.1.7, Annex.B.3.1.8)**.

According to the current conditions at our university, learning resources are continuously improved within the budget of the units themselves. However, in case of exceeding the unit budget, the necessary support is provided by the relevant units of our Rectorate **(Annex.B.3.1.9)**. In addition, infrastructure improvements that require a larger budget are supported by the BAP Infrastructure Project. The technological infrastructure of the Dissection Laboratory of the Department of Anatomy of the Faculty of Medicine and the examples of improvement related to cadaver supply are presented in the annex **(Annex.B.3.1.10), (Annex.B.3.1.11, Annex.B.3.1.12)**.

Within the scope of improving the learning environment, our annual total budget, which is primarily created within the framework of the relevant budget legislation, is finally determined by the Presidency Strategy and Budget Directorate upon the University's proposal. Although the top executive makes the final decision on the distribution of the final budget to the units, it is also presented to the information of the Board of Directors of our University. The main sources of income of the annual budget of our university (specification, printed documents, form sales revenues, revenues from normal and evening education, revenues from non-thesis master's and distance education, university housing rental incomes, treasury assistance, receivables and deposit interest from individuals, share of research projects revenues, letters of guarantee to be recorded as revenue, student tuition fee compensation revenues and movable sales revenues) are used by our expenditure units for learning resources within the framework of relevant rules and regulations.

Within the scope of the supports offered to students, all of the revenues obtained from formal and non-formal education (10% share of the revenues obtained from evening education, master's income with thesis, doctoral incomes, education and training fees collected under the decree 667 S., deposit interest revenues, student tuition fee compensation revenues and other incomes) are all transferred to the Department of Health, Culture and Sports in accordance with the procedures and principles in the relevant budget legislation. The transferred financial resources are also used for other expenses, first and foremost for nutrition, health, culture, sports and arts.

### **The learning environment and resources**

**Maturity Level:** The usage and development of learning resources are followed up and improved.

## Sample Evidence

- [Annex B.3.1.1. Mek System Information \(1\).pdf](#)
- [Annex B.3.1.2. Number of Staff \(1\).pdf](#)
- [Annex B.3.1.3. Learning Environments Unit Feedback Examples \(1\).pdf](#)
- [Annex B.3.1.4. Cooperation Protocol Examples \(1\).pdf](#)
- [Annex B.3.1.5. CUBIS Documentation.pdf](#)
- [Annex B.3.1.6. Microsoft TEAMS Records \(1\).pdf](#)
- [Annex B.3.1.7. CULMS evidence.pdf](#)
- [Annex B.3.1.8. 2020 CU Supplementary Report on Quality Assurance in Distance Education.pdf](#)
- [Annex B.3.1.9. Teaching Environment Improvement.pdf](#)
- [Annex B.3.1.10. Teaching Environment Improvement-Anatomy \(1\).pdf](#)
- [Annex B.3.1.12. Teaching Environment Improvement Anatomy Cadaver \(3\).pdf](#)
- [Annex B.3.1.11. Teaching Environment Improvement Anatomy \(2\).pdf](#)

## B.3.2. Academic support services

Academic consultancy services carried out in Cukurova University units are accordance with the provisions of "Cukurova University Regulation on Associate Degree and Undergraduate Education and Examinations" and "Cukurova University Regulation on Graduate Education and Training" (**Annex.B.2.3.1, Annex.B.2.3.2**). In order to assist students in solving the problems they will encounter in educational matters, before the beginning of the academic year, upon the recommendation of the department chairs, unit administrative boards appoint staff from among the faculty members of the relevant department and in units where there are no faculty members or there are not enough faculty members, academic advisors are appointed among other faculty members. Academic advisors guide students in the selection of vocational courses, compulsory courses and elective courses at the beginning of the semester, follow the academic development and success status of the students, bring solutions to the problems encountered by the students for better functioning and training, and guide the students in the process of directing them to the relevant authorities when necessary. Although academic advising is done face-to-face, they can also be carried out through the ÇUBİS Advising Module. This module is used for adding/dropping courses, simulation, transcript review, announcements and communication purposes (**Annex.B.3.2.1**).

(<https://genelsekreterlik.cu.edu.tr/cu/mevzuat/universitemiz-mevzuati/ogrenci-mevzuati>).

Cukurova University Career Planning Research and Application Center (KAPAUM) was established in order to provide students with leadership, motivation, teamwork skills; help students with course selection, increase computer and foreign language skills in the education process; increase the employment opportunities of students by bringing together workplace managers and students; organize career fairs; work for job selection and aptitude determination during undergraduate education; follow up on students after graduation; steer students towards graduate education and research studies; and help graduate students with job applications and interview techniques. In this vein, career day events, seminars, panels, job postings, interviews, vocational counseling group studies and online career conversations and online sector meetings are held at the Career Center (**Annex.B.3.2.2**) (<https://kariyer.cu.edu.tr/>). In addition, with the Cukurova University Alumni Tracking System, our graduates are closely monitored in the career acquisition process and KAPAUM continues to contribute to the career development of graduates with services for the graduates of our university (**Annex.B.3.2.3**). In 2021, 38 students received a total of 172 sessions of career

counseling from the career center. All activities carried out in 2021 are presented in the annex **(Annex.B.3.2.4)**.

In the Medico-Social Center, all students of our university are served by 2 Expert Psychological Counselors and 1 Social Worker in 3 Psychological Counseling and Guidance Policlinics. At the beginning of each academic year, preventive vaccinations and vaccination follow-ups are carried out for our students who fall into risk groups including the Faculty of Medicine, Faculty of Dentistry, Abdi Sütçü Vocational School of Health Services, Faculty of Health Sciences, and the Faculty of Pharmacy. In order to create awareness, flyers with health education content are distributed for social and educational purposes. In 2021, a total of 606 students received psychosocial support services in the Medico-Social Health Center of our university, 299 from expert psychological counselors and 307 from social workers. **(Annex.B.3.2.5)** (<http://sksoto.cu.edu.tr/medikososyal/default.asp>).

In our university, students are represented in the boards and commissions of the units, especially the senate and the quality commission. There are defined processes for student representation and relevant exemplary proof is provided in the annex **(Annex.B.3.2.6)**.

### **Academic support services**

**Maturity Level:** Support services for the academic development and career planning of students are carried out in the institution within the scope of defined principles and rules.

### **Sample Evidence**

- [Annex B.3.2.1. Academic Advisor.pdf](#)
- [Annex B.3.2.2. Career education seminars.pdf](#)
- [Annex B.3.2.3. Graduate Student Career.pdf](#)
- [Annex B.3.2.4. CLOSED activities.pdf](#)
- [Annex B.3.2.5. Medicosocial Service Information.pdf](#)
- [Annex B.3.2.6. Student-Representation.pdf](#)

### **B.3.3. Facilities and infrastructure**

Cukurova University is located next to the Seyhan Dam Lake. At the Balcalı Campus of our university, there are 16 Faculties, 4 Institutes, 1 State Conservatory, 2 Schools and 1 Vocational School in total within 18.044.750 m<sup>2</sup> open area and 556.838.43 m<sup>2</sup> closed area. Outside the central campus, 2.125.850 m<sup>2</sup> open area, 60.382,75m<sup>2</sup> closed area and 3 Faculties and 10 Vocational Schools are open to service. Our university has a total open area of 20.170.600 m<sup>2</sup> and a closed area of 617.221.18m<sup>2</sup>. In addition, there are 250 lodgings, 81 vehicles and 5 social facilities (guesthouse, education-recreation facility and kindergarten) at our university **(Annex.B.3.3.1)**.

Under the UI GreenMetric "Setting and Infrastructure" category of 2021, our university ranked 15th in the world rankings and 1st in Turkey rankings **(Annex.B.3.3.2)** (<https://greenmetric.ui.ac.id/rankings/ranking-by-category-2021/1>). This significant achievement is an important indicator that our university will continue to work on sustainability in facility and infrastructure investment without slowing down (<https://sustainability.cu.edu.tr/>). The preparation of sustainability reports continues under



the coordination of the Environmental Research and Application Center (CESAM) at our university.

Within the campus, there are administrative buildings, educational buildings, a general University Hospital, laboratories, a convention center, lecture halls with different capacities where conferences and meetings can be held, a farm used for research and practice purposes, Open Air Amphitheater with a capacity of 3,650 people, Afife Jale Theater Hall, Central Library, Staff and Student Dining Hall, Outdoor and Indoor Sports Facilities, Social Facilities and Boathouse, Botanical Garden, North Bazaar, Kindergarten, Staff Lodgings, Printing House, Maintenance and Repair Workshops. There are also some bank branches and ATMs, postal and telephone service units, a petrol station, a supermarket, various cafes and restaurants, public transportation facilities within the campus.

### ***Library Services:***

Cukurova University Library provides service in its building with a closed area of 10.000 square meters. In the library, there are reading rooms that can be used by 800 readers at the same time, 1 exhibition and 1 conference hall and 1 internet hall open to the use of students. The European Union Documentation Center within the library is one of the 14 centers in Turkey. The library contributes to the improvement of the formation and service quality of the library resources not only on the main campus but also in the units located off-campus by performing technical procedures in terms of compliance with library standards. The library is open from 08:00 to 22:00 on weekdays and from 10:00 to 16:00 on weekends. During semester breaks, the library is open from 08:00 to 17:00 on weekdays. It is closed at weekends. The National Academic Network and Information Center (ULAKBİM) created by TÜBİTAK can be accessed via the Internet in the Central Library of our University. In the Central Library, our materials are tagged with RFID (Radio Frequency Identification System) while material security and collection management are ensured. LC (Library of Congress Classification) classification system is used in the Central Library and users are served with an open shelf system. In addition, users can automatically make their own borrowing and return transactions with the Selfcheck system regardless of the lending unit (<https://library.cu.edu.tr/>).

The aim of the Library and Documentation Department is to assist the academic and research staff of the Faculties, Schools and Institutes within the university, students, university officials, non-university researchers, the public in their scientific studies and researches, to obtain information and to educate themselves according to their interests, to provide information resources as a pastime, and to provide such services to users with developing technological tools. For this purpose, reference books and periodicals specified in the academic studies and syllabus in the programs in the units were provided by the Library and Documentation Department and made available for use as both physical and e-resources (<https://library.cu.edu.tr/cu/e-kaynaklar>).

Cukurova University Library provides access to a wide range of e-resources and databases that can serve all branches of science. This number continues to increase every year and as of December 31, 2021, 80 databases have been reached. In these databases, full-text access is provided to 54.012 e-journals, 371.503 e-books and more than 2.700.000 international theses. In Cukurova University Library, there are 120,887 printed books, 1,494 pen printed journals, 70 manuscripts and 849 old lettered printed rare books. In addition, 14,313 graduate theses prepared at our university can be accessed electronically.

For the databases we subscribe to in 2021, an online user training seminar open to all universities was held by the companies and these activities were announced to all our staff

and students via e-mail to enable utilization of this service. In addition, in 2021, during the periods when the library was physically closed to the reader, borrowing and return services continued to be provided upon the requests of staff and students.

#### ***Distance Education Infrastructure:***

During the pandemic, LMS Moodle and Microsoft Teams systems were used for distance education. During this time, course materials (.pptx, .docx, .pdf, multimedia files) prepared by the instructor in each unit were made available for open access to students. In the 2021-2022 academic year, distance education classes were delivered through Microsoft Teams entirely, online and interactively. Online courses are delivered by faculty members on a weekly course schedule. The courses range from theoretical to practical. The practical parts of the courses can also be carried out interactively with tools such as videos, slides, audio recordings etc. **(Annex.B.3.3.3).**

#### ***Social Facilities and Guest Houses:***

There are **guesthouses** available to host guests who participate in scientific, social and cultural activities that are held at our university. Social facilities comprise 20 guesthouses in a duplex building; Balcalı Guesthouses has 12 rooms, two of which have double beds, 10 single beds and a breakfast salon; Çamlıtepe Guesthouse has 5 rooms for short-term stay, and 149 rooms serving as lodging for long-term accommodation. All of this with a total of 154 rooms, 1 breakfast salon and 3 apartments functioning as lodging are located on the main campus. In addition, there is Necati Bey Guesthouse with a capacity of 3 rooms, a common room and 6 beds in Ankara province. Located on the shore of Seyhan Dam Lake, among pine trees and with a unique scenery, the Social Facilities complex consists of a guest house section and spacious dining halls. The boathouse restaurant by the lake is available to our staff, students and guests. Social facilities and boathouse are also used in social activities organized for the university staff.

#### ***Food and Nutrition Facilities:***

**The Central Cafeteria** on the university campus, which serves morning soup, lunch and dinner to meet the nutrition needs of students and staff, has a kitchen with a capacity to feed an average of 10,000 people per day. Students and staff of all Faculties and Schools benefit from the lunch and dinner service, while 1623 students benefit from a free food scholarship **(Annex.B.3.3.4).**

There are **cantines and cafeterias** established to provide a social environment where students and staff of our university can spend their free time and socialize with their peers. R-1 canteen, Faculty of Communication, Faculty of Law, Faculty of Health Sciences, Faculty of Pharmacy, State Conservatory, Abdi Sütçü Vocational School of Health Services, Kozan Vocational School Cantines, Doğa Cafe-Sports Cafe, Target Cafe, Kayıkhanesi (Boathouse) Restaurant provides food and beverages at affordable prices in a healthy environment for approximately 5,000 people during the day.

In order to serve our students in the developing educational areas in the south of our university campus, the West Block of the Convention Center is used as the Student Dining Hall and Student Activities Unit and Reading Hall.

### ***Dormitory Facilities:***

In addition to the dormitories affiliated to the Credit and Dormitories Institution with a capacity of 4,432 students within the campus, new dormitories with a capacity of 5,000 students were built in 2020.

### ***Shopping Facilities:***

Balcalı Campus **North Bazaar** has been put into service in order to enrich campus living while meeting social and cultural needs in addition to providing a space where students, academic and administrative staff can have access to food and beverages and do shopping. In all of the outdoor spaces with different elevations, the principles of egalitarian use and barrier-free design were taken into consideration, and transportation for persons with disabilities was taken into consideration in the whole area.

## **Facilities and infrastructure**

**Maturity Level:** The usage of facilities and the infrastructure is monitored and improved depending on needs.

### **Sample Evidence**

- [Annex.B.3.3.1.Facility Information.pdf](#)
- [Annex B.3.3.2. Greenmetric Ranking.pdf](#)
- [Annex B.3.3.3. Distance Education Opportunities.pdf](#)
- [Annex B.3.3.4. Free Food.pdf](#)

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

In our university, it is among our primary goals to be a "University Without Barriers" with efforts to remove all kinds of obstacles in accessing educational opportunities of disadvantaged groups such as persons with disabilities. In all units of our university, the access of disadvantaged groups to educational opportunities is carefully monitored and according to the feedback from the units, the necessary improvements in the existing structures are rapidly maintained. In this context, depending on the institutionalization carried out in the units of Cukurova University, the updated Students with Disabilities Coordinatorship, the Barrier-Free Buildings Unit Commission and the working group lists and guidelines were determined and announced to the instructors. In addition, in buildings which serve students or where students are active, the construction of accessible toilets, elevators and wheelchair ramps at the entrance of the buildings continues (**Annex.B.3.4.1**).

During the global pandemic, while continuing education remotely in the digital environment, students with disabilities were facing different problems. Small changes to be considered in presentations, course preparations and lectures by increasing awareness alone have great meaning for students with disabilities. In order to make distance education as accessible as possible for students with disabilities, necessary measures have been taken within the capabilities of the university. In this context, it was determined whether there were students with disabilities in the relevant programs of our university and the instructors were informed

about the measures to be taken according to the disability group. Measures were taken to eliminate the problems experienced on the online course platform by interviewing students with disabilities on online connections. In this vein, the university has made efforts toward meeting the needs of students regarding class participation and during exam periods.

The education and training processes regarding students with disabilities at our university are carried out within the scope of "Cukurova University Directive on Students with Disabilities Consultation and Coordination Unit" and "Cukurova University Directive on Students with Disabilities Education and Training Exam Implementation" (**Annex.B.3.4.2, Annex.B.3.4.3**). In our university, exams for students with disabilities (questions, exam place, duration, etc.) are arranged by the instructors according to types of disabilities. The Students with Disabilities Unit of our university takes an active role in all the efforts carried out (<http://eob.cu.edu.tr/>).

On the campus of our university, which has a very large area, the "University Without Barriers" plans have been created by dividing them according to regions and work toward this is progressing rapidly (**Annex.B.3.4.4, Annex.B.3.4.5**).

A project was started in 2019 under the framework of "Compliance to Quality Standards in Health" initiative within Balcılı Hospital and the surrounding campus area. The first leg of the initiative was completed in 2020 and included efforts to achieve a barrier-free access to the hospital for students and patients, beginning from the point of arrival to the hospital, expanding toward hospital entrances and to the interior of the hospital. Such efforts are currently in progress. Braille guide signs were made for the visually impaired in the hospital (**Annex.B.3.4.6**).

In addition, within the scope of the Barrier-Free University Awards awarded by the Higher Education Council, the Faculty of Economics and Administrative Sciences of our university hold the "Orange Flag" award for Access to Space (**Annex.B.3.4.7**).

### **Disadvantaged groups**

**Maturity Level:** Practices regarding the access of the disadvantaged groups to learning opportunities are carried out.

### **Sample Evidence**

- [Annex B.3.4.1. Barrier free Building Efforts.pdf](#)
- [Annex B.3.4.2. Counseling Coordination Directive for Students with Disabilities.pdf](#)
- [Annex B.3.4.3. Students with disabilities Exam Directive.pdf](#)
- [Annex B.3.4.4. Barrier-Free University Mater Plan.pdf](#)
- [Annex B.3.4.5. Accessible Campus Assignment \(1\).pdf](#)
- [Annex B.3.4.6. Balcali-Hospital-Accessible-Planning.pdf](#)
- [Annex B.3.4.7. In Space-Access-Orange-Flag.pdf](#)

### **B.3.5. Social, cultural and sporting activities**

In addition to education and scientific studies, Cukurova University attaches great importance to the social and cultural development of students. Our university provides its students with a large number and variety of social, cultural, arts and sports facilities. In this context, many conferences, seminars, panels, conventions, symposiums, shows, exhibitions, theaters, concerts and arts and cultural activities are carried out throughout the year for the

development of students. In this context, the Department of Health, Culture and Sports (SKS) of our university organizes activities that will meet the sports, cultural and social needs of all students at the university. In addition, our university offers many sports activities where students can improve themselves in line with their interests and abilities, as well as wide opportunities for students through student societies. The social and cultural services and support offered to our students are jointly planned by the Directorate of Culture and the Student Activities Unit under the SKS (Directorate of Health, Culture and Sports). Within the body of the Directorate of Culture, there are groups open to the participation of students such as Turkish Art Music Ensemble, Turkish Folk Music Ensemble, Turkish Folk Dances Ensemble, Salon Dances Ensemble and Drama Performances Ensemble.

In our university, 46 active student clubs continue their activities in order to ensure the progress of students in the fields of culture, arts, sports, science and technology as well as their academic development **(Annex.B.3.5.1)**.

In order to encourage the participation of our university students in scientific conventions and meetings, 14 national and international sports, cultural and arts activities were carried out at our university in 2021. As can be understood from the 2021 Strategic Plan Evaluation Report presented in the annex, targeted rates regarding "A3, H3.3 Increasing the culture, art, sports and community service projects and improving their international qualities" could not be reached due to the COVID-19 pandemic **(Annex.B.3.5.2)**.

The amount of expenditure allocated from the budget of our university for cultural and sports services carried out in the 2021 fiscal year was TL 324,665.83 **(Annex.B.3.5.3)**.

Cukurova University Convention Center, established on a land of 150 acres, has a capacity of 2000 people. There is an infrastructure that enables translation in 8 languages at the same time in its halls and the highest level of security can be provided in accordance with international standards. There is a VIP lounge and study rooms in the Convention Center plan, and it was designed in such a way that vehicles carrying stage materials can enter. Within the Convention Center, there is a dining hall that serves food to the students of the academic units located in our South Campus. Apart from the conventions organized by the universities, Cukurova University Convention Center, which can also host major arts and cultural events, has 1 conference hall, 38 rooms belonging to student clubs, 1 cinema, 1 meeting room and 2 administrative rooms.

With a capacity of 3,650 people, Cukurova University Open Air Amphitheater has an important place in the concerts, theater and graduation events of the students on campus. In addition, the Botanical Garden and Hobby Gardens established on an area of 200 acres on campus allow both staff and students to spend time in nature and soil and do gardening in the private area.

Within the body of Cukurova University, there is the Cukurova University Sports Center, which is a large-scale, multi-purpose, integrated sports complex where sports competitions and sports education can be held in accordance with international standards. Within the Sports Center of our university, there are 2 multi-purpose sports halls, an internationally sized stadium and an athletics track, a semi-Olympic swimming pool, an artificial climbing wall, a step-aerobic dance hall, a gymnasium, a table tennis hall and open turf soccer fields. In addition, suitable conditions have been provided for the activities to be held in all fields, tracks and halls within the facilities. Our sports facilities also respond to requests from outside the university. In the canoe and rowing center located by the Seyhan Dam Lake, surface water sports that can be held internationally are performed within the body of our university.

Cukurova University Ozdemir Sabanci Indoor Swimming Pool, Lutfullah Aksungur Sports Hall with a total indoor area of 5,600 square meters, as well as Sakıp Sabanci Sports and Exhibition

Center are considered among the most modern sports facilities of the Mediterranean Region with a capacity of 3,500 people. In this respect, the facility was built to hold concerts and various organizations as well as sports matches.

Sports branches operating in our university includes Swimming, Athletics, Table Tennis, Tennis, Basketball, Soccer, Indoor Soccer, Volleyball, Handball, Wrestling, Rowing, Canoeing, Taekwondo, Karate, Arm Wrestling, Cycling, Boxing, Sports Climbing, Kick Boxing and American Football. The Healthy Living Center, located in the Lütfullah Aksungur Sports Hall within the Sports Center of our university, provides open service to all staff and students in order to provide accurate and healthy sports opportunities by arranging personalized exercise prescriptions (<https://spor.cu.edu.tr/>).

ÜNİLİG has an important place in the opportunities offered by the Sports Directorate at our university. With ÜNİLİG, approximately 3,000 people consisting of academic and administrative staff and students are provided with the opportunity to do sports in different branches such as Basketball, Volleyball, Football, Table Tennis and Swimming between the Faculties and Schools of our University and Vocational Schools. Our university also takes an active part in the competitions organized by ÜNİLİG between universities. In our Sports Facilities, within the scope of a social responsibility project, in cooperation with the Special Athletes Sports Education and Rehabilitation Association of Turkey (TOSED), which is controlled by Sabanci Foundation, health screenings for children with disabilities in seven provinces in and around Adana province are carried out for two days and competitions are organized in Basketball, Athletics, Football and Swimming Branches. Cukurova University also hosts the Universities Table Tennis competition organized by the Federation of Universities affiliated to the Ministry of Youth and Sports, and the Table Tennis Veterans Turkish Championship held annually at Sakıp Sabancı and Sports Exhibition Center. Through the sports services provided in our units operating within the body of our Sports Directorate, our university employees, students and many young people and children are provided with the opportunity to do sports. Due to the ongoing COVID-19 pandemic, up until June 2021, the staff of our university could only use the Open Courts and Tennis Courts connected to the Sports Facilities. After the June period, all our facilities were open to the public.

### ***Culture and Arts Opportunities:***

Cultural and arts activities in our university are run by various units, first and foremost by the State Conservatory and the Faculty of Fine Arts along with the rest of our academic units, Culture Directorate, student clubs, as well as Intercultural Communication Studies Application and Research Center (KİM) (<http://kim.cu.edu.tr> ), Turkology Research Center (CUTAM) (<http://turkoloji.cu.edu.tr/>), and the Continuing Education Center (SEM) (<https://sem.cu.edu.tr/>).

### **Social, cultural and sporting activities**

**Maturity Level:** The social, cultural and sporting activity mechanisms are monitored, activities are diversified and improved based on needs and requests.

## Sample Evidence

- [Annex. B.3.5.1. Student Club Activities.pdf](#)
- [Annex. B.3.5.2. Culture Arts sports target.pdf](#)
- [Annex. B.3.5.3. Culture Arts Sports Budget.pdf](#)

## B.4. Teaching Staff

### B.4.1. Recruitment, promotion and appointment criteria

All processes related to the recruitment, appointment and promotion of lecturers at our university are carried out transparently and openly, in accordance with the relevant article provisions of the Higher Education Law No. 2547 and the "Criteria for Promotion and Appointment to Faculty Membership of Cukurova University". Cukurova University Criteria for Promotion and Appointment to Faculty Membership have been redefined by the decision of the University Senate within the context of "Mission Change and Specialization" regarding the university's commitment towards "Internationalization" and becoming a "Research University" in order to develop further through the formation of a necessary faculty body as an essential instrument (**Annex.B.4.1.1**).

With the criteria set in the promotion and appointment to the teaching staff positions, it is aimed that the candidates who apply for the teaching staff have the appropriate level of competency required for the scientific level of the unit; the ability to accelerate the scientific studies in the unit; and contribute to a moderately competitive scientific working environment. It is essential that the promotion and appointment to faculty membership are open to applications from inside and outside Cukurova University and encourage scientific competition. During evaluation, points of consideration are the candidate's place and potential in the field of science, professional experience, possible contributions to education and the objectives of the unit to which they are applying, existing or possible contributions to the university / unit management and other university services, personal goals, and development activities. The process of promotion and appointment to faculty membership is carried out hierarchically upon the request of the academic board of Departments, the decision of the faculty/school administrative board and the approval of the university administrative board. The recruitment process is based on objective criteria. An important part of the Criteria for Promotion and Appointment to Faculty Membership is reflected in the objectives, objectives and indicators in the Strategic Plan of Cukurova University and is monitored and evaluated. These targets include increasing the total number of qualified publications per faculty member by 5% each year, increasing the number of national and international collaborative projects by 25% by the end of 2023, and increasing the number of qualified publications made from graduate theses by 40% by the end of 2023. In the 2021 Annual Administration Activity Report, the evaluation of the performance results is included and presented in the annex (**Annex.B.4.1.2**).

In order to increase the quality of education and training activities at our university, staffing is done in accordance with relevant rules and regulations. As of 2021, the number of students per faculty member has fallen to 40, beyond the targeted indicator (**Annex.B.4.1.3**). In the selection of nontenured instructors, the field of expertise and experience are evaluated. For this purpose, the "Procedures and Principles regarding Instructors Teaching Undergraduate Programs" of the Senate of Cukurova University was last updated in 2018 (**Annex.B.4.1.4**). With this directive, doctoral degree has been made compulsory for the external appointment to tenured positions of lecturers for undergraduate education. The procedures and principles regarding the assignment of instructors who will teach in associate degree programs have

been set out (**Annex.B.4.1.5**). The procedures and principles regarding the teaching of Doctor Lecturers and Doctor Research Assistants working in practical training have been set out (**Annex-B.4.1.6**). For the assignment of staff to graduate courses, the criteria in the "Regulation on Graduate Education and Training" (**Annex.B.2.2.2**) and the "Procedures and Principles Regarding the Appointment of Advisors and Course Load in Cukurova University Institutes of Science, Health and Social Sciences and Graduate Programs of the Institute of Addiction and Forensic Sciences" (**Annex.B.4.1.7**) accepted by the University Senate are taken into consideration. In accordance with the provisions of the above-mentioned rules and regulations, utmost attention is given to the courses taught by the faculty member, course load distribution and the compatibility of the field of expertise and the course subject (**Annex.B.4.1.8, Annex.B.4.1.9, Annex.B.4.1.10**).

### **Recruitment, appointment and promotion criteria**

**Maturity Level:** The results of the recruitment, promotion and appointment practices are monitored, evaluated and precautions are taken accordingly.

### **Sample Evidence**

- [Annex B.4.1.1. Criteria for Appointment to CU Teaching Membership.pdf](#)
- [Annex B.4.1.2. IFR-Instructor Performance Indicator.pdf](#)
- [Annex B.4.1.3. IFR Faculty Member-Student Ratio Performance-Indicator.pdf](#)
- [Annex B.4.1.4. Teaching Staff to Instruct Undergraduate Programs.pdf](#)
- [Annex B.4.1.5. Assigning Courses in CU Undergraduate Programs.pdf](#)
- [Annex B.4.1.6. Applied Unit Research Assistant Directive.pdf](#)
- [Annex B.4.1.7. Appointment of Advisors in Graduate Programs.pdf](#)
- [Annex B.4.1.8. Academic staff information sample.pdf](#)
- [Annex B.4.1.9. Instructor course information list example.pdf](#)
- [Annex B.4.1.10. Lesson distribution balance- sample.pdf](#)

### **B.4.2. Teaching Competencies and Development**

In all units providing education at associate, undergraduate and graduate education levels at our university, there are training programs that are continuously developed with the participation of relevant stakeholders in accordance with the necessities of the modern age. The programs' aims are to achieve qualified manpower that is equipped with 21st century skills, can use the knowledge gained in depth, has the potential to produce new knowledge, has internalized ethical values, is focused on continuous personal and professional development, and is aware of social issues. In order to achieve this goal, the Education Coordinatorship was established as a unit that will continuously review the mechanisms related to the functioning of education at the university, determine the procedures and principles for improvement and development and monitor their implementation (**Annex.B.4.2.1**). In this context, the Coordination Office prepared the Training of Trainers Program launched at the end of 2021. The Training of Trainers Programme was implemented online as COVID-19 conditions persisted (**Annex.B.4.2.2**). In this program, an achievement test was implemented to assess the impact of the training (**Annex.B.4.2.3**). Feedback about the program was also received from the participants through a survey (**Annex.B.4.2.4**). The results of the survey will be evaluated and the content and method of the program will be updated accordingly for later trainings. Training of Trainers Working Group will be established



within the scope of the Training Coordinatorship in order to conduct research for the purpose of evaluating the training of trainers, the effects of the program on faculty members' teaching while contributing to the development of the programs. In addition, apart from the training program for core trainers, elective modular programs are being planned to be established based on the needs of faculty members or new trends.

In addition, all faculty members received online training at our university through Microsoft Teams in order to enhance their use of distance education tools. In addition, they received training on testing and assessment tools to measure achievement through projects and assignments as part of the distance education system (**Annex.B.4.2.5**). Faculty members' performance is monitored in the units of our university and evaluated in a fair and transparent manner. In this context, education and activities are evaluated from the perspective of both students and faculty members (**Annex.B.2.2.13, Annex.B.4.2.6, Annex.B.4.2.7**).

In our university, faculty members are provided support to renew themselves in their professional field and to conduct research. In addition to the administrative work assigned to them, faculty members are able to allocate sufficient time for their professional development. Our university continues to provide administrative and economic support for academic staff through the BAP unit so that they can participate in continuous professional development activities within an institutional framework (<http://bap.cu.edu.tr>). The participation of our university faculty members in programs aimed at improving their scientific qualifications is supported financially and administratively. Support is provided through BAP projects for international and domestic conventions and symposiums, provided that they actively participate in scientific studies. Administrative support is provided by assigning faculty members to participate in continuous professional development programs for academic staff.

The teaching competence of the faculty members are also evaluated by the students through course evaluation. In addition, the process of developing teaching competence has been turned into defined processes in line with the PDCA cycle, and the planning, implementation, control and taking of the necessary measures are carried out with the working groups under the Education Coordinatorship.

### **Teaching competencies and development**

**Maturity Level:** There are practices aiming at developing the teaching competencies of teaching staff throughout the entire institution.

### **Sample Evidence**

- [Annex B.4.2.1. Additional Administrative Structure.pdf](#)
- [Annex B.4.2.2. Training of CU Trainers Core Program.pdf](#)
- [Annex B.4.2.3. CUECEP Success test.pdf](#)
- [Annex B.4.2.4 .Education of Trainers Program Evaluation Questionnaire.pdf](#)
- [Annex B.4.2.5. Online Education Events.pdf](#)
- [Annex B.2.4.6. CU Instructor-Member Satisfaction Survey-Analysis Results.pdf](#)
- [Annex B.2.4.7. CU Student Satisfaction Survey Analysis Results.pdf](#)

### **B.4.3. Incentives and rewards for educational activities**

The educational activities of the faculty members of the Faculty of Medicine and the Faculty of Dentistry are regularly monitored. Among these activities, monthly and annual performances of the faculty members are evaluated according to a score table and a contribution share is paid based on the points they receive (**Annex.B.4.3.1, Annex.B.4.3.2**).

In addition, faculty members capitalize on their involvement in research, projects, publications and scientific meetings during an academic year as part of academic incentives.

### **Incentives and rewards for educational activities**

**Maturity Level:** Incentive and rewards practices are implemented throughout the entire institution.

### **Sample Evidence**

- [Annex B.4.3.1. Faculty of Dentistry Score Sheet.pdf](#)
- [Annex B.4.3.2. Faculty of Medicine Score Sheet.pdf](#)

## C. RESEARCH AND DEVELOPMENT

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

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

Our "Research Process Management and Research Resources" are given below. This was defined in order to achieve our basic performance criteria established in light of the mission-vision we have given in the strategic plan for 2019-2023 and also of objectives based on our principal values (**Annex.C.1.1.1**).

"Cukurova University Scientific Research Strategies Board (CUBASK)" was established on December 22, 2020 in order to manage the research related processes more actively and speedily (**Annex.C.1.1.2**), although during Candidate Research University procedures, research process were determined by the "Directive on Research University Boards" (<https://genelsekreterlik.cu.edu.tr/cu/mevzuat/universitemiz-mevzuati/ilgili-diger-mevzuat>). The purpose of this board is: to increase the quality, potency and efficiency of scientific research activities at Cukurova University and to determine, implement and monitor policies for the coordination of these elements. The structure of Cukurova University Scientific Research Strategies Board, mode of operation and procedures and principles regarding the duties of the board are defined by directive.

The establishment of CUBASK as a supreme board has created a higher role in research process management. In line with the decisions taken here, other elements in research management are addressed. These other elements are as follows:

- Scientific Research Projects (BAP) Commission (<https://bap.cu.edu.tr>),
- Cukurova University Scientific Research Strategies Board (CUBASK)
- Project Development and Coordination Unit (<http://proje.cu.edu.tr/>),
- Cukurova Teknokent [Technopolis] (<https://cukurovateknokent.com/>),
- Academic Data Monitoring and Evaluation Coordinatorship (**Annex.C.1.1.3**).

The Scientific Research Projects Coordination Unit carries out the administrative and financial processes of research projects at our university through a web-based software (BAPSİS) (<https://bapsis.cu.edu.tr/Default2.aspx>).

In line with priority areas from all units of our university, management of research and development activities has been adopted and secured throughout the institution with integrative, sustainable and mature practices in line with institutional objectives within the framework of research policy, objectives and strategy. The organizational chart for the management of research and development processes is given in the Annex <https://bap.cu.edu.tr/cu/kurumsal/organizasyon-semasi> (**Annex.C.1.1.4**). Within BAP, one of the relevant units in this organization, there is a Project Support Office, a Purchasing Office, an Outsourced Projects Office, a Stock Registry Office. The BAP unit oversees every stage, beginning from the Project application process until finalization (<https://bap.cu.edu.tr/>).

In the feedback report given as a result of the External Evaluation made by YOKAK in 2017, it was stated that "The fact that the institution has a continuously growing TEKNOKENT established on campus and has established a Technology Transfer Office (TTO) has been identified as a strength. That the institution does not structure the relationship between the Project Development and Coordination Unit and TTO has been identified as open to improvement. The absence of a directive on Intellectual Industrial Property Rights (FSMH) has

*also been identified as an aspect open to improvement."* In line with these evaluations, the structure of the Technology Transfer Office was rearranged as the following:

The Technology Transfer Office consists of five different Modules (**Annex.C.1.1.5**). (<https://cukurovateknokent.com/tr/birimlerimiz/teknoloji-transfer-ofisi>)

These modules are;

Module 1) Awareness, Publicity, Information and Training

Module 2) Services for Utilizing Support Programs

Module 3) Project Development/Management Services

Module 4) Intellectual Industrial Rights Management and Licensing

Module 5) Corporatization and Entrepreneurship Services

The institution has many unique and innovative applications and some of these practices serve as a model for other institutions. For example, researchers of our university are able to arrange their project(s)' budgets to varying rates based on performance, and there are also incentives for them to acquire the project budget from external sources (Cukurova University Directive on Scientific Research Projects, Cukurova University Scientific Research Projects Coordination Unit Application Principles (**Annex.C.1.1.6, Annex.C.1.1.7**).

[https://bap.cu.edu.tr/storage/mevzuat/Bilimsel\\_Arastirma\\_Projeleri\\_Uygulama\\_ilkeleri.pdf](https://bap.cu.edu.tr/storage/mevzuat/Bilimsel_Arastirma_Projeleri_Uygulama_ilkeleri.pdf))

In our university, the transformation of research into technology, the development of platforms suitable for research and fostering inter-institutional collaboration are organized by TTO. In this context, the operation of the modules is regularly monitored by coordinators and administrative staff of each module available under TTO. The TTO board of directors are module coordinators and a Teknokent representative. This board establishes the relationship between Teknokent and TTO. Among these modules, in particular the Project Development and Coordination Unit, organizes information and activities related to different types of projects (such as EU framework programs, Horizon 2020) in order to ensure that all faculty members benefit from national and international funds at certain time intervals; provides support for researchers at our university during project application and execution; shares current project announcements on the web page and notifies faculty members at our University through a monthly e-bulletin. (<http://proje.cu.edu.tr/>).

### **Units carrying out research activities**

Research and development activities are carried out in the academic units of our university and CU Central Research Laboratory (CUMERLAB), 38 Research and Application Centers. Research within the scope of graduate theses is carried out in 91 Departments affiliated with the Institutes of Science, Social Sciences, Medical Sciences and Addiction and Forensic Sciences. In addition, interdisciplinary research can be carried out in the departments of Archaeometry, Biotechnology (Turkish and English), Astronomy and Astrophysics, Occupational Health and Safety, Energy and Energy Systems (English), Advanced Materials and Nanotechnology, Sustainable Agriculture and Food Safety, Translational Medicine (English) affiliated with the above institutes.

University Vice-Rector in charge of quality and the quality coordinator visited each unit and gave a presentation in order to share the events and evaluations of the year 2021 as well as of 2022. In these presentations, quality management processes and research university performance criteria were shared with the units. The results of the visits were reported as the monitoring results of the Quality Coordination Office and shared on the Quality Assurance

website (**Annex.C.1.1.8**). In addition to this visit, the Rector and Vice Rectors visited all units and gave information about our current situation and future goals as a Research University and announced the score cards of the units on the basis of persons, departments and faculties (<https://habermerkezi.cu.edu.tr/haber-detay/2355/rektor-prof-dr-tuncel-akademisyenlerle-bir-araya-geldi>) (**Annex.C.1.1.9**).

After giving information, a reward mechanism is developed for researchers who stand out with their scientific studies and positive action (such as providing additional support for their research) taken. (**Annex. C.1.1.10**).

On 22 December 2020, simultaneously with CUBASK, the "Cukurova University Academic Data Monitoring and Evaluation Coordinatorship (AVİDEK) Directive" was also passed by the university senate. The aim of the Coordination Office is to monitor and evaluate the academic studies within the university.

A software has been developed to monitor academic staff on an individual basis and to evaluate the contribution of each academic staff to the research-development targets in the strategic plan of our university (**Annex.C.1.1.11**)

([https://proje.cu.edu.tr/akademik\\_performans/](https://proje.cu.edu.tr/akademik_performans/))

Visits to units by the senior management and informing them first-hand, monitoring the performance of AVİDEK and CUBASK and the research performances of the established faculty members, departments and faculties and relevant improvements towards research is considered an exemplary level of service (**Annex.A.1.2.3**).

## **Management of research processes**

**Maturity Level:** There are internalized, systematic and sustainable practices that can be used as examples of best practices.

### **Sample Evidence**

- [Annex C.1.1.1. Strategic plan \(1\).pdf](#)
- [Annex C.1.1.2. Cubask Yonerge.pdf](#)
- [Annex C.1.1.3. Avidek directive.pdf](#)
- [Annex C.1.1.4. BAP Organization chart.pdf](#)
- [Annex C.1.1.6. BAP directive.pdf](#)
- [Annex C.1.1.7. BAP principles.pdf](#)
- [Annex C.1.1.8. Quality coordinator monitoring report.pdf](#)
- [Annex C.1.1.9. Rector unit visits.pdf](#)
- [Annex C.1.1.11. Academic performance.pdf](#)
- [Annex C.1.1.10. Academic motivation example.pdf](#)
- [Annex C.1.1.5. TTO Structure Annual Report.pdf](#)

## **C.1.2. Internal and External Resources**

The development of the R&D infrastructure of our university is stated in our Research University Self-Evaluation Report. In this context, certain projects and postgraduate research with the potential to contribute to the country's economy, offer solutions to the problems of the region and the country in general, to produce core knowledge, support infrastructure in primary fields such as "Food and Agriculture", "Health", "Energy and the Environment",

“Material”, “Regional Development” are given priority. Research support for priority thematic areas were distributed on the basis of various units and their distribution balance is given under science, social and health fields categories in BAP reports (<https://bapsis.cu.edu.tr/BapRaporlari2.aspx>) (**Annex.C.1.2.1**). Providing high rates of support from internal revenues to qualified projects in the priority areas by taking into account the country and regional priorities is one of our policies for the effective use of the budget.

An important part of the research and development infrastructure of our university belongs to the relevant laboratories of the units. In addition, faculty members at centers equipped with cutting edge technology, and which support all university units and institutions outside the university are provided with significant infrastructure support. These centers are ÇÜMERLAB, Subtropical Fruits Application and Research Center, Adana Genetic Diseases Diagnosis and Treatment Application and Research Center, Biotechnology Research and Application Center (Biotechnology), and the Balcalı Hospital Central Laboratory. Projects and BAP infrastructure projects towards our university’s priority areas, supported by the Ministry of Industry and Technology (former Ministry of Development) have provided building, technology and human resources to realize CUMERLAB. CUMERLAB started its activities in January 2017 and all infrastructure deficiencies were completed by the end of 2019 with the additional support funding by the Ministry of Development and BAP infrastructure support. In this context, 29 modern devices were purchased to enable advanced analyses needed by researchers and industry. 10 lecturers and technical personnel who are experts in the use of devices were hired and continuous in-service training is provided. Within the scope of the thematic areas of the Research University, Research Groups are allocated space within CUMERLAB during the project (<https://cumerlab.cu.edu.tr/>).

The practices by the BAP unit for monitoring the effective use of research and development resources are listed below (<https://bapsis.cu.edu.tr>).

1. Keeping inventory of qualified machinery and equipment purchased within the scope of research projects on the basis of researchers, units and departments. This inventory is taken into consideration when a new application is made by researchers in order to prevent duplicate purchases and avoid unnecessary spending.
2. On the web page of the unit, the inventory for qualified machinery and equipment was made available to the users and the researchers are able to search the records according to various criteria. In this way, the use of qualified machinery and equipment available at our university has been encouraged in various areas of research.
3. Budget expenditure for support programs are classified and rules have been introduced for the use of commonly requested expenses such as stationery, computers, printers, etc. These rules are controlled by the process management system and thus significant savings are achieved.
4. The budget expenditures of the unit and each project are monitored electronically, and as a result of monitoring the available budget amounts and the commitments of the unit, the value of the financial resources is protected by keeping the unit's actively unused amounts in the bank in the term account.
5. Thanks to the comprehensive reporting tools of the unit, what kind of expenses are mainly requested within the scope of the projects according to the units or disciplines is known and this information is used to determine the implementation principles of the support programs.

6. Records of companies providing goods and services to projects are monitored in terms of their success in fulfilling commitments and those companies who do not completely fulfil their commitments are identified and necessary measures are taken.

7. The advances paid to the researchers and orders made for projects are monitored through the system, the researchers and administrative staff are automatically notified by the system and therefore possible disruptions are prevented.

8. The budget expenditure and budget limits of the projects are controlled by the software system and budget overruns are not allowed.

9. Support programs are determined and established under the BAP directive in order to direct resources to areas with high potential to create added value for our country and university.

10. Researchers are allowed within a certain limit to increase their project budget in order to present their project findings at national and international scientific conventions. In this way, researchers are encouraged to follow scientific developments in their fields, increase their recognition and foster cooperation, eventually leading to an increase the number of publications addressed to our university

Our university has identified areas of improvement and suggested series of solutions regarding the effective and productive use of infrastructure resources for research as a result of consultations between stakeholders and the R&D Strategic Planning Committee during the 2019-2023 Strategic Plan preparation process.

Accordingly, in addition to increasing the number of externally supported projects, the use of resources to strengthen the research infrastructure from these projects will be encouraged, improvements will be made in the rules and regulations that create obstacles to this, and studies will be carried out especially for the effective use of the existing infrastructure in a way that will allow more access to researchers. In addition, in the ordinary meetings of the Executive Board of the Research University, it was decided to carry out studies on the more effective use of the existing infrastructure and taking radical measures to benefit from external resources.

With the web-based stock registry system, the follow-up and control of unit inventory assigned to researchers are ensured so that University research infrastructure (Central Research Laboratory, Biotechnology Center etc.) is open to joint use and duplicate purchases are avoided. Furthermore, the existing infrastructure is opened to external use and effective and productive use of the infrastructure is ensured while additional resources are added to the institution's budget. Efforts are also being made in order to obtain additional resources, especially from national and international external funds (EU, NATO, relevant Ministries, TÜBİTAK and the private sector). Within this framework, while information and support units are established, the "Scientist Support Program" that supports researcher mobility is also implemented. In accordance with the Scientific Research Projects Implementation Directive, bureaucratic procedures are facilitated in the processes related to the application, follow-up and maintenance of Industrial Cooperation Projects (SAN), Research Projects with International Participation (UAP) and external funds, and the Project Development and Coordination Unit provides the necessary technical support. Institutional initiatives are being taken to increase grant support. In addition, our criteria for Appointment and Promotion to Faculty Membership are also highly effective in carrying outsourced projects.

The research and development budget consists of the resources given below (BAP) and outside the university (national and international projects).

## Internal Resources (BAP)

Self-funded revenues: 5% of the revolving funds at various units of our university.

Treasury Aid: It is the treasury shares of various units of our university.

Non-Thesis Master's Degree Income: It is the budget transferred from non-thesis graduate education carried out by our Institutes of Social Sciences, Natural and Applied Sciences and Medical Sciences into research.

Revenues are transferred to the Scientific Research Projects (BAP) budget in accordance with the relevant rules and regulations. For scientific research projects, 5% share of the revolving funds revenues of our university, 30% share of non-thesis graduate revenue is allocated as funds, and in other research projects, financial resources are put into fiduciary accounts. The appropriations provided by the fund created with these revenues vary according to the types of projects and are increased according to the years (<https://bapsis.cu.edu.tr/BapRaporlari2.aspx>). In accordance with the Directive on Scientific Research Projects Implementation, adopted by the Cukurova University Senate dated 30.01.2018 and 02/01 Senate Decision for the allocation of self-funded revenues for research activities (<https://bap.cu.edu.tr/cu/mevzuatlar>); provide support for 7 different project types. These are Individual Research Projects, Graduate Thesis Projects, Priority Area Projects, Research Infrastructure Projects, Research Projects with International Participation, Industry Cooperation Projects, and International Research Cooperation Requests for and the acceptance of funding support are made within the framework of the BAP directive and "Cukurova University Scientific Research Projects Application Principles. The research activities of the institution are coordinated by the Scientific Research Projects Coordination Unit (BAPKOM). The support amounts and the criteria for the allocation of internal resources allocated to research activities continue to be determined annually by BAPKOM within the scope of available budget. The effective use of budget resources is meticulously carried out by BAPKOM in cooperation with referees. BAPKOM also meets regularly every month to evaluate the periodic reports, final reports and petitions from the executors of the ongoing projects. In 2021, a total of 572 new projects were supported by the BAP unit, 142 were Individual Research Projects, 405 were Graduate Thesis Projects and 25 were other projects. In the budget of Individual Research Projects, there is a performance-based budget increase by taking into account the criteria determined by BAPKOM.

The budget components for BAP in 2021 are given in the table below:

Project Type	Spending (TL)
Individual Research Project	3.741.360,40
Master's	3.347.530,95
Doctorate	4.031.727,42
Specialty in Dentistry	454.143,27
Specialty in Medicine	807.890,12
Proficiency in Arts	29.932,84
<b>TOTAL SUM</b>	<b>12.412.585,00</b>



## External National and International Income

Project revenues: European Union Programs, NATO projects, funds from international sources such as the Food and Agriculture Organization of the United Nations, public institutions such as TÜBİTAK and TAGEM, Cukurova Development Agency, etc.

Non-university resources consist of financial support gained through projects supported by TÜBİTAK, TAGEM, the Ministry of Development, Cukurova Development Agency, European Union Grant Funds and various government organizations. Effective/efficient use of external resources and the provision of additional resources are in accordance with the Directive on Scientific Research Projects Implementation. Our institution provides support (Industrial Cooperation Projects, Research Projects with International Participation) through the BAP unit in order to increase and support the orientation of its academic staff to external resources. In addition, it creates evaluations that will provide advantages to academic staff who carry out outsourced projects in their academic promotions and appointments. Moreover, with the contributions of Cukurova Technopolis and Technology Transfer Office (TTO), research transforms into technology and suitable platforms for research are developed.

Cukurova University TTO has gathered under a single roof and provides support to faculty members in the announcement, application, follow-up and financial management of national and international support opportunities. In addition, support is provided for the protection of intellectual property rights that may arise as a result of all academic activities carried out. The unit also organizes various project trainings to support national and international research activities. In addition to these trainings, information is provided through monthly bulletins for project calls, financial and ethical support is provided in the project application and execution processes, and informative efforts are carried out to support inter-institutional research activities. On the other hand, Project Development/Management Services Module fosters University-Industry cooperation and carries out studies on outsourcing to the university by carrying out joint projects of faculty members with industrial organizations.

1512 Techno Venture Capital Support Program implemented by TÜBİTAK provides financial support up to TL 200,000 per project in the form of 100% grants to university senior students and graduates in order to transform their technology and innovation-oriented business ideas into enterprises with high added value and high potential to create qualified employment. Cukurova University TTO provides one-on-one mentoring and various trainings to future entrepreneurs to transform their business ideas into qualified business plans within the scope of BIGG4TECH, which is jointly carried out by four organizations. The majority of the candidates who are entitled to participate in BIGG4TECH trainings consist of students, graduates or academics of our university ([cukurovateknokent.com](http://cukurovateknokent.com)).

In 2021, a total of 10 projects (total budget 4.792.583 TL), 9 from TÜBİTAK-supported Natural and Applied Sciences, and 1 from Social Sciences, were accepted and project processes and expenditures started to be executed. Apart from these projects, 5 projects supported by TAGEM (total budget 1.229.776,50TL), 1 project supported by CSP ERANET-TUBİTAK (1.026.000 TL), 4 projects supported by the European Union (223.268,50 Euros) and 1 project supported by UN-FAO (400.260TL) were started to be carried out (**Annex.C.1.2.2, Annex.C.1.2.3, Annex.C.1.2.4**).

The budget of the 144 national and international phase studies ongoing within the scope of the Supportive Research Project (DAP) Unit within Cukurova University Balcalı Hospital is approximately 17.000.000 TL (**Annex.C.1.2.5**), although it varies according to the number of participating patients.

## Internal and external resources

**Maturity Level:** The institution follows up and improves the variety and sufficiency of its research resources.

### Sample Evidence

- [Annex.C.1.2.1.Bap-Reports.pdf](#)
- [Annex.C.1.2.2.Projects.1.pdf](#)
- [Annex.C.1.2.3.Projects.2.pdf](#)
- [Annex.C.1.2.4.Projects-DAP.pdf](#)
- [Annex.C.1.2.5.DAP.Projects.pdf](#)

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

Doctoral programs are carried out in 38 departments of the Institute of Natural and Applied Sciences (<https://otomasyon.cu.edu.tr/anabilim1.aspx>), (<https://fbe.cukurova.edu.tr/cu/enstitumuz/genel-bilgi>), (**Annex.C.1.3.1**).

Of these 38 programs, 6 are multidisciplinary (Biotechnology, Energy and Energy Systems, Occupational Health and Safety, Advanced Materials and Nanotechnology, Sustainable Agriculture and Food Safety, Remote Sensing and Geographic Information Systems) and the others are 100% English except for the Departments of Occupational Health and Safety and Remote Sensing and Geographic Information Systems. In addition to these 4 programs, 100% English education is carried out in 3 programs (Electrical-Electronics Engineering, Computer Engineering and Mechanical Engineering Departments) (<https://fbe.cukurova.edu.tr/>) (**Annex.C.1.3.2, Annex.C.1.3.3, Annex.C.1.3.4, Annex.C.1.3.5**).

There are 24 doctoral programs with active students at the Institute of Social Sciences. There is also another program that is allowed to admit students and is planned start admitting new students next semester. (**ANNEX. C.1.3.6**). 568 doctoral students who enrolled in the Institute in 2021 continue their education and research. In addition, there are four different 100/2000 doctoral programs opened within the body of our Institute (<https://sosyalbilimler.cukurova.edu.tr/>).

There are 17 active PhD Programs in the Institute of Medical Sciences, one in English (Translational Medicine). Among these programs, Translational Medicine affiliated to the Department of Translational Medicine is an English and interdisciplinary program. The Doctoral Program in Sports Sciences, which is affiliated to the Department of Physical Education and Sports of our Institute, is also an interdisciplinary program. The Institute of Medical Sciences thus provides postgraduate education to 4 faculties: Faculty of Medicine, Faculty of Dentistry, Faculty of Health Sciences and Faculty of Sports Sciences (**Annex.C.1.3.7**). The institute has 11 doctoral students who have received YÖK 100/2000 scholarships in priority fields (<https://sbe.cu.edu.tr>).

The Institute of Addiction and Forensic Sciences has 2 doctoral programs, namely the Departments of Forensic Sciences and Addiction. Both departments are multidisciplinary (<https://babe.cu.edu.tr/>) (**Annex.C.1.3.8**)

Cukurova University Directive on Co-Supervised Doctoral Education and Training" has been prepared in order to carry out doctoral theses with co-advisors between Cukurova University and higher education institutions abroad and to award doctoral degrees to successful students

by both institutions (**Annex.C.1.3.9**). In this context, a Doctoral thesis with Co-Advising between the Department of Chemistry of the Institute of Natural and Applied Sciences and the University of Barcelona in Spain was completed. The practice continues between the Department of Food Engineering of the Institute of Natural and Applied Sciences and the University of Liege, Belgium (**Annex.C.1.3.10**).

Applications for doctoral programs and doctoral entrance exams are held on the dates announced in the academic calendar of the Institutes. After the students who have passed the doctoral entrance exam have made their final registration, thesis advisor appointment is made within the framework of "Procedures and Principles Regarding the Appointment of Advisors and Course Load in CU Institutes of Science, Health and Social Sciences and Graduate Programs of the Institute of Addiction and Forensic Sciences". The course phase, proficiency exam, thesis proposal and thesis study stages of the students enrolled in the doctorate programs are carried out according to the processes defined in the CU Graduate Education and Training Regulations.

<https://fbe.cukurova.edu.tr/cu/ogrenci/yonetmelik-ve-yonergeler>

<https://sosyalbilimler.cukurova.edu.tr/cu/ogrenci/mevzuat>

<https://sbe.cu.edu.tr/cu/ogrenci/yonetmelik>

<https://babe.cu.edu.tr/cu/enstitumuz/regulation>

The application processes and doctoral entrance exams of some graduate programs were held face-to-face or online in 2021 due to the global pandemic (**Annex.C.1.3.11**).

<https://fbe.cu.edu.tr/haber-detay/336/2021-2022-guz-yariyili-kontenjanlari-ve-basvuru-sartlari>,

<https://sosyalbilimler.cu.edu.tr/haber-detay/144/2021-2022-guz-yariyili-i-lani>,

<https://sbe.cu.edu.tr/haber-detay/145/2021-2022-egi-ti-m-ogreti-m-yili-guz-yariyilinda-alinacak-yuksek-li-sans-doktora-ogrenci-kontenjanlari>

<https://babe.cu.edu.tr/haber-detay/53/adli-bilimler-anabilim-dali-2021-2022-egitim-ogretim-guz-yariyili-sinav-basvurulari>

As to the number of PhD students in 2021:

The number of doctoral students enrolled in each department in the Institute of Natural and Applied Sciences and the number of doctoral graduates according to the years are available on the institute website. There are 853 active students in the Institute of Natural and Applied Sciences. The number of alumni is 75. There are 55 students within the scope of 100/2000 doctoral program.

83 doctoral students were enrolled in the Institute of Social Sciences and 45 doctoral students graduated. There are 14 students under the 100/2000 doctoral program.

The Institute of Medical Sciences has 201 doctoral students. The number of PhD alumni is 16. There are 11 students under the 100/2000 doctoral program.

There are 25 active doctoral students in the Institute of Addiction and Forensic Sciences and 1 doctoral student has graduated.

The monitoring of doctoral students is possible through the monthly student charts sent by advisors to the relevant departments of institutes. There are post-doc opportunities in the institution and "Cukurova University Directive on BAP" ([https://bap.cu.edu.tr/storage/mevzuat/Bilimsel Ara%C5%9Ft%C4%B1rma Projeleri Y%C3](https://bap.cu.edu.tr/storage/mevzuat/Bilimsel_Ara%C5%9Ft%C4%B1rma_Projeleri_Y%C3)

[%B6nergesi.pdf](#)) (**Annex.C.1.1.6**) and "Cukurova University Directive on Implementation regarding Guest Academics" (<https://international.cu.edu.tr/cu/internationalization/visiting-scholars/visiting-scholars-regulation>) (**Annex.C.1.3.12**) execute relevant operations. In this context, a sample of the guest academics assigned to our university in 2021 is presented in the annex. (**Annex.C.1.3.13**).

The Institute of Medical Science has set forth "Advisory Criteria", and adopted standard practices such as the use of Turnitin Plagiarism Check and compulsory courses related to Scientific Research Methods and Research Publication Ethics, Education and Training in order to increase the quality of theses produced. These criteria have been published on their web page. (**Annex.C.1.3.14**).

## **Doctoral programs and post-doctoral opportunities**

**Maturity Level:** The institution monitors and improves the outputs of doctoral programs and postdoctoral opportunities regularly.

### **Sample Evidence**

- [Annex.C.1.3.1.FBE-Doctorate-Programs.pdf](#)
- [Annex.C.1.3.2.FBE-Biotechnology-English-Doctorate-Program.pdf](#)
- [Annex.C.1.3.3.FBE-Energy.pdf](#)
- [Annex.C.1.3.4.FBE-Advanced-Materials.pdf](#)
- [Annex.C.1.3.5.FBE-Sustainable-Agriculture.pdf](#)
- [Annex.C.1.3.6.Social-Sciences-Doctorate-Programs.pdf](#)
- [Annex.C.1.3.7.Medical-Sciences-Institute-Departments.pdf](#)
- [Annex.C.1.3.8.Addiction-Forensic-Sciences.pdf](#)
- [Annex.C.1.3.9.CU-Co-Advised-Doctorate-Training-Regulation \(1\).pdf](#)
- [Annex.C.1.3.10.Liege-University-Belgium-Bilateral-Agreements.pdf](#)
- [Annex.C.1.3.11.Doctorate-Entrance-Examination.pdf](#)
- [Annex.C.1.3.12.CU-Implementation Regulation on Visiting-Academics.pdf](#)
- [Annex.C.1.3.13.Sample on Visiting Academics.pdf](#)
- [Annex.C.1.3.14.Principles regarding Advisor Assignments in Postgraduate Programs.pdf](#)

## **C.2. Research Competence, Collaboration and Support**

### **C.2.1. Research Competencies and their Development**

Research competence at our university, the rate of researchers with doctoral degrees, the distribution of institutions where doctoral degrees are obtained; their alignment with the research objectives of our university is systematically monitored through the Academic Data Management System (AVESİS): <https://avesis.cu.edu.tr/raporlar/personel/birimlere-gore-personel-dagilimi> (**Annex.C.2.1.1**). In 2021, in order to improve the research and development competence of academic staff, different training seminars, workshops and project fairs were held regularly and tried to be organized online taking into account the impact of the pandemic (<http://proje.cu.edu.tr/>) (**Annex.C.2.1.2**).

In our university, according to the regulation by the Ministry of Agriculture and Forestry on the Protection of Animals Used for Scientific Purposes dated 22/10/2010 and numbered 2010/63/EU and prepared within the framework of compliance with the European Union legislation, the "work permit" for the Use of Aquatic Vertebrate Creatures for Experimental

and Scientific Purposes was obtained in 2020 (**Annex.C.2.1.3**). With this permit, there is an ethical certificate for studies to be carried out with aquatic invertebrates in an integrated manner with CU Medical Sciences Experimental Application and Research Center (SABİDAM) and the research competence carried out in these areas.

The alignment of research topics at our university with the university objectives, and the special studies (such as projects, theses and publications) on the topics of UN sustainable development goals can be analyzed through AVESİS. ([Sustainable Development | AVESIS \(cu.edu.tr\)](http://sustainabledevelopment.cu.edu.tr)) (**Annex.C.2.1.4**).

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

**Maturity Level:** The practices for developing research competencies of the teaching staff in the institution are monitored and results are evaluated with the teaching staff to take precautions.

### **Sample Evidence**

- [Annex.C.2.1.1.Researcher-distribution.pdf](#)
- [Annex.C.2.1.2.Project-Development-Coordination-Unit-Training-Presentation-Samples.pdf](#)
- [Annex.C.2.1.3.Aquatic-Vertebrates-Permit.pdf](#)
- [Annex.C.2.1.4.Sustainable-Development-AVESIS.pdf](#)

### **C.2.2. National and International Joint Programs and Joint Research Units**

In 2021, our university continued its national and international collaborations and in-house support for the realization of the "Research University" and the vision it has set.

Using the existing research and development infrastructure facilities of our university, studies aimed at inter-institutional and/or international partnerships, graduate studies, basic and applied researches that will bring solutions to regional priorities and problems of society, in line with research priorities, multi-partner/disciplined researches were continued. In this direction, the Project Development and Coordination Unit continues to provide regular information on EU framework programs and project opportunities such as Horizon 2020, issue monthly bulletins and training activities in order to increase the utilization of national and international funds and to support young researchers with doctoral degrees. Our goals are to support the researchers of our university to benefit from national and international funds, to inform them in a timely and effective manner about these funds, to organize necessary trainings to increase the number of academics and researchers benefiting from these funds, to support the development of high value-added information and technology and to ensure that the developed technology is presented for the benefit of society. (<http://proje.cu.edu.tr/>), (<http://international.cu.edu.tr/>). In addition, through the Scientific Research Projects Unit (BAP), the university continues to encourage interdisciplinary research by providing additional support for internationally-funded projects (EU, NATO, etc.) provided from outside our university and to domestically sourced (TÜBİTAK, etc.) external projects. In addition, the "Priority Areas Project" support type is among the BAP project support for research in the areas determined by the Senate of our university. Such projects especially necessitate interdisciplinary applications. The above units, which are controlled at the level of the

Rectorate, meet at monthly intervals and evaluate the outcomes and ensure that the follow-up and continuity of the process is monitored.

The processes of establishing international cooperation protocols at our university and preparing bilateral cooperation protocols for the realization of research and development activities within this scope have been established by the Internationalization Office (<https://international.cu.edu.tr/cu/internationalization/bilateral-cooperation-agreements>) (**Annex.C.2.2.1**). Within the scope of these cooperation protocols, international partnership and joint research activities were continued in 2021 with 66 different cooperation protocols (<https://international.cu.edu.tr/cu/internationalization/partners>).

In order to increase International Joint Programs and Bilateral Collaborations at the graduate level, international joint theses are carried out with 3 international graduate programs within our university. At the undergraduate level, the Faculty of Economics and Administrative Sciences offers International Relations and Engineering in the Electrical and Electronics Engineering programs at Portland State University (<https://polsir.cu.edu.tr/cu/internationalisation/bilateral-agreements>) (**Annex.C.2.2.2**) and the University of Colorado Boulder (<https://international.cu.edu.tr/cu/internationalization/joint-degree-programs/joint-bachelor-s-degree-program-in-the-field-of-electrical-electronics-engineering>) (**Annex.C.2.2.3**).

Within the scope of international joint programs at our university, the postgraduate level co-counseling program has been initiated in 2019 and the first co-advisor mobility is continuing in 2021 under the current directive (**Annex.C.1.3.9**) (<https://international.cu.edu.tr/cu/internationalization/cotutelle-agreements/co-supervised-doctoral-thesis>) (**Annex.C.2.2.4**).

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

**Maturity Level:** The institution follows up joint programs and joint research activities in and out of the institution on national and international levels and makes improvements based on assessment with relevant stakeholders.

### **Sample Evidence**

- [Annex.C.2.2.1.Partnership-protocols.pdf](#)
- [Annex.C.2.2.2.Portland-State.pdf](#)
- [Annex.C.2.2.3.Colorado.pdf](#)
- [Annex.C.2.2.4.Co-advising-sample.pdf](#)

### C.3. Research Performance

#### C.3.1. The Follow-up and Evaluation of Research Performance

The units involved in research management and improvement are:

- Scientific Research Projects (BAP) Commission (<https://bap.cu.edu.tr>),
- Cukurova University Scientific Research Strategies Board (CUBASK)
- Project Development and Coordination Unit (<http://proje.cu.edu.tr/>),
- Cukurova Teknokent (<https://cukurovateknokent.com/>),
- Academic Data Monitoring and Evaluation Coordinatorship.

The BAP unit, together with the Academic Data Monitoring and Evaluation Coordinatorship and the Project Development and Coordination Unit, coordinates research planning and policy development, development and implementation of research projects and cooperation opportunities, monitoring and evaluation of research outcomes.

The Academic Data Monitoring and Evaluation Coordinatorship (**Annex.C.3.1.1**), which was established on December 22, 2020 to measure the research performance of the academic staff of our university, evaluates parameters such as publication (number, quality), project (number, budget, type), citations, patents, awards, etc.; reputation / recognition, number of students per faculty member, rate of doctoral graduates, employment rate, etc. as educational indicators. In this context, activities related to the competence areas of researchers are monitored in cooperation with Clarivate Analytics, which offers the Web of Science (WoS)-based InCites program, which offers the measurement of research input and outcomes, follow-up of current trends and comparison of articles, journals, institutions, people and regions. Simultaneously, with the "Academic Data Management System (CU-AVESİS)" at our university, criteria such as the competence of academic and research personnel, lecturing and projects, projects made during the year, original publications, books, publications, patents, number of papers are monitored and taken into account during performance evaluation (<https://avesis.cu.edu.tr/>). E-campus software (<https://ekampus.cu.edu.tr/>) (**Annex.C.3.1.2, Annex.C.3.1.3a, Annex.C.3.1.3b, Annex.C.3.1.3c**). compensates for the areas where AVESİS data management system falls short and therefore performance monitoring and evaluation is finalized.

The institution also receives unit activity reports from the units regularly at the end of each year. Unit activity reports are evaluated within the scope of the above-mentioned e-campus and the performance parameters that cannot be accessed through WOS and AVESİS are compiled and processed into the e-campus environment. (<https://www.cu.edu.tr/storage/ekampus.pdf>) (**Added.C.3.1.2**). Thus, the performance monitoring process is carried out completely and in full.

In 2017, Cukurova University was accepted by YÖK as a candidate university among the 16 research universities. Every year, the development of these universities is regularly monitored by YÖK through the Research Universities Performance Monitoring Index under 3 headings: "Research Capacity", "Research Quality" and "Interaction and Cooperation". In the last statement made in 2020, it was stated that the number of criteria evaluated was 32 and it was announced that five universities, including Cukurova University, increased their scores and went higher than the previous ones in the last ranking.

(<https://www.yok.gov.tr/Sayfalar/Haberler/2020/yok-ten-arastirma-ve-aday-arastirma-universiteleri-degerlendirilmesi.aspx>) (**Annex.C.3.1.4**). In line with the evaluation made in

2021 and the new decisions taken, YÖK declared Cukurova University as a Research University (**Annex.C.3.1.5, Annex.C.3.1.6**).

(<https://www.yok.gov.tr/Sayfalar/Haberler/2021/arastirma-universiteleri-ile-toplanti.aspx>)

In our university, academic staff research performance is regularly monitored. After the follow-up, the data for 2021 are evaluated at the beginning of 2022 and their performance is announced in the performance criteria so that the researchers can see where they are on the basis of Department, Faculty and University (**Annex.C.3.1.7, Annex.C.3.1.8**). In addition, depending on the values obtained as a result of performance evaluation, positive action is taken towards researchers and units with high performance in staff distributions and resource transfer process and their performances are encouraged. In addition, researchers with high performance will be awarded at the ceremonies to be held in 2022.

Performance follow-up is carried out on the basis of instructors and in line with creating processes to increase their performance, as well as on the basis of departments and faculties (research units). Thus, the units conducting research can see their own progress. In addition, Cukurova University monitors its own rank among the Research Universities and thus implements the measures to protect the title of Research University. The results of our stakeholder analyses are reported and policies are determined by taking into account the stakeholder recommendations (**Annex.C.3.1.8**).

The fact that performance monitoring is carried out on an individual, department, faculty/research unit basis; that performance-enhancing measures are taken based on the data obtained after this follow-up (for example; taking positive action towards researchers with high performance; trying to provide assistance for with low performance through courses and workshops; supporting researchers who are at the beginning of their careers with projects allocated from internal resources) are considered as exemplary practices.

### **The follow-up and evaluation of research performance**

**Maturity Level:** There are internalized, systematic and sustainable practices that can be used as examples of best practices.

### **Sample Evidence**

- [Annex.C.3.1.1.AVIDEK-founding.pdf](#)
- [Annex.C.3.1.2.ecampus-performance-monitoring-evaluation.pdf](#)
- [Annex.C.3.1.4.YOK-Uni.Performance-Evaluation.pdf](#)
- [Annex.C.3.1.5.YOK-Research-Universities.pdf](#)
- [Annex.C.3.1.6.Research-University-document.pdf](#)
- [Annex.C.3.1.7.Academic Performance Monitoring Presentation Samples \(1\).pdf](#)
- [Annex.C.3.1.8.Stakeholder-analysis-report.pdf](#)
- [Annex.C.3.1.3.a.Performance-Monitoring-Evaluation.pdf](#)
- [Annex.C.3.1.3.b-National-Patent.pdf](#)
- [Annex.C.3.1.3.c-International-Patent.pdf](#)



### **C.3.2. Performance Evaluation of the teaching staff/researchers**

Cukurova University has been actively using the web-based Academic Data Management System (AVESİS) and Project Process Management System (BAPSIS) tools since 2013 with the aim of performance monitoring and evaluation. With these tools, it monitors and evaluates both the performance of the instructor/researcher and the scientific project processes on a digital environment. As an advantage of web-based electronic systems, all data and analysis of these systems are shared transparently with all stakeholders in real time. The fact that the data can be synchronized with YÖKSİS provides a great benefit in terms of ease of updating. In addition, periodic calls are made to update the information in this system by faculty members/researchers during the year. The fact that the applications for academic incentives are made electronically and adapted to the AVESIS system makes these updates more reliable (<https://avesis.cu.edu.tr/>). In line with the information entered in AVESİS, AVESİS performance scores of the faculty members are calculated and announced over the system (**Annex.C.3.1.3**).

Incentives on performance-oriented distribution of internal resources in the BAP unit of our university are also audited every year. Accordingly, the "performance-based budget limit implementation" continued in 2021 (**Annex.C.1.1.7**).

In addition, a study was initiated in which some faculty members will be awarded according to the project-patent-publication performance and various reports were collected from all units in this context. Accordingly, faculty members who show rewardable performance in 2021 will be awarded at a ceremony to be held in 2022. In the e-bulletin published within the university, news regarding faculty members who stand out with their academic achievements is published (<https://habermerkezi.cu.edu.tr/>).

The data obtained in a similar study were also used in the staff opening studies conducted in 2021 and some departments were evaluated as a priority in staff allocation (**Annex.C.3.2.1**).

### **Performance evaluation of the teaching staff/researchers**

**Maturity Level:** There are internalized, systematic and sustainable practices that can be used as examples of best practices.

### **Sample Evidence**

- [Annex.C.3.2.1.Vacancy Request.pdf](#)

## **D. SERVICE TO SOCIETY**

### **D.1. Management of Service to Society Processes and the Service to Society Resources**

#### **D.1.1. Management of service to society processes**

As stated in the mission of our university, the "Service to Society Policy" adopted by our university in the direction of "presenting its accumulated knowledge at national and international level for the benefit of humanity" was created and shared on the official university website (**Annex.D.1.1.1**).

Within the framework of this policy, various activities focused on social development are carried out within our university. Cukurova University has United Nations (UN) Sustainable Development Policies. These policies are; "No Poverty", "Zero Hunger", "Health and Quality of Life", "Quality Education", "Gender Equality", "Clean Water and Sanitation", "Affordable and Clean Energy", "Decent Work and Economic Growth", "Industry, Innovation and Infrastructure", "Reduced Inequalities", "Sustainable Cities and Communities", "Responsible Production and Consumption", "Climate Action", "Life below Water", "Life on Land", "Peace, Justice and Strong Institutions" and "Partnerships for the Goals" (**Annex.D.1.1.2**).

There are practices carried out in line with the social contribution policy, objectives and strategy of the institution in general. Cukurova University targets in regards to the following article in its 2019-2023 Period Strategic Plan are: "A3: "improving the relations of our university at regional, national and international levels and increasing its services to society" (**Annex.D.1.1.3**):

H3.1: To increase the regional, national and international recognition of our university,

H3.2: To increase the number of beneficiaries from the education and certificate programs offered by our university,

H3.3: To increase culture, arts, sports and community service projects and to improve their international qualities,

H3.4: To foster relations between our university and its alumni.

Targeted indicators and rates of targets reached for 2021 in order to improve the relations of our university at the regional, national and international levels and to increase its social contribution are presented in the following annex (**Annex.D.1.1.4**).

In line with the strategy and objectives of increasing cooperation with the institutions in the city, various cultural and artistic activities are organized for the city and the region. The management and organizational structure of the social contribution processes of the institution in relation to local, regional and national development goals and integrated with other processes (education-training, research and development) are presented in the annex (**Annex.D.1.1.5**). This structuring is carried out together with the Social Contribution Sub-Group of the Quality Commission of our University and the unit representatives, and the working procedures and principles are defined in the "Cukurova University Directive on Quality Assurance" (**Annex.D.1.1.6**). In order to manage this process more effectively, the establishment efforts of the Social Contribution Coordinatorship, which is also included in the "2022 Institutional Accreditation Program Action Plan", are ongoing.

The Event and Space Management System was developed in 2021 in order to announce and monitor the activities made for social contribution and started to be implemented throughout the university at the beginning of 2022 (<https://events.cu.edu.tr/>).

Units carrying out social contribution activities and application examples are presented in detail in D.2.Social Contribution Performance section.

### **Management of service to society processes**

**Maturity Level:** The institution monitors the results and takes precautions about the efficiency of the management and organizational structure of its service to society processes.

### **Sample Evidence**

- [Annex.D.1.1.1.Service-to Society-Policy.pdf](#)
- [Annex.D.1.1.2.UN-Sustainability-Policies.pdf](#)
- [Annex.D.1.1.3.Service-to Society-Aims-Targets.pdf](#)
- [Annex.D.1.1.4.Monitoring Service to Society Targets.pdf](#)
- [Annex.D.1.1.5.Service to Society Organization Chart.pdf](#)
- [Annex.D.1.1.6.Cukurova-University-Quality-Assurance-Directive.pdf](#)

### **D.1.2. Resources**

In line with the academic units and Research and Application Centers of our university, in line with their fields of activity, education and research and development activities, as well as studies on social contribution, continue their online activities actively despite the ongoing COVID-19 pandemic.

In line with the academic units and Research and Application Centers of our university, in line with their fields of activity, education and research and development activities, as well as studies on social contribution, continued their online activities actively despite the ongoing COVID-19 pandemic.

In the Strategic Plan for the period of 2019-2023; in line with the goal of "(H3.2) To increase the level of utilization of the education and certificate programs offered by our university", 37 certification programs were opened in 2019, 4 in 2020 and 26 in 2021 under the responsibility of the Continuing Education Research and Application Center. From these programs; 927 people benefited in 2019, 77 in 2020 and 600 in 2021. The financial dimension of the service provided was: 167.393,43 TL in 2019, 29.271,56 TL in 2020 and 49.951,27 TL in 2021 (**Annex.D.1.2.1**).

Also, in the clinics of our Balcali Hospital and Faculty of Dentistry affiliated to the Faculty of Medicine, health services are provided to the people of the region. The financial dimension of the service provided was: in 2019, it was 545.337.185,16 TL, in 2020 it was 618.547.109,83 TL, and in 2021 it was 812.230.730.21 TL. In addition; Apart from the Faculty of Medicine Balcali Hospital, Faculty of Dentistry and Continuing Education Center, 40 revolving funds units within the Revolving Funds Operations Directorate of our University provide services to the society in relation to their fields of duty and the financial dimension of the service provided by these units was: 24.551.924,15 TL in 2019, 26.260.531.77 TL in 2020 and 27.274.434.46 TL in 2021 (**Annex.D.1.2.2**).

Resources within our university is diversifying through the contributions of 43 revolving funds units and has continued to increase over the years. Resources are monitored and evaluated through Revolving Funds Financial Management System (DMİS) programs.

## Resources

**Maturity Level:** The institution monitors and improves the variety and sufficiency of its service to society resources.

## Sample Evidence

- [Annex.D.1.2.1.Financial-Table.pdf](#)
- [Annex.D.1.2.2.Financial-Table.pdf](#)

## D.2. Service to Society Performance

### D.2.1. The follow-up and improvement of service to society performance

Cukurova University makes significant contributions to society with the mission of "carrying out educational activities in the fields of science, technology and arts, conducting high-quality research and development studies and presenting their knowledge at national and international level for the benefit of humanity". Our university, through all its units, has been making an important contribution to the human development of our country for 50 years in terms of raising manpower in the branches and number that the country needs in line with the plans and programs made by the Council of Higher Education by using its own specialized power and material resources in a rational, efficient and economical way. In this respect, Cukurova University makes a great contribution to the modernization and industrialization of society in many areas through formal, distance and continuous vocational education. Our university has made significant contributions in terms of infrastructure and / or human resources in the establishment of Mersin University, Kahraman Maraş Sütçü İmam University, Mustafa Kemal University, Çağ University, Osmaniye Korkut Ata University, Adana Alparslan Türkeş Science and Technology University in the region by producing, developing, using and spreading educational technology. Our university has been designated as a Senior University in 2021 within the scope of the YÖK Anatolian Project and continues to fulfill its social contribution mission with its support to Muş Alparslan University and Siirt University, which are Young Universities (**Annex.D.2.1.1**).

Today, our university continues its education and research-development and social contribution activities with 19 Faculties, 4 Institutes, 1 State Conservatory, 2 Schools, 11 Vocational Schools and 38 Research and Application Centers.

The Impact Ranking, developed by Times Higher Education (THE), a World University ranking organization, aims to measure the social contributions of universities and the policies and practices they have established for this purpose within the framework of the United Nations (UN) Sustainable Development Goals (SDGs). According to the results of THE Impact Ranking 2021, in which 1,118 universities from 94 countries were ranked, our university was ranked under 12 main headings and ranked in the 401-600 band in the overall ranking. Among the ranking of 49 universities from Turkey, our university was ranked 75th under Zero Hunger (SDG 2), in the 201-300 band under the Affordable and Clean Energy (SDG: 7) and Industry, Innovation and Infrastructure (SDG: 9) rankings.

Cukurova University's social contribution performance is monitored and the proof of performance targets, indicators and targets reached in 2021 are presented in the annex (**Annex.D.1.1.4**). In 2021, the reason why targets reached during the monitoring period in some performance indicators of our university were below the target value at the end of the

year is that face-to-face activities are largely minimized and diluted due to the COVID-19 outbreak, which has had a global impact.

The Faculty of Medicine, which is one of the founding faculties of our university, Balcalı Hospital, which is the most equipped University Hospital in the region, and the Faculty of Dentistry make an important contribution to the society with diagnosis and treatment as well as being a knowledge hub on health-related issues. The results of the satisfaction survey conducted to evaluate the social contribution level of our University Hospital are presented in the annex **(Annex.D.2.1.2)**.

Within the scope of service to society, new facilities were constructed and opened in 2021 under the auspices of the President of the Republic of Turkey, for the benefit of all our academic staff, students and citizens. These facilities are: 57. Alay Şehitleri Mosque, Feyyaz Etiz Oncology and Hematology service building, Faculty of Fine Arts service building, 200 cattle dairy cattle breeding facility of the Faculty of Agriculture **(Annex.D.2.1.3)**.

The Mediterranean Region Meeting, which is the fifth of the "Meetings on the Impact and Evaluation of Climate Change in Crop Production" at our university, was held on 30 September 2021 with the participation of our Minister of Agriculture and Forestry and was hosted by our Rector. At the meeting, recommendations were shared on the impact of current developments on crop production, reducing the effects of climate change on crop production and the adaptation of the sector **(Annex.D.2.1.4)**.

The establishment of the University-Public-Farmer Cooperation under the leadership of our Rectorate and the Faculty of Agriculture enables sharing of information with the community and farmers. Also, the activities of the Agricultural Extension Communication Application and Research Center are also important social contribution activities.

The University-Public-Farmer Cooperation Council was established in partnership with the Adana Farmers Union as part of initiatives towards sustainable cooperation, institutionalizing University-Agriculture collaboration. A meeting on "Problems and Solution Proposals of Adana Agriculture under University-Public-Farmer Cooperation" was held with the contributions of Cukurova University and hosted by Adana Farmers Union in order to share with the public the group work reports formed by universities, the public and farmers for the sake of finding solutions to the problems of Adana agriculture. **(Annex.D.2.1.5)**

In cooperation with Cukurova University Agricultural Publication, Communication, Research and Application Center and CU Faculty of Communication, radio programs are organized on university radio through the Central Board Members, Faculty of Agriculture Faculty Members and expert guests in order to raise awareness on current agricultural issues **(Annex.D.2.1.6)**.

Organized by the Ministry of Commerce within the framework of the Social Contribution Policy; Faculty of Fine Arts faculty members took part in the advisory board established for the selection of design products within the scope of the "Cooperative Promotion and Development Project" **(Annex.D.2.1.7)**.

Adana Sarıçam Cukurova University Çarkipare Education Family Health Center, which was opened within the body of our university, provides an important social contribution by providing health services to individuals living in the region as well as being an important educational environment for the students of the Faculty of Medicine **(Annex.D.2.1.8)**.

Proof of the use of university facilities for the benefit of society is presented the annex **(Annex.D.2.1.9)**. In addition, the Faculty of Agriculture, Food Engineering, "Cukurova University Alcoholic Beverages Analysis Special Food Control Laboratory" T.C. Ministry of Agriculture and Forestry General Directorate of Food and Control has a qualification permit

and TURKAK (ISO 17025) accreditation certificate and provides social contribution by serving various public institutions and organizations and the private sector **(Annex.D.2.1.10)**.

Within the scope of the social contribution policy at Cukurova University, the Directorate of Women's Problems Research and Application Center (KADAUM) was established in 1994. KADAUM was established in order to encourage, support, publish and develop basic and applied research on women's general and regional problems in the academic units of our university and to carry out coordination tasks in all kinds of cooperation with all national and international organizations and units related to the development of the value and status of women. As part of this strategy, KADAUM carries out efforts with local and national stakeholders to eliminate gender-based inequalities. Among these efforts, "Strong Women-Strong Tomorrows Social Responsibility School" organized in cooperation with KADAUM and SEM is one of the important examples **(Annex.D.2.1.11), (Annex.D.2.1.12)**.

On January 14, 2021, KADAUM Directorate organized an online seminar on "Violence" for the students of Cukurova University Adana Organized Industrial Zone Technical Sciences Vocational School in order to raise awareness. KADAUM and the Faculty of Sports Sciences held a "Women's Workshop", on Proposals for Solutions to Women's Problems in Local Context and Building a Road Map **(Annex.D.2.1.13, Annex.D.2.1.14)**. In addition, work has started in 2021 for the establishment of a Support Unit (CTS) against Sexual Harassment and Sexual Assault under the Women's Problems Research and Application Center.

Within the framework of Social Contribution, various protocols are made between our university and different institutions. Among these protocols, there is a project called "Step by Step to the Future" in which social, cultural and sports activities are included within the scope of the "Children and Youth Social Protection and Support Program (ÇOGEP)" coordinated by the EGM Public Security Department, carried out by the Faculty of Sports Sciences and the Adana Governorship Provincial Security General Directorate, the Community Supported Policing Branch Directorate, which aims to target our children and young people at risk of being involved in crime living in disadvantaged neighborhoods. **(Annex.D.2.1.15)**.

As an example of activities compatible with the social contribution goals of our university, T-shirts and pencil holders with Atatürk prints designed by Textile Technology Program students at Adana Organized Industrial Zone Technical Sciences Vocational School were distributed to primary school children under the leadership of our Rector **(Annex.D.2.1.16)**.

In cooperation with Kozan Vocational School and Kozan Youth Center, free trainings, volunteering and kindness activities, social and cultural trips, information and introductory meetings were held at the Kozan campus on issues that add value to life **(Annex.D.2.1.17)**.

In addition to the Balcalı Campus of our university, tree planting activities were organized in our district campuses such as Kozan Vocational School as part of the campaign titled "National Afforestation Day for Turkey- A Breath for the Future" **(Annex.D.2.1.18)**.

"Cooperation Protocol in Education" was signed by Cukurova University and Adana Provincial Directorate of Family and Social Services on 28.01.2021 to increase the quality of vocational trainings, to share mutual knowledge and experience between academics and professional staff, to contribute to the professional and academic development of professional staff, to carry out joint studies in the fields of service models, to be given to individuals and institutions / organizations receiving services from the Provincial Directorate of Family and Social Services and affiliated organizations and in order to contribute to external trainings and to support the social and cultural development of stakeholders. Our University faculty members organized seminars for Adana Provincial Directorate of Family and Social Services Care Staff and girls on subjects such as "Women's Health and Hygiene", "Digital Violence", "Strong Women, Strong

Tomorrows", "Healthy Nutrition", "Oral and Dental Care" that lasted three days between 6-8 December 2021 (**Annex.D.2.1.19**).

Proof of cooperation protocols made between the units belonging to our university and different institutions and organizations within the framework of social contribution are presented in the annexure (**Annex.D.2.1.20, Annex.D.2.1.21, Annex.D.2.1.22**).

Within the framework of a partnership protocol between Balcalı Hospital and Cukurova University Faculty of Communication, short promotional videos and radio interviews on current health problems were planned (**Annex.D.2.1.23**).

In order to increase the standards of healthy living in the society by ensuring that Balcalı Hospital provides health promoting and developing services within the framework of social responsibility, "Social Responsibility Procedure", "Organ Transplantation Coordinatorship Social Responsibility Plan" and "Operation Procedure of the Project for the Protection of Stray Animals Around the Hospital" have been determined and the relevant protocols have been presented in the annex (**Annex.D.2.1.24**).

As part of the Social Responsibility and Research Practices course given at the Faculty of Medicine, various activities beneficial to society were organized (**Annex.D.2.1.25**).

Social responsibility activities continued in 2021 at the Turkology Research Center (ÇÜTAM) Culture House, which was established in 1996 to plan, coordinate and carry out research and application activities in the fields of Turkish literature, Turkish Language, Accents and Dialects, Turkic Republics and Communities, Turkish History, Turkish Art and Folk Culture at our university (<http://turkoloji.cu.edu.tr/>). As of November 2021, ÇÜTAM Culture House Activities have started to be held face-to-face in accordance with the rules and regulations and considering public health. Posters, photos and video recordings of all events are published on ÇÜTAM's social media pages. ÇÜTAM Culture House can be used jointly in the activities of different units of Cukurova University and other state institutions, as well as providing library services to general readers regularly on weekdays. The Center, which has been contributing to the study of Turkology with articles published since 2016, has a scientific journal called CUTAD. This journal is indexed in TR Index, Modern Language Association, Sobiad, Index Copernicus indexes. The CUTAM center started the Culture House Talks on June 9, 2015, attaching importance to the task of carrying the knowledge of Cukurova University to the city and the sharing of knowledge due to the necessity of science and culture to complement each other. As of 2021, the number of CUTAM Culture House Speeches has exceeded 225. These speeches are published twice a year in writing in ÇÜTAM-KEK magazine. The evidence of 2021 ÇÜTAM Journal and Culture House Speeches (KEK) is presented in the annexure (**Annex.D.2.1.26, Annex.D.2.1.27, Annex.D.2.1.28**).

The Career Planning Research and Application Center was established to reach certain aims. These are: to provide students with leadership, motivation and teamwork skills; to help students in choosing courses in the education process, to increase their computer and foreign language skills; to increase the employment opportunities of students by bringing together workplace managers and students; to organize career fairs, to continue their efforts in job selection and trend determination throughout undergraduate education; to follow-up on student alumni; to encourage students towards post-graduate education and research studies, and to help alumni with job applications and interview techniques. A total of 172 sessions of career counseling services were provided to 38 students by career counselors through Career Planning and Career Selection activities and Individual Career Counseling Services held within the scope of the Career Workshop e-Twinning Project in 2021. All

activities held at the center in 2021 are presented the annex **(Annex.D.2.1.29)**. (<https://kariyer.cu.edu.tr/cu/merkezimiz/etkinliklerimiz>).

5th International Taste of Adana Festival, Women in Adana Gastronomy, University-Tourism Sector Cooperation Meeting, Adana Farmers' Market activities by the Slow Food Adana Association, to which our university contributes, are among the valuable contributions made for the benefit of society. The first prize in the category of "Dairy and Cheese" in Food Culture Best in the World 2021 was awarded to our university, Karataş School of Tourism and Hotel Management **(Annex.D.2.1.30)**.

Within the scope of the "STA-793-Creative Visualization in Design" course conducted in line with the social contribution goals of our university, the mural work on the walls and stairs of Adana Kılıçlı Ahmet Akyürek Elementary-Secondary School was carried out by a post-graduate student of the Institute of Social Sciences **(Annex.D.2.1.31)**.

Cukurova University Department of Geological Engineering, TMMOB JMO Cultural, Geology, and Geological Heritage Working Group and TMMOB Chamber of Geological Engineers Adana Branch organized a workshop titled "Adana's Geological Heritage" on 25-26 September 2021 in order to contribute to the determination of geological heritage protection areas in the Mediterranean region, the development of nature protection awareness in the society, and the geopark and geotourism studies that support regional and local development. **(Annex.D.2.1.32)**.

Our university staff was appointed as academics/consultants between 14 July 2021 and 30 September 2021 to carry out the activities as part of the Psychoeducation in Compelling Life Events (ZOYOP) Project prepared by the General Directorate of Special Education and Guidance Services of the Ministry of National Education in cooperation with the United Nations Children's Fund (UNICEF) **(Annex.D.2.1.33)**.

The Continuing Education Application and Research Center (SEM), which has been implemented within the scope of the social contribution policy at our university, was established to organize and coordinate the educational programs of our university that are beneficial in providing social service and help the development of society (<https://sem.cu.edu.tr/cu/hakkimizda/amac-ve-nitelikler>). Since the day it was founded, numerous and different types of training activities have been carried out in the center, which acts for this purpose. The training programs opened within SEM can be attended by those who are interested among university, college and high school graduates and those who work in all relevant sectors. Objectives and activities of SEM are: to organize specialized training programs in basic and interdisciplinary fields for higher education and secondary school graduates, to organize vocational training programs for secondary school graduates, to open programs to increase knowledge and skills, to give courses on agricultural development, to organize short-term courses, seminars, conferences open to general participation, to organize executive development courses, to provide consultancy services, training programs and courses, issuing certificates to the participants at the end of courses and trainings, and to engage in other activities related to the above.

Lifelong learning is another strategic area that Cukurova University attaches particular importance to within the framework of its social contribution policy. In this context, educational activities are carried out especially by SEM in our university and certificate programs are organized. As stated in the regulation published in the Official Gazette, the aim of the center is to provide training that will enable the expert personnel working in different fields of science at the university to share and transfer their knowledge with all ages and all segments of the society, and to help everyone who wants to acquire expertise, profession or



job, gain knowledge and skills or receive consultancy services and thus improve the education and cultural level of the society, to enrich the careers of university students by increasing their skills and abilities outside the field they are studying and to ensure that they make the most of their time (**Annex.D.2.1.34**). The level of benefit the education and certificate programs offered by our university provides for internal and external stakeholders is attached (**Annex.D.2.1.35**).

It is seen that SEM activities, which decreased in 2020 due to pandemic conditions, increased significantly as of the end of 2021. In particular, the fact that the number of university students and staff benefiting from the programs, has exceeded the targeted indicator level is accepted as an important indicator of success. In this context, the evidence of the training and certificate programs prepared by SEM and which are social contributions are presented in the annex (**Annex.D.2.1.36**). Within the framework of social contribution, a total of 1426 people participated in the training and certificate programs conducted by SEM in 2021 and some examples of the participation lists for the activities are presented in the annex (**Annex.D.2.1.37**).

Our university is a member of European Continuing Education Centers and TUSEM Council (<https://www.tusemkonseyi.org.tr/yonetim-kurulu-uyeleri/> )

Our university continues its activities to ensure intercultural interaction through the Intercultural Communication Studies Application and Research Center (KIM) and organizes various activities. In 2021, Cukurova University hosted the "Turkey as the Meeting Point of Cultures" event organized on the occasion of the International Migrants' Day (**Annex.D.2.1.38**).

Faculty Members of the Faculty of Health Sciences of our university contributed as trainers to the "Emergency Obstetrics Care Program" carried out by the Ministry of Health in order to reduce maternal mortality and disability, to strengthen emergency obstetric care services and to increase their quality (**Annex.D.2.1.39**).

External stakeholder trainings for Agricultural Engineers and Technicians were organized by the Faculty of Agriculture upon the request of Adana Provincial Directorate of Agriculture and Forestry. In the trainings, trainings were given on corn, cotton, sunflower, wheat, citrus fruits, plant diseases and pesticides, which are among the important products of the Cukurova Region, irrigation and fertilization (**Annex.D.2.1.40**).

In addition to the above-mentioned services and activities for social contribution at Cukurova University, some of the activities carried out in 2021 due to the COVID-19 Pandemic were conducted online, as evidenced by the attached documents (**Annex.D.2.1.41**).

### **The follow-up and improvement of service to society performance**

**Maturity Level:** The institution monitors its service to society performance and makes improvements with input from relevant stakeholders.

## Sample Evidence

- [Annex.D.2.1.1.Council of Higher Education \(YÖK\) Senior Universities Evidence.pdf](#)
- [Annex.D.2.1.2.Hospital Satisfaction Surveys.pdf](#)
- [Annex.D.2.1.3.Opening Ceremony.pdf](#)
- [Annex.D.2.1.4.Evaluation Meeting on Climate Change’s Effects on Plant Production.pdf](#)
- [Annex.D.2.1.7.GSF Service to Society Evidence.pdf](#)
- [Annex.D.2.1.8.CU Family Health Center](#)
- [Annex.D.2.1.9.Public Facilities.pdf](#)
- [Annex.D.2.1.10.Food Engineering Lab.pdf](#)
- [Annex.D.2.1.11.School of Strong Women Strong Tomorrows.pdf](#)
- [Annex.D.2.1.12.Book of Strong Women Strong Tomorrows.pdf](#)
- [Annex.D.2.1.13.KADAUM Service to Society Evidence.pdf](#)
- [Annex.D.2.1.14.KADAUM Service to Society Evidence.pdf](#)
- [Annex.D.2.1.15.Sports Sciences EGM Protocol Project.pdf](#)
- [Annex.D.2.1.16.AOSB Technical Sciences Vocational School Service to Society Evidence.pdf](#)
- [Annex.D.2.1.17.Kozan Vocational School Event.pdf](#)
- [Annex.D.2.1.18.A Breath for the Future Campain.pdf](#)
- [Annex.D.2.1.19.ASH Education Report Protocol.pdf](#)
- [Annex.D.2.1.20.University Protocols.pdf](#)
- [Annex.D.2.1.21.TUIK-ISKUR-INDUSTRY-partnership.pdf](#)
- [Annex.D.2.1.22.Secondary Schools-partnership.pdf](#)
- [Annex.D.2.1.23.Balcali-Hospital-Communication-Protocol.pdf](#)
- [Annex.D.2.1.24.Balcali-Hospital-Social-Responsibility-Project-Procedure.pdf](#)
- [Annex.D.2.1.25.Faculky of Medicine-Social-Responsibility.pdf](#)
- [Annex.D.2.1.26.CUTAM-CUTAD-KEK-Journal-site-adresses.pdf](#)
- [Annex.D.2.1.27.KEK-Journal-Text.pdf](#)
- [Annex.D.2.1.28.KEK-Speech-evidence-\(Poster-Photo-List\).pdf](#)
- [Annex.D.2.1.29.Career-Planning-Center-Activities.pdf](#)
- [Annex.D.2.1.30.Karatas-Tourism-VS-Service-to Society.pdf](#)
- [Annex.D.2.1.31.SOBE-Mural Work for a Course.pdf](#)
- [Annex.D.2.1.32.Geoheritage-Workshop.pdf](#)
- [Annex.D.2.1.33.UNICEF-Project.pdf](#)
- [Annex.D.2.1.34.SEM-Regulation.pdf](#)
- [Annex.D.2.1.35.SEM-Activities-Beneficiary-Report.pdf](#)
- [Annex.D.2.1.36.SEM-Activity-evidence.pdf](#)
- [Annex.D.2.1.37.SEM-Sample-Participant-Lists.pdf](#)
- [Annex.D.2.1.6.TYHAUM-Activities.pdf](#)
- [Annex.D.2.1.5.University-Public-Farmers-partnership-council.pdf](#)
- [Annex.D.2.1.38.KIM-Service-to-Society-Evidence.pdf](#)
- [Annex.D.2.1.39.Public Education.pdf](#)
- [Annex.D.2.1.40.Faculty of Agriculture External Stakeholder Training-compressed.pdf](#)
- [Annex.D.2.1.41.Service-to Society-Online-Activity-Samples.pdf](#)

## **CONCLUSION AND EVALUATION**

### **LEADERSHIP, GOVERNANCE AND QUALITY**

#### **1.Current Situation Assessment**

##### **1.1. Strengths**

- High level of awareness, ownership of and motivation for quality studies in corporate managers,
- Conducting research on enhancing internal quality culture awareness,
- High motivation of managers, academic and administrative staff,
- Providing a peaceful and free working environment within the university by the senior management,
- Change Management has been put into practice,
- The culture of corporate belonging has developed in all stakeholders, including students,
- Being a university that has contributed to the establishment of many universities in the region and has created a harmonious working environment over the years,
- Making use of the KIDR process and the Research University's perspective on vision differentiation during this phase,
- Obtaining the perspectives of internal and external stakeholders throughout the development of the Strategic Plan,
- Monitoring target indicators and making necessary improvements,
- Taking stakeholder opinions as a basis in determining corporate goals and objectives,
- that Cukurova University has a deep-rooted history and experienced faculty and researcher staff,
- Having a peaceful and free working environment within the university,
- that a culture of institutional belonging has developed in the faculty members, administrative staff and students who are referred to as the internal stakeholders of the institution,
- that the university plays an active role in the establishment of many universities in the region,
- Teknokent, Cukurova Teknokent TTO and Cukurova University TTO AŞ,
- Being an institution trusted by society,
- University-society-business sector partnerships have been established,
- Improved information technologies infrastructure,
- Systematization of the Educational Skills Development Program throughout the university.

##### **1.2. Areas for Further Development**

- Number of accredited programs,
- The ISO 27001 Information Security Management System certification process for *information security has yet to be completed.*

- Completion of ISO 9001 Quality management system processes.

## **2. Evaluation According to the External Evaluation Report of the Institution**

**2.1.** Improvement activities and concrete improvement outcomes carried out as a result of comments in the Institutional Feedback Report (KGBR-2017) and Institutional Monitoring Report (2020):

- **It was noted that the internal control and internal audit system did not adequately reach the sub-units, and this scenario was identified as an area for further development.**

With the Rectorate's approval dated 20-Feb-2021 and number 36109, a new Internal Control Standards Compliance Action Plan for the years 2021 and 2022 was developed and implemented. To ensure that the Internal Control system reaches the sub-units adequately, the implemented action plan was emailed to our units, the responsible and cooperating units requested that the actions be completed by the specified date, and the monitoring report of the plan for 2021 was prepared on an individual unit basis.

In addition, for the evaluation of the Cukurova University Internal Control system in 2021, an internal control system evaluation was conducted at the unit level based on the sample evaluation report in the Public Internal Control Guide and the "Internal Control System Evaluation Report" was compiled.

- **It is known that there is no specific information regarding how the strategic plan's objectives are systematically monitored utilizing the PDCA ((Plan-Do-Check-Action) cycle. These components of the university have been determined as an area for further development.**

The units responsible for the performance indicators in the 2019-2023 Strategic Plan of our university and to cooperate have been determined. In six-month intervals, the realization rates of performance indicators are collected from various units to measure the extent to which the university as a whole has met the strategic plan's objectives. Compliance levels with indicators are systematically monitored and published annually as follow-up reports. When set objectives cannot be attained, the appropriate improvements are implemented.

In the final months of 2021, the Rectorate Senior Management visited all academic units and conducted evaluations based on our university's Strategic Plan, Research University Performance Criteria, and University Internationalization Strategy Document. The results of this evaluation were communicated, and the required adjustments were made.

- **Using the data obtained by integrating automation information systems through the PDCA cycle did not yield sufficient information to improve the quality of academic and administrative services. This situation was evaluated as an area for further development.**
- *Academic Data Management System (AVESİS)*
- *Electronic Document Management System (EBYS)*

- *Student Affairs Information System (CUBIS)*
- *Project Process Management System (BAPSIS)*
- *Education Training System (EÖBS)*
- *Personnel Management System*
- *Public Internal Control Automation System (KIOS)*
- *Survey Management System*
- *Student Support System*

The e-campus software that will make the integration has been completed. Necessary improvements are being made in order to enable systemic integration. In addition, the **Academic Data Monitoring and Evaluation Coordinatorship** was established.

- **The institution does not have its own quality-oriented commission or board.**

The establishment of new commissions was accepted by the Senate of our University and its directive was established.

These commissions are:

- Quality commission and affiliated sub-commissions (Leadership, Governance and Quality Sub-Group, Learning and Teaching Sub-Group, Research and Development Sub-Group, Social Contribution Sub-Group, Student Quality Sub-Group)
  - Expanded quality commission consisting of unit quality representatives of each unit
  - Unit Research Commissions
  - Accreditation Advisory and Evaluation Board
  - University-Industry Cooperation Advisory Board
  - Scientific Research Strategies Committee
  - Training Coordinatorship
  - Institutional Identity Commission
- **Cukurova University does not have an Educational Commission, a Center of Excellence, or any other structure besides the boards and organizational structure mandated by the Academic Organization Regulation in Universities and applicable law.**

In this context, the In-Service Training Regulation was published by the Education Branch Directorate at our university, and units such as the Entrepreneurship Center, Intercultural Communication Studies Application and Research Center were established and started to operate.

Applications for the TUBITAK 1004 project were submitted to transform the biotechnology research and application center into a world-class institution.

- **The criteria supporting the goal and vision of the research university have not been observed in the university's present appointment and appointment directive. In addition, it was concluded that the school did not have procedures to expand academic appointments in order to avoid institutional inbreeding, and the research was considered as an area for further development consistent with the institution's goal and vision.**

The mission and vision of the research university were taken into account when Cukurova University's criteria for promotion and appointment to faculty membership were updated in 2018. Additionally, the importance of research-oriented activities in appointments was raised, and a requirement to achieve high scores was added.

- **The lack of policies of the institution to limit inbreeding in its institutional environment has been determined as an area for further development.**

The use of YOK legislation, the inclusion of stringent criteria in the Criteria for Promotion and Appointment to CU Faculty Members, the requirement of an oral exam for the appointment of associate professors, and the inclusion of general qualifications criteria in posting announcements are all practices intended to limit inner nurturing.

- **The Quality Commission last assessed the University's quality assurance system, internal and external stakeholder analyses, and opinions in the fields of teaching, research, and management in 2016, and no annual timeframe has been defined. This area has been identified as an area for further development.**

In its strategic plan, C.U. has specified the methods connected to internal and external stakeholder analyses. In accordance with the established mechanism, it was executed in 2019 with broad participation and thoroughness. In accordance with the defined mechanisms, an analysis of stakeholders is scheduled for 2022.

- **The Institution's assessment identified the inadequate feedback mechanisms between the upper and lower levels of the unit as an area for further development and noted the importance of taking measures against potential bad outcomes.**

Feedback processes between the upper and lower levels within the institution units are carried out through the Electronic Information Management System (EBYS), destek.cu.edu.tr and Microsoft TEAMS.

## **2.2. Issues where no progress was made within the scope of the Institutional Feedback Report (KGBR-2017) and Institutional Monitoring Report (2020) feedback:**

- Although there is a commission for the administrative evaluation of International Faculty Members, no mechanism has yet been formed for systematically evaluating their contributions to the institution.
- The lack of a framework to evaluate the leadership qualities and skills of the academic and administrative management staff,
- Although the compilation of job descriptions and the control of procedures have been undertaken, extensive research on the computation and equitable distribution of the workload distribution has not yet been conducted.

## **LEARNING AND TEACHING**

### **1.Current Situation Assessment**

#### **1.1. Strengths**

- Program designs are made by taking stakeholder opinions,
- Updating course information packages at associate, undergraduate and graduate levels,
- The "Associate Degree and Undergraduate Education and Examination Regulation" and the "Graduate Education and Training Regulation" sufficiently outline the processes and criteria linked to education and training within the institution.
- Having in-field and out-field electives that are geared on obtaining cultural richness and exposing students to diverse subjects.
- The fact that students take an active role in the education and training processes,
- To have defined processes of external experience gaining programs such as internship and workplace training,
- Evaluation of the achievements related to nonformal and informal learning in the institution,
- Determining the workloads (ECTS credits) in the applications and internships that students can complete in workplace situations at home and/or abroad, incorporating them into the total workload of the program, and notifying students in advance about these concerns.
- The institution has received the ECTS label and the diploma supplement label,
- The institution's dedication to and persistence with accreditation processes.
- The institution has a strong academic staff,
- Taking into consideration the fact that instructors are competent in their fields at the time of their appointment to the institution, and that the selection and invitation procedures for instructors to teach from outside the institution are conducted in accordance with the previously outlined criteria,
- Educational environments support education and have appropriate infrastructure facilities,
- Unexpectedly, we encountered a global pandemic in 2020. Managing the process extremely well and creating the infrastructure that will deliver synchronous / asynchronous education chances to students in a short period of time, will be essential.
- The presence of an International Student Center for international students in the institution, the establishment of the Turkish Language Teaching Application and Research Center (TOMER) for international students, and the provision of Turkish teaching services, all contribute to the institution's commitment to international students.
- Continuous review and updating of access rates to library databases,
- The institution has established a central alumni information system,
- Effective use of the alumni tracking system,
- Enriched social, cultural and sports activity opportunities for the development of students,
- Effective use of academic advising services,
- Active implementation of the training of trainers program,

- The presence of an International Student Center for international students in the institution, the establishment of the Turkish Language Teaching Application and Research Center (TOMER) for international students, and the provision of Turkish teaching services, all contribute to the institution's commitment to international students.

## 1.2. Areas for Further Development

- Providing access to the most recent course information packages at the PhD level.
- Evaluation of the performance of educators in the field of education using objective procedures
- In certain academic units, the student-to-faculty ratio is high.

## 2. Evaluation According to the External Evaluation Report of the Institution

**2.1.** Improvement activities and concrete improvement outcomes carried out as a result of comments in the Institutional Feedback Report (KGBR-2017) and Institutional Monitoring Report (2020):

- **During the inspections to the Faculty of Engineering and the Faculty of Economics and Administrative Sciences, it was established that the ratio of students per faculty member and physical space to equipment was inadequate. It was concluded that there was room for improvement in the departments with the largest variances in the number of pupils.**

In units with a large number of students, the number of faculty members was raised and new faculty positions were created. **Faculty of Economics and Administrative Sciences (FEAS), Economics and Econometrics programs, Faculty of Engineering Biomedical Engineering, Faculty of Education Early Childhood Education, Counseling and Psychological Services programs, Faculty of Arts and Sciences Turkish Language and Literature, Faculty of Medical Sciences, the recruiting of students for the second education of the nursing program was halted upon a YOK-approved decision.** In addition, the number of license quotas was reduced and submitted to YÖK for approval.

First and foremost, new academic and lecturer personnel have been assigned to these units. To deliver lectures, doctoral research assistants were provided.

The Faculty of Engineering's educational spaces were expanded, and a new building with classrooms and lecture halls was constructed for the Faculty of Engineering and Applied Sciences (FEAS).

- **It is stated that the establishment of the Alumni Tracking System by the institution is in progress. In addition, employment data for the alumni of the Institution are not monitored. These aspects were evaluated as areas for further development.**

In 2018, the Alumni Tracking System was established and 2018 and 2019 alumni were enrolled in the system respectively. The employment data of our alumni are monitored by conducting surveys through this system.

- **Failure to disseminate the Education Methods and Assessment and Evaluation and Educational Development Course curriculum.**

For this purpose, the "Training Coordinatorship" was established and a systematic training program of trainers covering all our academic units was initiated.



- **Systematization of communication evaluation between the student and the advisor.**

The CÜBIS system automated student-advisor communication.

- Failure to complete work on improvements in accordance with stakeholder feedback and the outcomes of communication sessions with students and educators in order to ensure the quality and effectiveness of the institution's services and supports.

In accordance with the outcomes of stakeholder analysis, student and educator input, and communication meetings, the institution conducts improvement studies for the services and supports it provides.

- **There was also no procedure at the university to monitor the preference rates of the programs and take the necessary steps to enhance them. These points were evaluated as areas for further development.**

The academic growth of students is tracked by giving information on program completion times, success-failure rates, and the number and causes of program changes.

## **2.2. Issues where no progress was made within the scope of the Institutional Feedback Report (KGBR-2017) and Institutional Monitoring Report (2020) feedback:**

- Despite monitoring the preference rates of the programs, there are no systematic approaches to enhance them through the application of suitable techniques.
- Due to incompatibility between the number of faculty members and students, several departments offer a limited selection of elective courses.
- Although the opinions of refugee and international students requiring a unique approach to their education in the institution are solicited and analyzed, the results are not routinely documented.

## **RESEARCH and DEVELOPMENT**

### **1.Current Situation Assessment**

#### **1.1. Strengths**

- In 2021, our university was added to the list of "Research Universities" outlined under the "Mission Differentiation and Specialization Project" of YÖK. (CoHE)
- The priority areas of the university for research and development are defined,
- The research policies of the institution are compatible with regional development plans,
- The presence of 38 Application and Research centers,
- The establishment of a Central Research Laboratory with a strong infrastructure,
- Restructuring of Technopolis and TTO and ensured coordination,
- Cukurova University TTO AŞ has been established,
- Preparing the Cukurova University Research University Boards Directive, having it approved by the Senate, and forming the boards in accordance with this framework.
- Senior management is encouraging participation in the YOK 100/2000 program and expanding the number of different programs, and all academic units are exerting significant effort in this respect.
- Existing mechanisms to monitor the results of research and development activities (AVESİS),
- Redefining the Criteria for Promotion and Appointment to Faculty Membership within the framework of the status of Candidate Research University,
- Updating the Scientific Research Programs Directive and its application principles, diversifying projects, and assisting with patent applications
- Implementation of the "Cukurova University Directive on Intellectual and Industrial Property Rights, Technology Transfer and Commercialization of Knowledge",
- Establishment of a Project Development and Coordination Unit,
- Establishment of the Research Performance Monitoring Commission for monitoring and improving the research performance of the institution.
- Developed policies to increase the number of external and EU projects,
- Increased faculty productivity,
- An established policy for research activities other than thematic areas,
- Increasing the number of projects and graduate studies through collaborating with industry.

## **1.2. Areas for Further Development**

- For postdoctoral researchers to continue their R&D studies at the university.

## **2. Evaluation According to the External Evaluation Report of the Institution**

### **2.1. The improvement initiatives implemented in response to the feedback provided in the Corporate Feedback Report (KGBR-2017) and the Corporate Monitoring Report (2020), as well as the concrete improvement outcomes:**

- Establishment of the Research Performance Monitoring Commission to monitor and enhance the research performance of the institution,
- Monitoring and evaluating the results of research and development activities, monitoring performance for academic units and the university as a whole,
- Intellectual and Industrial Property Rights, Technology Transfer, and Commercialization of Knowledge at Cukurova University directive,
- Providing patent support, boosting patent applications and the number of patents, modernizing the Scientific Research Projects Directive
- Redefining the Promotion and Appointment to Faculty Membership Criteria.

### **2.2. Concerns where no improvement can be made within the framework of the input given in the institution's external evaluation report (KGBR-2017):**

- Creating new policies in order to enhance the number of external and EU projects.
- Increasing faculty member productivity to the appropriate level,
- Establishment of a policy to reduce institutional inbreeding.

## **SERVICE TO SOCIETY**

### **1.Current Situation Assessment**

#### **1.1. Strengths**

- In the establishment rationale, the university's contributions and services to society are explicitly outlined.
- Have a goal and vision aligned with national, regional, or local community priorities.
- Social contribution roles are clearly given in the strategic plan,
- In accordance with social contribution policies and initiatives, the institution offers a vast array of community services (Continuing Education Application and Research Center, Health Application and Research Center, Agricultural Extension Communication Application and Research Center, Environmental Problems Research and Application Center, Turkology Research Center, etc.),
- Allocate funds from the university's budget to conferences, meetings, health screenings, research initiatives, publications, voluntary consulting, and services provided to participants at no cost for the goal of social contribution.
- To realize the university's community services as a collaborative project with stakeholders including provincial health directorates, provincial agriculture directorates, provincial directorates of national education, university-industry partnerships, the development agency, and provincial culture directorates.
- The priority areas of the university for research and development are defined,
- To have 38 Application and Research centers and to actively participate in processes of service to society.
- To take the initiative in reforming and coordinating Teknokent and TTO, and to maximize university-industry collaboration.
- To be one of the top institutions in the region in terms of adult education, applied research, consulting, and health services.
- As a university, sharing the social contribution policy proposed with the policy document with its stakeholders in a manner that everyone can access, in this context, accessibility to stakeholders, and meeting with internal and external stakeholders to ensure sharing within and outside the institution.
- Establishing policy implementation mechanisms, such as Rectorate Advisory Boards, the Continuing Education Center, the Public Health Research Center, Technopolis, the University-Industry Cooperation Office, etc.
- Faculty members are invited to engage in joint studies, consulting, training, information training, technical trainings, and collaborative projects relating to their application areas.
- A process in which the contribution outputs are monitored and evaluated in terms of quality and quantity, and the results reached are checked and the necessary improvement studies are carried out,
- Obtaining annual status reports from the pertinent units.

## 1.2. Areas for Further Development

- Closing the social contribution cycles within the PDCA framework.

2.1. Improvement activities and concrete improvement outcomes carried out as a result of comments in the Institutional Feedback Report (KGBR-2017) and Institutional Monitoring Report (2020):

- **The need to increase coordination with the community is reported as open to improvement. Ensuring this coordination effectively will make significant contributions to the development of the university and society.**

Cukurova University Technology Transfer Office "Awareness, Promotion, Information and Training Services," "Services for Benefiting from Support Programs, "University-Industry Cooperation Activities," and "Intellectual and Industrial Property Rights Management," for the need to increase coordination with society, which is expressed as a development area in the External Evaluation report and Licensing Services" and "Corporation and Entrepreneurship Services." The partnership between the university's Project Development and Coordination Unit and TTO was also determined in this aspect. Cukurova University Intellectual and Industrial Property Rights, Technology Transfer and Commercialization of Knowledge Directive, which is also stated as an open direction for development in the report, was accepted by the university senate and entered into force.

The University-Industry Cooperation Advisory Board has completed the work of Cukurova University and its units in order to develop their cooperation with the business world, public and private sector organizations and other stakeholders, to make advisory decisions and to share experiences on education and training curricula, research projects, innovation and entrepreneurship activities and community service.