

INSTITUTIONAL SELF EVALUATION REPORT

(ISER)

**BOLU ABANT İZZET BAYSAL
UNIVERSITY**

(BAIBU)

2021

Summary

1. Summary

This Institutional Self Evaluation Report (ISER) is a self-evaluation report prepared by Bolu Abant İzzet Baysal University (BAIBU) for the main and supportive activities in the 2021 calendar year according to the criteria determined by the Turkish Higher Education Quality Council (THEQC) (guideline version 3.0). For the preparation of this report; firstly, an online 2022/1 Quality Commission meeting was held (https://www.youtube.com/watch?v=jGyX_rZY1cY) on 24.01.2022 with the members of the new Quality Commission and Quality Subcommissions (Learning and Teaching, Research and Development, Service to Society, Management Systems and Internationalization), which was formed according to the amended Quality Assurance Instructions, and 2022 work schedule planning was discussed. According to the 2022 work calendar, while Faculty / School / Vocational School and research centers uploaded the relevant data on their units at <http://kalitekayit.ibu.edu.tr/goster.php?&s=giris>, the evaluations of the relevant departments were submitted on the 2021 strategic plan indicator realization report by the subcommissions. After this evaluation, the data in the web address of www.kalitekayit.ibu.edu.tr were consolidated by each subcommission for its own field and uploaded to the ISER report field in the THEQC management tab. Our Quality Subcommissions' members are listed below.

15.12.2021 Quality Subcommissions					
	Learning and Teaching Subcommission	Research and Development Subcommission	Service to the Society Subcommission	Management Systems Subcommission	Internationalization Subcommission
1	Prof. Dr. Zeki Arsal (President) (Faculty of Education- Head of the Department of Educational Sciences)	Prof.Dr.Ömer Özyurt (President) (The Dean of the Faculty of Engineering)	Prof.Dr.Hamit Çoşkun (President) (Director of Lifelong Learning Application and Research Center)	Prof.Dr.Kamil Gürel (President) (Vice Rector, Quality Coordinator)	Prof.Dr.Aydın Him (Vice Rector, International Office Coordinator, Erasmus coordinator)
2	Prof. Dr. Bahri Aydın (Faculty of Education- Educational Administration)	Prof. Dr. Ekrem Gürel (The Dean of Faculty of Science and Literature)	Teaching Fellow (PhD) Arzu Akman Yılmaz (Health Sciences Faculty/Nursing)	İhsan Ağcan (Secretary General)	Teaching Fellow (PhD) Özlem Yelda Dilmen (Erasmus Office)
3	Assoc. Prof. Dr. İbrahim Alper Köse	Assoc. Prof. Dr. Turgay Pekdemir (YENİGIDAM Director)	Assoc. Prof. Dr. Hanifi Üzümlü (SÜYAM Director)	Mustafa Tanrıkulu (Head of Personnel Department)	Prof.Dr.Bilal Gökçır (International relations coordinator)
4	Assoc. Prof. Dr. Emine Özlem Yiğit (Faculty of Education, Social Studies, EDEK)	Prof.Dr.İbrahim Çakır (BETUM Director, Quality Vice Coordinator)	Teaching Fellow (PhD) Ahmet Sansi (Disabled Students Consultation and Coordination Unit Coordinator)	Mustafa Güç (Head of Department of Strategy Development)	Prof.Dr.İbrahim Kürtül (President) (Director of Graduate School)

5	Assoc. Prof. Dr. Anıl Rakıcıoğlu, Söylemez (Faculty of Education-Foreign Languages ECTS/DE Coord.)	Assoc. Prof. Dr. Fatma Öztürk (Project Support Office Coordinator)	Assoc. Prof. Dr. Murat Tarhan (KARMER Director)	Bayram Kaya (Head of Department of Health, Culture and Sports)	Assoc. Prof. Dr. Mustafa Kundakçı (TÖMER Director)
6	Teaching Fellow (PhD) Meriç Tuncel (Educational Sciences Department of Education Programs and Teaching AD)	Assoc. Prof. Dr. Nezi Okur (Faculty of Agriculture, Vice Dean, Quality Vice Coordinator)	Assoc. Prof. Dr. Ercan Aktan (Faculty of Communication / Journalism)	Nihani Yıldırım (Vice Secretary / General)	Teaching Fellow (PhD) Emre Ergin (Coordinator of Mevlana and Farabi)
7	Assoc. Prof. Dr. Nuriye Özengin (Quality Commission on Health Sciences Representative)	Assoc. Prof. Dr. Murat Olutaş (Project Support Office Vice Coordinator)	Assoc. Prof. Dr. Ayhan Çetinkaya (Faculty of Medicine/Physiology)	Zafer Yıldırım (Editorial Office Manager)	
8	Nida Bayhan (Quality Commission Student Member)		Instructor Sezin Çatana KULELİ (Lifelong Learning Application and Research Center Vice Director)		
9	Melih Derya Gürer (Department of Educational Technologies Teaching, BAIBU)		Fatih Peker (Press - Public Relations Director)		
10			Songül Yorgun (External Stakeholder)		
11			Fikret Özen; President of Association for Neighborhood representatives		
12			İlhami Otacıoğlu, President of Association for Centre Neighborhood Representatives		

(Vertical integration of the Quality Commission/ Subcommissions is achieved through the members of the Quality Commission **written in bold**.)

With the extension of the deadline for ISER entry by THEQC until 01.04.2022, the Quality and Quality Subcommissions joint workshop was held (<http://ajanda.ibu.edu.tr/baibu-kalite-koordinatordlugunden-alt-komisyon-calistayi/>) on 15.03.2022 in order to evaluate and improve the ISER report during the application process to the Institutional Accreditation Program (IAP) and the report sections written afterwards were assessed on a title basis.

BAIBU QUALITY COMMISSION AND QUALITY SUBCOMMISSIONS IAP PREPARATION WORKSHOP (15 MARCH 2022) PROGRAM

09:00-09:30 Registration, Tea/Coffee Service

09:30-09:45 Opening speech; Things to do after IAP application / Quality Coordination

What have we done with our Subcommissions so far? (Subcommission Presentations-1)

09:45-10:00 Learning and Teaching Subcommission presentation

10:00-10:15 Research and Development Subcommission presentation

10:15-10:30 Service to Society Subcommission presentation

10:30-10:45 Management Systems Subcommission presentation

10:45-11:00 Internationalization Subcommission presentation

11:00-11:20 Tea / Coffee Break

What should we do with our Subcommissions from now on? (Subcommission Presentations-2) 11:20-

11:30 Learning and Teaching Subcommission presentation

11:30-11:40 Research and Development Subcommission presentation

11:40-11:50 Service to Society Subcommission presentation

11: 50-12:00 Management Systems Subcommission presentation

12:00-12.10 Internationalization Subcommission presentation

12:10-12.20 Explaining how Quality Action Plans will be made (WH questions; what will be done, who will do it, what will they do, how long will it take to do it, where and how will it be done?)

12:20-13:45 Lunch Break

13:45-14:00 **Discussion on maturity levels and examples from IAP criteria (Criteria that are difficult to understand)**

14:00-14:15 **Action plans workshop** (road map of what to do after we have learned from Subcommission-based 2017 IFR-2020 IMR-2021 ISER)

14:15-14:30 Joint evaluation of action plans (Subcommission action plans consecutive presentations)

14:30-14.45 **Subcommission Quality Policies update workshop** (Field-based study for content update and dissemination of existing Quality Policies)

14:50-15:15 Tea / Coffee Break

15:15-15:45 Working with Unit (Faculty/Schools...) Quality Commissions and Stakeholder Commissions (*from ISER to running stakeholder boards without documenting appropriate evidence, from annual/periodic self-assessments to closure of PDCA cycles through the implementation of action plans, ...*)

15:45-16:30 General evaluation of the workshop, suggestions, question and answer, closing

The aim of this workshop is to solve the difficulties during the writing of the ISER, the 3-6-9-12 month action plans for the low maturity level criteria (The PDCA cycle is missing areas), the necessary improvements that could be completed in 3 and 6 months until the potential IAP assessment. The advantages of the QMS application were pointed out with the expectation that it will create a leverage effect by speeding up the activities to be done for the IAP application process itself and for KGS regardless of the outcome.

After the workshop, video recordings were shared with all subcommissions on (<https://youtu.be/r5tzbC-5Xcg>, <https://youtu.be/YAca1J08IW0>, <https://youtu.be/PBkeSZYZPrA>, <https://youtu.be/oN9SfpVf57I>).

'Online review meetings specific to ISER titles' were held with all subcommissions to complete the integration with the sub-sections of 2021 ISER and to review the current version and improve its content. The content of 2021 internal evaluation report was reviewed and edited according to the criteria.

ABOUT THE INSTITUTION

Bolu Abant İzzet Baysal University (BAIBU)

1. Contact Information

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2. Historical Development

Bolu Abant İzzet Baysal University, which is one of the distinguished universities of our country, is surrounded by natural beauties and located between the two metropolitan cities of Türkiye, Ankara and Istanbul. The university was founded with the Appendix Article 16 added to Article 25 of the Law on Making Amendments which was published in the Official Gazette dated 11 July 1992 and numbered 21281 on the Adoption of Law No. 2809 and Decrees No. 78 and 190. One of the 23 universities established in 1992, Bolu Abant İzzet Baysal University began with the Faculty of Economics and Administrative Sciences affiliated to Gazi University besides Bolu School of Education, Bolu Vocational School, and Düzce Vocational School affiliated to Istanbul Technical University.

The units of our university, which initially had around 4,000 students and 192 teaching staff, spread over a wide area from Bolu to Düzce, from Akçakoca to Gerede and from Mengen to Mudurnu. İzzet Baysal campus, 8 kms from Bolu city center, is located in an area of unique natural beauty. Our University, which has developed rapidly since its establishment, had reached 16,195 students, 1020 teaching staff and 817 administrative staff by the end of 2005. With the establishment of Düzce University with the Law No. 5467 dated 01.03.2006, Düzce Faculty of Medicine, Faculty of Forestry, Faculty of Technical Education, Düzce School of Health, Akçakoca School of Tourism and Hotel Management, Düzce Vocational School and Akçakoca Vocational School, which used to be affiliated to our university until then, were separated from our university and served as the founding grounds of Düzce University.

Our university sustained its rapid development even after the separation of Düzce University with the establishment of new faculties, schools, vocational schools and institutes. The university maintains its educational and research activities today with 741 administrative staff and a total of 31,763 students, 2,800 of them international students. With the 6th article of the Law No. 7141

dated 09.05.2018, the name of our University was changed to "Bolu Abant İzzet Baysal University" with the addition of the word "Bolu".

3. Mission, Vision, Values and Goals

Mission: Bolu Abant İzzet Baysal University takes it as a duty to raise qualified generations that will serve the development of humanity by providing learning and teaching at universal standards, to produce knowledge and technology that will contribute to the development of the country, and to provide the social services needed by the country in the best way.

Vision: To be a respected university that provides the best education at universal standards in its fields of activity, creates added value by taking local and national needs into account, produces knowledge and technology by adopting entrepreneurship and innovation as a principle, and has reached the international level in the field of research and development.

OUR CORE VALUES

Common Sense and Participation:

To ensure that the staff members participate in administration processes at all levels by preserving their individual characteristics and ideals, and to value the opinions and thoughts of all stakeholders.

Commitment to Ethical Values:

To comply with the legal, scientific and moral values in all institutional and individual activities carried out within the university.

Entrepreneurship and Innovation:

To produce new products and services with high added value by raising individuals with high self-confidence and open to new ideas.

Service to Society:

To support social development with educational activities, research outputs, social and cultural activities.

Corporate Affiliation:

To improve the corporate culture and strengthen the sense of belonging by increasing the satisfaction of staff members and students.

Our Goals and Objectives, set in the 2019-2023 Strategic Plan of our University that was prepared in 2018, are listed below.

Objective 1. To develop and maintain quality in education

Goal 1. To ensure that at least 5 programs from the current undergraduate and graduate programs are accredited by 2023.

Goal 2. To increase the number of double major and minor programs by 100% until 2023.

Goal 3. To increase the number of periodicals and non-periodicals in the library by 20% until 2023.

Goal 4. To reduce the number of students per teaching staff.

Goal 5. To encourage the launch of interdisciplinary M.A and PhD programs; to increase the number of existing programs by 30%.

Objective 2. To increase the quality and quantity of scientific research

Goal 1. To increase the number of publications in nationally and internationally indexed journals by 30% by 2023.

Goal 2. To increase the number of national and international events (congress, conferences, workshops, etc.) by 20% until 2023.

Goal 3. To increase the number and variety of projects supported by external resources (TÜBİTAK, EU Programs, TAGEM, SAN-TEZ, Development Agencies etc.)

Goal 4. To increase the number and diversity of projects supported by SRP (Scientific Research Projects Unit) by at least 20% until 2023.

Objective 3. To increase the number and quality of Service to Society Activities

Goal 1. To encourage each unit to organize target audience-oriented conferences, panels, workshops, seminars, etc., related to their own field.

Goal 2. To increase the number of expert and consultancy services offered.

Goal 3. To increase the quality and variety of health services provided.

Goal 4. To increase the number and quality of awareness-raising projects.

Objective 4. Developing institutionalization

Goal 1. To increase student and staff satisfaction level by 20%.

Goal 2. To develop relations with graduate students and staff who have served in our university.

Goal 3. To provide Assessment and Evaluation training to all teaching staff within the scope of in-service training.

Goal 4. To provide Total Quality Management (TQM) and Continuous Improvement trainings to all academic and administrative staff.

Goal 5. To increase the recognition of the university.

Objective 5. To expand entrepreneurship by increasing communication and cooperation with stakeholders

Goal 1. To increase the internship opportunities provided to our students by 25% until 2023.

Goal 2. To increase the number and diversity of patents by 50%.

Goal 3. To increase the quality and diversity of the university's relations with its stakeholders.

Goal 4. To establish advisory boards of research and education units and to enable them to hold meetings for exchange of ideas.

Goal 5. To increase career development activities.

4. Units Providing Educational Services

Our university sustains its educational activities in 1 Graduate School, 17 Faculties, 1 School, and 8 Vocational Schools listed below.

4.1.1 - Graduate School

4.2.1 - Faculty of Dentistry

4.2.2 - Faculty of Education

4.2.3 - Faculty of Science and Literature

4.2.4 - Gerede Faculty of Applied Sciences

4.2.5 - Faculty of Fine Arts

4.2.6 - Faculty of Law

4.2.7 - Faculty of Economics and Administrative Sciences

4.2.8 - Faculty of Theology

4.2.9 - Faculty of Communications

4.2.10-Faculty of Architecture

4.2.11-Faculty of Engineering

4.2.12-Faculty of Health Sciences

4.2.13-Faculty of Sports Sciences

4.2.14-Faculty of Technology (passive)

4.2.15-Faculty of Medicine

4.2.16-Faculty of Tourism

4.2.17-Faculty of Agriculture

4.3.1- School of Foreign Languages

4.4.1- Bolu Vocational School

4.4.2- Bolu Vocational School of Technical Sciences

4.4.3- Gerede Vocational School

4.4.4- Mehmet Tanrıkulu Vocational School of Health Services

4.4.5- Mengen Vocational School

4.4.6- Mudurnu Süreyya Astarıcı Vocational School

4.4.7- Seben İzzet Baysal Vocational School

4.4.8- Yeniçağa Yaşar Çelik Vocational School

5. Research Centers

There are a total of 19 Research and Application Centers at our university, together with the Bolu Abant İzzet Baysal University Lifelong Learning Application and Research Center, which was established in 2021 with the regulation published in the Official Gazette dated 26.07.2021 and numbered 31549.

They are;

- 5.1- Scientific, Industrial and Technological Application and Research Center (BETUM)
- 5.2- Bolu Folk Culture Research and Application Center (BAMER)
- 5.3- Experimental Animals Application and Research Center
- 5.4- Nuclear Radiation Detectors Application and Research Center (NURDAM)
- 5.5- Innovative Food Technologies Development Application and Research Center (YENİGİDAM)
- 5.6- Continuing Education Application and Research Center (SUYAM)
- 5.7- Technology Transfer Application and Research Center (AIBÜ-TTMER)
- 5.8- Preschool Education Application and Research Center
- 5.9- Turkish Teaching Practice and Research Center (TÖMER)
- 5.10- Distance Learning Application and Research Center (İBUZEM)
- 5.11- Agricultural Research Application and Research Center (TAMER)
- 5.12- Akşemseddin Islamic Sciences Application and Research Center (AKİMER)
- 5.13- Wildlife Studies Application and Research Center (YABANMER)
- 5.14- Career Planning and Alumni Tracking Application and Research Center (BAIBU-KARMER)
- 5.15- Women's Family and Community Services Application and Research Center (KATUM)
- 5.16- Lifelong Learning Application and Research Center
- 5.17- Health Research and Application Center
- 5.18- İzzet Baysal Elderly Health Application and Research Center
- 5.19- Economic and Social Research Application and Research Center

Although the analysis service for external researchers is mainly provided through BETUM and YENİGİDAM, research activities are also supported by laboratory infrastructures within other application and research centers, faculties and schools. The Unit of Scientific Research Projects Coordination was established as the Coordination by the letter of the Rectorate dated 12.10.2010 and numbered 1103/9171. Bolu Abant İzzet Baysal University Project Support Office (PSO) Coordination was established in accordance with the directive of our University Senate dated 10/10/2019 and numbered 2019/226 (Annex C.1.1.28) and continues to operate under the Scientific Research Projects (SRP) Coordination Unit of our university. The PSO Board of Directors is composed of the PSO Coordination, the vice-rector responsible for the SRP Coordination Unit, a coordinator, two coordinators and four faculty members with the letter of the BAIBU Rectorate numbered 08/11/2019-E.67758.

Types of projects carried out through the SRP Coordination:

- 1- Scientific Research Projects (SRP) supported by our university
- 2- Investment projects supported by the Ministry of Development
- 3- Projects supported by the Ministry of Youth and Sports
- 4- EU grant projects supported by the European Union
- 5- TÜBİTAK supported projects
- 6- Projects supported by the Eastern Marmara Development Agency (MARKA)
- 7- Projects supported by the General Directorate of Agricultural Research and Policies (TAGEM)
- 8- Projects supported by the National Boron Research Institute (BOREN)

6. Organizational Chart of Higher Education Institution

Established under the name of “Abant İzzet Baysal University” with the Additional Article 16 added to the 25th article of the Law dated 03 July 1992 and numbered 3837, our university was named after “Bolu Abant İzzet Baysal University” with the 6th article of the Law No. 7141 dated 09.05.2018, with the addition of the word “Bolu” to the already existing name. The units in Düzce province and its districts were transferred to Düzce University, which was established with the Annex 58 of the "Law on the Amendment of Higher Education Institutions Organization Law, Higher Education Law, Public Financial Management and Control Law, Radio Law, and Statutory Decrees No. 78 and 190" published in the Official Gazette dated 17.03.2006 and numbered 26111.

The authorization and responsibilities of our university are regulated under the Higher Education Law No. 2547 and the organizational chart is presented at http://kalite.ibu.edu.tr/images/Kalite/2021_Teskilat_semasi.pdf

The Organization of Our University:

Rector

Senate

University Executive Board

Faculty Bodies

Dean

Faculty Board

Faculty Executive Board

Graduate School Bodies

Director of the Graduate School

Graduate School Board

Graduate School Executive Board

School Bodies

School Director

School Board

School Executive Board

Vocational School Bodies
Vocational School Director
Vocational School Board
Vocational School Executive Board
Department
Head of Department
Academic Executive Board
Research and Application Center
Center Director
Center Executive Board

The administrative organization and duties of our university are regulated by the Decree Law No. 124 on the Administrative Organization of Higher Education Upper Institutions and the Administrative Organization of Higher Education Institutions and the Public Financial Management and Control Law No. 5018 published in the Official Gazette dated 21.11.1983 and numbered 18228:

Secretary General
Construction and Technical Department
Library and Documentation Department
IT Department
Personnel Department
Student Affairs Department
Department of Health, Culture and Sports Legal Counselor
Department of Administrative and Financial Affairs
University Hospital Chief Directorate
Strategy Development Department

In addition, there is an Internal Audit Unit that works under the Rector to carry out internal audit activities.

A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

A1.1. Management Model and Administrative Structure

In accordance with the “Higher Education Law No. 2547”, the bodies of the university have been determined as the Rector, the Senate and the University Executive Board; the bodies of faculties from the units of the university are the Dean, Faculty Board and Faculty Executive Board; the organs of institutes are the Institute Director, Institute Board and Institute Executive Board; and the bodies of schools are the School Director, the School Board and the School Executive Board. Application and Research Center Directors are appointed according to the regulation to which they are bound. Directors are appointed in accordance with the framework of the “Law No. 2547” and within the specified periods.

Our university is structured according to the management model determined within the framework of "Law No. 2547" and related legislation. In this context, there are two types of structuring patterns in

our University, namely academic and administrative (Annex A1.1.1. 2021 ORGANIZATION CHART).

Administrative organization and duties of higher education institutions are stated in the seventh section of the Decree-Law on the Administrative Organization of Higher Education Upper Institutions and Higher Education Institutions dated 07.10.1983 and numbered 124. Following the Decree mentioned above, the units in the administrative organization of our University have been determined as the General Secretariat, Department of Construction and Technical Affairs, Department of Personnel, Department of Student Affairs, Department of Health, Culture and Sports, Department of Library and Documentation, Department of Information Processing, Department of Administrative and Financial Affairs, Department of Strategy Development, Legal Advisory, Faculty Administrative Organization, School Administrative Organization, Institute Administrative Organization, and Department Administrative Organization.

In the 2017 Institutional Feedback Report (IFR), it was stated that the institution 'should further strengthen its managerial and administrative structuring in line with its strategic goals, and efficiently plan the coordination with the organization and stakeholders in the units. In the 2020 Institutional Monitoring Report (IMR), it is stated that the Institution "has a management model and administrative structure that can ensure that our university achieves its mission and strategic goals, The University-Stakeholder Advisory Board and Academic Unit Advisory Boards were established shortly after the IFR, where especially the duties and responsibilities in the quality processes were re-evaluated, the Strategic Plan Update Commission, academic unit self-evaluation teams and program self/peer evaluation teams were formed as part of the quality assurance system. The boards in question are expected to be an important part of the management model based on quality processes. In addition, it is stated that 'in order to ensure that our University achieves its mission and strategic goals between 2018-2020, it has carried out 3 new structuring patterns in the management model; and the International Student Coordination, YÖS Coordination and International Relations Coordination within the Career Planning and Alumni Tracking Application and Research Center, Project Support Office and Internationalization Office provide a clearer definition of the related processes that our University lacks.'

In addition, it has been reported that 'our university's efforts to make the Vocational Schools thematic with a regional focus and to eliminate program conflicts, inspired by the specialization universities project of the Higher Education Council, are also pleasing' (Annex A1.1.2. Organizational structuring of the International Relations Office, Annex A1.1.3 . Thematic Vocational School Studies). In 2021, BAIBU Communications Coordination was also established.

'BAIBU Quality Directive' has been updated with the Senate meeting numbered /25 (Annex A1.1.4. Quality Assurance Directive 2021 update which was held on 9.12.2021 in order to update the unit Quality Commissions and Unit-Stakeholder Solidarity boards, which are natural members of these commissions, for the proposal to ensure effective cooperation with stakeholders in 2020 IMR, due to the changing unit and university personnel, to reform the missing ones and to establish a mechanism for obtaining stakeholder opinions. In the annex of this directive, it will be ensured that the stakeholder-advisory boards of the university have convened at least once in 2022, and the results of self/peer assessment and issues such as curriculum changes will be evaluated together with the stakeholders.

A1.2. Leadership

'Annual Reports', which are to be prepared by Faculties, Schools and the associated offices in administration of the universities and to be presented to the Rectorate as a bureaucratic procedure in accordance with the Article 5018, has been an ineffective way of data collection method. Instead, the reports were presented verbally rather than as a written-only form before senate meetings for the years 2020 and 2021, which proved to-be more effective.

The Annual Reports for 2020 were, in speech form, presented at 16.30 on April 27, 2021 in the presence of Board of Senate with the involvement of 57 schools of the university including Graduate School, Faculties, Schools and Vocational Schools, Research and Application Centers as well as administrative offices (<https://kalite.ibu.edu.tr/component/k2/item/384-birim-faaliyet-raporlarinin-sozlu-sunumlari-gerceklestirildi>).

As for the year 2021, activities were, as in <https://kalite.ibu.edu.tr/dokuman-kalite/birimler-faaliyet-rapor>, negotiated from Feb. 07, 2022 to Feb. 14, 2022 with the participation of about 64 university units. Within the almost 6-working-day presentations, the data required for the previously-presented annual reports in mission, vision, organizational structure, duty&task definitions, physical infrastructure, organizational infrastructure, technology/infotech infrastructure, processes, academic and administrative activities, other services provided, SWOT analysis, as well as distance education, the graduate employment for Uni-Veri outcomes, activities done for seeking job, the previously-dones and to-dos for those graduates seeking jobs after school, the amendments to enhance job satisfaction required for KAMUVERİ(Public Data Base) were prepared item by item and made ready for presentation [Annex. A1.2.1.2021 Ek A1.2.1 2021 Annual Report Document, Annex. A1.2.2. 2021 The Plan for Annual Report, Annex. A1.2.3. 2021 A sample for Annual report Preparation (Table)].

It is well obtained on the basis of the feedback by the participants that it gets rather informative and beneficial in order for the offices in the university to get an awareness of collaborative and cooperative potentials, the related various activities, peer-learning to solve problems, sharing services, orientation toward either specific or overall activities, and for those who are newly-appointed as deans, school directors, and office directors are, too, enabled to render account of the practices within the presence of Board of Senate members and other administrative staff.

Weekly scheduled visits were arranged with the participation of the Rector, Vice Rectors, Secretary General, Office Heads and other senior administrative staff every Monday, at 16.00 for the year 2021, which was as well assumed to become a model for an active and dynamic communication as in weekly senate conventions. During the meetings administrative Office heads, in sequence, took the floor to provide notifications to the head administrative staff, and a good platform for Exchange of ideas was established. Also, several plans and revisions were made on a weekly basis for associated concerns.

A1.3. Institutional Transformation Capacity

With the prediction that the career fairs that just started in 2019 will be an opportunity for students, with the participation of our Rector Prof. Dr. Mustafa Alişarlı, the request of the Western Black Sea Universities Union to hold this Fair in our region, the Presidential Human Resources Office Head Assoc. Dr. Salim Atay, universities within the Western Black Sea University Association, chambers of commerce and industry in the region and written letters of goodwill from the local sector, a fair organization was granted to Bolu Abant İzzet Baysal University (<http://ajanda.ibu.edu.tr/batikaf-hazirlik-calistayi-gerceklestirildi/>). It is one of the examples of agile leadership on behalf of our university and our region. This fair, which was found very successful by the participants, is expected to be an inspirational 'career fair preparation guide' for other universities.

For Public-Data evaluations made by the Presidential Human Resources Office, an informative meeting was held for the Secretary General and Heads of Departments.

<http://ajanda.ibu.edu.tr/cumhurbaskanligi-insan-kaynaklari-ofisinin-uni-veri-ve-kamu-veri-sonuclari-baibude-degerlendirildi>

A presentation was prepared from the data (Annex A.1.3.1. BAIBU CBIKO Public-Data Data and Action Draft Plans presentation 24.03.2021(KG) [Rankings Closed]). Action plans were requested from all departments on personnel satisfaction, communication, management, etc., and these action plans were consolidated and their implementation was requested from the relevant units.

(Annex A.3.2. CBIKO Public_Data Action plan integrated).

[About CBIKO Public-Data survey: *With the implementation of these action plans that were based on the data obtained from the surveys conducted by CBIKO, an important and exemplary step was taken in internalizing the quality culture. Public Data Survey was conducted on 11 June-26 July in order to determine the areas for further improvement for the staff in public institutions. 862,833 people from 1,981 institutions across Türkiye participated in the survey available at survey.cbiko.gov.tr in 2019. A total of 66,372 participants from 207 universities got Access to the survey. 7 universities did not participate in the survey. Since the number of participants for statistical analysis could not be reached in 67 universities, these universities were excluded from the evaluation.*

While determining the universities, the number of academic and administrative staff working at the universities was determined in the first stage. The number of personnel participating in the survey was compared with the number of university personnel. Allowing a maximum margin of error of 7% according to sample sizes, participating universities were included in the analysis. In addition, the minimum sample calculations required for the factor and regression analyses are taken into account.

Universities with insufficient participation numbers were excluded from the analysis. A total of 133 universities were evaluated in the survey. In order to make the analyses more accurate and consistent, data cleaning process was applied considering various criteria. In the analysis after data cleaning, a data set containing the data of 58,758 participants was created for application on the university staff participating in the Public-Data Survey.]

A1.4. Internal Quality Assurance Mechanisms

After the Higher Education Quality Assurance Regulation was issued in 2015, our university issued a directive on this subject followed by regulations in 2018 and 2021, which served as the two updates on this directive (Annex A1.4.1. Quality Assurance Directive 2021 update.pdf). It has reached a total of 15 members with two external stakeholder representatives and one student member.

In addition to the directive (<https://kms.kaysis.gov.tr/Home/Goster/157569>, Annex A1.4.2. BAIBU Stakeholder_Advisory Boards Directive.pdf), it was also included in this directive.

Under the Quality Commission, subcommissions were formed in the fields like THEQC Evaluation subjects, like Learning and Teaching, Research and Development, Service to Society, Management Systems and Internationalization Subcommissions. By establishing subcommissions, not only field specific ISER writing but also strategic plan indicator realizations in this fields were involved in the evaluation reports. The 2024-2028 strategic plan preparation commission of these subcommissions will monitor the related objectives in the future. The upcoming work has already been planned. Thus, it is ensured that the strategic plan and quality assurance systems are managed on common grounds rather than distinct foundations.

The work schedule of the Quality Subcommissions for the year 2022 is given in slides 3-5 in the meeting presentation held in January 2022, and in slides 30-34, the evaluating commissions responsible for the plan indicator realizations are determined (Annex A1.4.3. 2021 BAIBU Quality Commission First Meeting [Commission and Subcommissions Working Calendar for 2022].pdf). As in 2020 IMR, 2019 strategic plan evaluation report and within the framework of the online visit, 20 of the 23 strategic goals in the strategic plan were at the level of “expected”. It is understood that performance indicators were achieved above the “expected level” while the “expected level” could not be reached in a total of 10 indicators related to 3 goals. In this context, it has been favorably observed that the institution has established a sustainable level of objective-goal performance process monitoring system. The desired 'performance indicator update' has not been made yet. Evaluations in the 2020 and 2021 strategic plan indicator realization reports are included in

this sub-section. The need to update the strategic plan indicator values, which were set by the commissions in 2019, could not be met in the limited scope of time because it could not be prepared in a report form (2019 strategic plan indicator evaluation report is given in detail at http://strateji.ibu.edu.tr/images/documents/stratejikplan2021/baibu_sp_degerleme_raporu2019.pdf). Although in 2021, the date limit for the update will be removed because of certain difficulties in predicting pandemic-related changes in indicator values in face to face and distance learning (such as; values related or unrelated to the changing methods and outcomes of distance and hybrid education/meetings were linked to periods; in the first year of distance education period, unexpected and unexplained decreases were seen in values that rose above expectation with the transition to hybrid education one year later) instead of updating indicator values, the indicator values will be monitored until the preparation of the 2024-2028 strategic plan, which will be prepared in 2022, and more consistent indicator values in the new plan will be determined

Since some of the members of the Learning and Teaching Quality Subcommittee were also members of the Bologna Coordination Commission, it was decided in October 2021 that new program and curriculum change offers are to be evaluated by this commission before they come to the Senate. These program offers will be put on the agenda of the Senate after the completion of the deficiencies in curricula.

Application to the Learning and Teaching Quality Subcommittee.pdf addresses one of the aspects that requires improvement as stated in 2017 IFR and 2020 IMR. Thus, due to the difficulty in the methodology of retrospective correction of the content deficiencies in the Bologna Information Package and Course Catalog of the ongoing programs, it is ensured that it is completed during student admission or during the curriculum change before passing through the Senate with a preliminary evaluation.

According to the motto emphasized in the THEQC training meetings, "In order to be successful in external evaluation, a good internal evaluation system must be established. Establishing this system is more important than evaluation. The following methods have been in use since 2018 in establishing an internal quality system:

In order to complete the (i) PDCA cycle in Learning and Teaching, academic units willing to apply for accreditation were determined and a meeting was held in 2018.

Studies were carried out with the roadmap which states that a support will be provided with the accreditation support commission, which was previously established with the voluntary participation of faculty members with accreditation and evaluation experience, starting to state down the necessary self-evaluation reports for the accreditation application, holding follow-up meetings for incomprehensible issues and dictating supporting the accreditation application if they become ready after deficiencies are corrected (Annex A1.4.5. Programmes ready for accreditation in 2018). 2019, 2020 (Annex A1.4.6. Program Accreditations Support Commission, 2020 Follow-up Meeting.pdf). Face-to-face meetings were held in 2021 to see their readiness for accreditation with the Faculty of Engineering that has been working to get ready since 2018 (Annex A1.4.7. Comp Eng MÜDEK studies.pdf, Annex A1.4.8. Department of Environmental Engineering Müdek.pdf, Annex A1.4.9. EEM_18.11.2021.pdf, Annex A1.4.10. Department of Food Engineering MÜDEK Preparatory Studies.pdf, Appendix A1.4.11. Mechanical Engineer Status Report Presentation.pdf, Appendix A1.4.12. MÜDEK, Faculty General Rector's presentation 11.11.2021.pdf). Although they completed the self-evaluation report, due to system changes such as 7+1 and difficulties in obtaining evidence they stated that they are not ready yet and they require more time for rediness. In order to complete the PDCA cycle in Learning and Teaching, (ii) in 2020, the first round of self and peer assessment was carried out for all programs with students through THEQC Program Evaluation module, and it was planned to be repeated once a year. First, the names of the programs were uploaded into the THEQC program evaluation module. In programs with students, one person was authorized and asked to establish self-assessment and peer assessment teams (Annex A1.4.13. What we did on the basis of Program Accreditation in 2019-2020.pdf). Afterwards, these teams were given online trainings for self and peer assessment and the records of these trainings were shared so that they could be watched several times on our YouTube channel- BAIBU Quality;

UBYS Membership and Login Procedures <https://youtu.be/90-Ev3fgLPs>

UBYS (kalitebilgi.ibu.edu.tr) System Usage Description https://youtu.be/NExP-Yy8S_I

UYBS Criteria-1 (Introduction-1.5) <https://youtu.be/EE8s8m84cSc>

UBYS Criteria-2 (1.6-4.2 and Strategic Management Cycle) https://youtu.be/0gaVR1pt_tM

UBYS Criteria-3 (5.1-Result) <https://youtu.be/x6qtmxppCIU>

Peer Review in the Self-Assessment Process <https://youtu.be/E6iO4l-r6eo>

Peer Review Workshop Part 1 https://youtu.be/8p_c4dnM3fc

Peer Review Question Answer Part 1 <https://youtu.be/IAS6Sn-ihdA>

Programs participating in self/peer evaluation in programs with students are 45/42 in associate degree, 48/45 in undergraduate, 54/48 in MA and 30/25 in PhD respectively.

(Annex A1.4.14. Program graphics participating in the 2020 Self_Peer Evaluation.png). A total of 177 self-assessments and 160 peer evaluations were made across the university. Later, they were asked to determine the action plans based on the areas for further improvement in their unit boards and and monitor them. In some peer review reports, the areas for further improvement were clear and beneficial to the unit (Annex. A1.4.15. Peer review board decision good example.pdf, Appendix A1.4.16. Peer review board decision example_2.pdf, Annex A1.4.17. peer review board example_3.pdf) while the peer review was done insufficiently in some units (Annex A1.4.18. Insufficient sample.pdf). In 2021, the second round of self-peer assessment was planned; however, it has to be postponed until 2022 with the provisions that it will be more productive if those who participated in the evaluation are provided re-trainings, more motivation, and inclusion of evaluators from programs with the same name in neighboring cities such as Düzce and Sakarya.

There are the following positive findings regarding self/peer assessment in 2020 IMR; ‘...one of the advantages the institution in more effective operation of quality assurance systems is that the institution was included among the pilot universities to use web-based self/peer assessment developed by THEQC. After uploading information regarding the internal evaluation of academic units through the system called "Quality-Registration" in 2020, web-based self/peer assessment module developed by THEQC was implemented by 2-3 person self-evaluation teams (University Information Management System: Program Evaluation Module). Before the application of the module in question, approximately 150 people were trained, and the trainings mentioned were also published on the YouTube channel created. The aim is to run the process as efficiently as possible by providing continuous communication between the teams and the quality coordinator in the processes. After the completion of the program based on self evaluation, the peer evaluation process of the programs started in the period of June-July 2020. In the process, evaluation teams of 3 people from related programs or different academic units were formed to evaluate the relevant programs. With the access provided by the institution to the Monitoring Team, the examinations made on the system in question revealed that self evaluation of 174 programs and peer evaluation of 164 programs has been completed. It is understood that it contributes significantly to the formation of a university-wide awareness of quality process management and a certain level of experience.

The third activity (iii) to complete the PDCA cycle in Learning and Teaching: In all faculties and programs that have accreditation bodies accredited by THEQC (<https://yokak.gov.tr/akredasyon-kuruluslari/tescil-suresi-devam-edenler>) self-evaluation teams were formed according to these establishment criteria. To turn the process of “Writing a Self-Assessment Report” into an opportunity for improvement process, meetings with faculties were held with the provisions that status assessment will be done with the current criteria, the deficiencies will be determined and corrected, the evidence will be obtained and application will be made if the criteria are reached. Annex A1.4.19. Accreditation Application Information Meeting 27.05.2021(Faculties, General, Accreditation Concept, Self-Assessment Report Writing).pdf, Appendix A1.4.20. Accreditation

Application Information Meeting 22.06.2021(Faculty of Education).pdf). Face-to-face meetings were held with the Faculties of Theology, Agriculture, Economics and Administrative Sciences, and online meetings were held with the Faculties of Education and Business (<https://youtu.be/DzDuIWIWwEM>). As a result of self-evaluation in 2021, our Faculty of Medicine applied for accreditation in 2022. Some of the examples of improvement achieved in the process of turning the self-evaluation report writing of the Faculty of Medicine into improvement in the preparation process for the application are as follows: Adding an elective course in Health law, and the establishment of the Department of Medical Education. An online meeting was held with the Faculty of Medicine to write a software for entering National Core Curriculum (UÇEP) into the university information management system (ubys) (<https://www.youtube.com/watch?v=bwmJKOyW-xE&t=5s>). Moreover, for the accreditation study initiated by THEQC for Institute of Health Sciences Institutes (IHS), we also collaborated with all the heads of departments in the Graduate School. They are asked to form a self evaluation team representing the whole institute, write a self evaluation report according to the current IHS accreditation criteria and work on the process improvement.

Although there is no accreditation institution for Vocational Schools, an online meeting with the directors of Vocational Schools was held and they were asked to complete the Bologna Information Package and Course Catalog deficiencies and if Vocational Qualifications Authority (VQA) has vocational training requirements in the relevant programs to match program output (program achievement) and learning outcomes such as control matrices with these professional qualifications. It was stated that there was an opportunity to become a reference Vocational School for VQA by accepting the validity of the information package by VQA. Bolu Vocational School Directorate has started working in this context.

The fourth activity (iv) carried out to complete the PDCA cycle in Learning and Teaching: Uni-Data evaluations made by the Presidential Human Resources Office were conveyed to the Deans and School Directors in the Senate meeting, and analyses for graduate employment in their fields were sent to them and asked to prepare their action plans. (Annex A1.4.21. BAIBU Uni_Data data and Solution Proposals Senate Presentation.25.03.2021.KG(Rankings deleted).pdf). After that, the responses from the academic units were merged with Uni-Data analyses by KARMER and action plans were implemented (Annex A1.4.22.including all faculties action plans.pdf.) For university data survey, the university received the graduate data belonging to the undergraduate program of the years 2014-2019 from the Council of Higher Education. Comprehensive micro data sets were created by matching the information of the employees and the employee information obtained from the Social Security Institution. It has been reported various statistical methods and tools were used. Within this framework, the labor market performance of our graduates on the basis of (i) starting wage, (ii) employment time, (iii) employment rate, (iv) public employment rate and (v) Managerial Information System prepared by the Presidential Human Resources Office (CBİKO) was obtained.

The increase in the number of project applications throughout Türkiye coupled with the stable budget of TÜBİTAK could lead to a serious decline in the number of accepted projects. Therefore, a R&D search meeting was held on 12 November 2020 in order to sustain the increase in the number of accepted projects from our university and complete the PDCA cycle in R&D. Following the presentation on R&D strategic management cycle and stages of PFCA, the ways to increase and sustain the number of projects with external funds, to increase the number of scientific articles, to increase the efficiency and integration of BAIBU R&D universe and to be a candidate for Research University status nomination were discussed (Ek A1.4.23. Ar_Ge Arama Toplantısı (12.11. 2020).pdf). A consensus was achieved in the action plans for trainings to increase the number of projects and scientific articles. The training for writing projects in the framework of TÜBİTAK ARDEB was the first action plan for improvement. Our Project Support Office organized online theoretical and practical trainings to that end with some groups while the training on health sciences was organized as online theoretical training and face to face practical training, thereby giving the training in question to 245 participants on 10 February 2021-26 March 2021 and completing the PDCA cycle. (Ek A1.4.24. PDO ARDEB PROJE YAZMA EGITIMI AFIS_v6 (3).p, dEk A1.4.25.PDO.2021 Proje Yazma Eğitim sonuçları e bülten.pdf). 18,000 applications were received across Türkiye for the online ARDEB training organized by

TÜBİTAK, which started with the opening speech of Vice Director of TÜBİTAK ARDEB, Assoc. Prof. Dr. Cengiz ARICI. (Ek A1.4.26.TÜBİTAK.1001_proje_yazma_egitim_etkinligi_program_icerigi.pdf).

As the second action plan of the R&D search meeting, the Academic Article Writing training was organized between 21 April 2021 and 31 May 2021 (Ek A1.4.27. AKADEMİK MAKALE YAZMAEGITIMI AFIS_v2.pdf, Ek A1.4.28. PDO Makale Yazma Eğitimi sonuçları e bülten.pdf). As a result of the feedback received at the end of this training, a “Thesis Writing Training” is planned for 2022. The aim of these trainings is complete the PDCA cycle with the completion of the following area for further improvement as specified in 2017 IFR: ‘It is recommended that the financial resources allocated to research should be increased and sustained. To that end, competitive strategies and incentives should be presented to increase the external funds’.

Since it is an independent external evaluation, the area for further improvement identified in IFR or IMR represents the C stage in the PDCA cycle. When the area for further improvement is completed; a cycle will be completed accordingly by performing the A phase in the PDCA cycle (Appendix A1.4.29. IFR in the Strategic Management Cycle and the developmental aspects of DIRT_a.png, Annex A1.4.29. IFR and IMR in the Strategic Management Cycle, Location of areas open to improvement_b.png). For R&D, one of the areas for further improvement in 2020 IMR is to implement transparent and sustainable applications for the internal and external researchers (interdisciplinary) to use the physical and technical research infrastructures in the institution. A software was designed taking advantage of the data collection for LABS by the Ministry of Industry (<https://invanter.ibu.edu.tr/lab/goster.php?&s=entry>) to collect the data on the attached table about the all research devices in the university and data were collected through the stated sources on the internet (Annex A1.4.30. Labs Portal Data Format.29.06.2021.To be sent to the units.xlsx). In first half of 2022, internet access will be available to users inside and outside the university in the form of an electronic laboratory device catalog that includes the research device infrastructure and the measurements. It is planned to be announced on our pages and to complete the cycle in this area.

One of the aspects open to development in the field of R&D was our Bolu Technology Development Zone (Technocity) occupancy rate. For this, a technical support was provided by the Eastern Marmara Development Agency (MARKA). (<http://ajanda.ibu.edu.tr/baibu-projeyle-markadan-bolu-teknokent-altyapi-destegi/>) A press conference with breakfast was organized to raise awareness (<http://ajanda.ibu.edu.tr/bolu-teknokentin-faaliyetlerin-duyurulmasi-amaciyla-basin-toplantisi-duzenlendi/>).

In our university's 2020 Institutional Monitoring Report; 'Bolu Folk Culture Research and Application Center (BAMER)' has been evaluated as one of our strengths since it creates community contribution with its educational and research activities. In this report, “...for strengthening the family, the training and workshops of the “Mothers at the University School” project, which was organized for mothers who could not get a university education, was completed with the participation of the local women and the project in question was cited by Council of Higher Education (CoHE) as a good practice example and it was suggested to be disseminated in universities across the country. Inspired by this, the Children's University and the Elderly University projects were developed. All of them merged into "Bolu Abant İzzet Baysal University Lifelong Learning Application and Research Center" with the recommendation of CoHE. Establishment of University Lifelong Learning Application and Research Center was published in the Official Gazette dated 26 July 2021 and numbered 31549. With the regulation, its continuity and access to wider social strata have been ensured (<https://www.resmigazete.gov.tr/eskiler/2021/07/20210726-1.htm>) According to the 2020 IMR, our strong aspects include close cooperation of 'Bolu Abant İzzet Baysal University Technology Transfer Application and Research Center (BAIBU- TTMER) with Düzce Technopark; Bolu Technology Development Zone (Bolu Technocity), Bolu Chamber of Commerce and Industry, Düzce Chamber of Commerce and Industry, East Marmara Development Agency (MARKA), KOSGEB and various companies and university's sports, health, cultural, artistic and educational facilities open to the public.

During the Quality Commission and Quality SubCommissions workshop held on March 15, 2022, difficulties in writing ISER and unmet criteria (incomplete PDCA cycles) were shared in table with all Quality

Subcommittees (Annex A1.4.31. Quality Sub-Commissions Draft Action Plans 14.03.2022.xlsx) and they were asked to choose the PDCA cycles in the list to be completed in 3 and 6 months until the possible field evaluation of the Institutional Accreditation Program (IAP) and to prepare action plans.

A1.5. Public Disclosure and Accountability

As part of accountability, our university discloses its Administration Annual Report with internal and external stakeholders on its official website after the report is consolidated by Strategy Development Department to cover all activities. Within the framework of Article 41 of the Public Financial Management and Control Law numbered 5018 and the Regulation on Strategic Plans and Performance Programs and Procedures and Principles for Annual Reports to be Prepared by Public Administrations, our units disclose their activities to the Executive Board and other units. (http://ibu.edu.tr/template/contents/2021_baibu_faaliyet_raporu_4875493.pdf). In line with the relevant Law, our university also shares its annual reports with Presidency of the Republic of Türkiye, Turkish Court of Accounts, Council of Higher Education, and Ministry of Treasury and Finance. The information for disclosure is obtained from first hand sources and constantly double checked for updated, accurate and reliable information until disclosure. This information is also examined by the senior governing body before disclosure. The annual reports for public disclosure are assured for update, accuracy and reliability through the “**Statement of Head of Financial Services**” (Ek A1.5.1. Mali Hizmetler Birim Yöneticisinin Beyanı.pdf) signed by the Head of Strategy Development Department and “**Statement of Internal Control Assurance**” (Ek A1.5.2. Üst Yöneticinin Güvence Beyanı.pdf) signed by the Senior Governor. Annual Reports of units, which combine to make up the university annual report, one of the public disclosure and accountability tools, have been orally presented to the senate for the last two years, and these presentations are shared with the public and the stakeholders at <https://kalite.ibu.edu.tr/dokuman-kalite/birimler-faaliyet-rapor-sunumları>. The administration holds meetings with the personnel at intervals and gives notifications about the current status, activities and goals of the institution. Our news portal 'ibu ajanda' (<http://ajanda.ibu.edu.tr/>), through which the news and announcements about our university are disclosed to our stakeholders, is viewed 60,000 times a month on average. The number of our followers is 11,300 on our Twitter account ibujanda, 13,877 on our Facebook account ibujanda and 8,028 on our Instagram account ibujanda. An average of 650 pieces of news are announced a year. Ijujanda news system is a wordpress-based software and the processes like its maintenance and update, announcements of news, postings of social media content and the local or national media follow-up are conducted by our own staff. Covering the social, cultural, sportive and scientific events and activities of our university, the bimonthly BAIBU Bulletin was started in 2021 to reflect our university's mission and vision in the best way (<http://ajanda.ibu.edu.tr/baibu-e-bulten-ekim-2021/>). Three issues have been released to date. October 2017-August 2021 Progress Report of our university is available at (<http://ajanda.ibu.edu.tr/baibu-2017-2021-faaliyet-bulteni/>).

Management Model and Administrative Structure

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

Evidence

Annex [A1.1.1. 2021 ORGANIZATION CHART.pdf](#)

Annex [A1.1.2 .Organizational structure of the Office of International Relations.png](#)

Annex [A1.1.3. Thematic Vocational School Studies.pdf](#)

Annex [A1.1.4. Quality Assurance Directive update \(senate meeting No. 2021.25\).pdf](#)

Leadership

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

Evidence

Annex [A1.2.1 2021 Annual Report Presentation cover letter.pdf](#)

Annex [A1.2.2. 2021 Annual Report Presentation Plan.pdf](#)

Annex [A1.2.3. 2021 Annual Report Presentation Example \(template\).pdf](#)

Institutional Transformation Capacity

Maturity Level: Change management practices that are implemented in accordance with objectives, mission and targets are monitored and measures are taken.

Evidence

Annex A1.3.1. [BAIBU CBIKO Presentation of Public-Data Data and Draft Action Plans 24.03.2021\(KG\) \[Ranking Closed\].pdf](#)

Annex [A1.3.2. CBIKO Kamu Data Action plan integrated 09.07.2021.xlsx](#)

Internal Quality Assurance Mechanisms

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

Evidence

Annex [A1.4.1. Quality Assurance Directive 2021 update.pdf](#)

Annex [A1.4.2. BAIBU Stakeholder Advisory Boards Directive.pdf](#)

Annex [A1.4.3. 2021 BAIBU Quality Commission First Meeting \(Commission and Subcommissions Working Calendar for 2022\).pdf](#)

Annex [A1.4.4. Application to the Education Quality Subcommittee for Curriculum Update.pdf](#)

Annex [A1.4.5. Programs that report that they may be ready for accreditation in 2018.png](#)

Annex [A1.4.6. Program Accreditations Support Commission.2020 Follow-up Meeting.pdf](#)

Annex [A1.4.7. Comp Eng MÜDEK studies.pdf](#)

Annex [A1.4.8. Environmental Engineering DepartmentMüdek.pdf](#)

Annex [A1.4.9. EEM_18.11.2021.pdf](#)

Annex [A1.4.10. Department of Food Engineering MÜDEK Preparatory Studies.pdf](#)

Annex A1.4.11. [Mechanical Engineer Status Report Presentation.pdf](#)

Annex [A1.4.12. MÜDEK Faculty General Rectorate presentation 11.11.2021.pdf](#)

[Annex A1.4.13. What we did on the basis of Program Accreditation in 2019-2020.pdf](#)

[Annex A1.4.14. Program graphics participating in the 2020 Self Peer Review.png](#)

[Annex A1.4.15. Peer review board decision good example.pdf](#)

[Annex A1.4.16. Peer review board decision example 2.pdf](#)

[Annex A1.4.17. Peer review board decision example 3.pdf](#)

[Annex A1.4.18. Peer review board decision insufficient example.pdf](#)

[Annex A1.4.19. Accreditation Application Information Meeting 27.05.2021 \(Faculties, General, Concept of Accreditation, Self-Assessment Report Writing\).pdf](#)

[Annex A1.4.20. Accreditation Application Information Meeting 22.06.2021 \(Faculty of Education\).pdf](#)

[Annex A1.4.21. BAIBU Uni Data data and Solution Proposals Senate Presentation.25.03.2021.KG\(Rankings deleted\).pdf](#)

[Annex A1.4.22. Uni-data all faculties action plans.pdf](#)

[Annex A1.4.23. R&D Search Meeting \(12.11. 2020\).pdf](#)

[Annex A1.4.24. PSO ARDEB PROJECT WRITING TRAINING POSTER_v6 \(3\).pdf](#)

[Annex A1.4.25. PSO.2021 Project Writing Training results e-bulletin.pdf](#)

[Annex A1.4.26. TÜBİTAK.1001 proje yazma egitim etkinligi program icerigi.pdf](#)

[Annex A1.4.27. ACADEMIC ARTICLE WRITING TRAINING AFIS_v2.pdf](#)

[Annex A1.4.28. Results of PSO Article Writing Training e-bulletin.pdf](#)

[Annex A1.4.29. The place of IFR and IMR in the Strategic Management Cycle for further improvement_a.png](#)

[Annex A1.4.29. The place of IFR and IMR in the Strategic Management Cycle for further improvement_b.png](#)

[Annex A1.4.30. Labs Portal Data Format.29.06.2021.To be sent to units.xlsx](#)

[Annex A1.4.31. Quality Subcommissions Draft Action Plans.14.03.2022.xlsx](#)

Public Disclosure and Accountability

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

Evidence

[Annex A1.5.1. Statement of Financial Services Unit Manager.pdf](#)

[Annex A1.5.2. Top Manager's Assurance Statement.pdf](#)

2. Mission and Strategic Objectives

2.1. Mission, vision and policies

The mission and vision in the 2019 / 2023 Strategic Plan of our university are also published on our website <http://www.ibu.edu.tr/mission-and-vision> Annex A2.1.1. Mission and, Vision.png

A2.1.1. Mission, Vision and Policies:

Our Mission: Bolu Abant İzzet Baysal University takes it as a duty to raise qualified generations that will serve the development of humanity by providing learning and teaching at universal standards, to produce knowledge and technology that will contribute to the development of the country, and to provide the services to society needed by the country in the best way.

Our vision: To be a respected university that provides the best education at universal standards in its fields of activity, creates added value by taking local and national needs into account, produces knowledge and technology by adopting entrepreneurship and innovation as a principle, and has reached the international level in the field of research and development.

The emphasis on “serve the development of humanity by providing learning and teaching at universal standards” in our **mission** and the emphasis on “education at universal standards” in our **vision** are aligned with the statement of “BAIBU aims to educate students showing respect for local and universal values and possessing the knowledge, skills and competencies as defined in national or international quality standards like Turkish Higher Education Qualifications Framework, Turkish Higher Education Quality Council criteria or European Qualifications Framework” in our **Learning and Teaching Policy** and the objective of “improving and sustaining quality in learning and teaching” in **Objective 1** of our **2019-2023 Strategic Plan**.

The emphasis on 'producing knowledge and technology that will contribute to the development of the country' in our mission, and the emphasis on '...by taking local and national needs into account', in our vision are aligned with the emphasis of 'creating added value, producing knowledge and technology by adopting entrepreneurship and innovation as a principle, reaching the international level in the field of research and development', in our R&D Policy, and the statements of '...national and international sustainable development goals, the needs of industry and other sectors, society and all humanity, BAIBU plans research and development by taking into account the capabilities, physical facilities, budget and research capacity of its teaching staff and aims to bring the whole universe together” and the expression 'does research at universal standards by accepting it as a laboratory' and 'Scientific research' in Objective 3 of our 2019-2023 Strategic Plan.

The emphasis on “...contributing to the development of the country and the social services needed by the country” in our mission and the emphasis on “creating added value by taking the local and national needs” in our vision are aligned with the statements of “BAIBU contributes to social life by organizing trainings, meetings and seminars with a lifelong learning approach in line with the social, cultural and information needs of the society. It provides information and consultancy services to the community in line with national development goals. It carries out consultancy and cooperation activities for the development of local and national industry” in our Service to Society Policy and the objective of “increasing the number and quality of service to society activities” as stated in Objective 3 of our 2019-2023 Strategic Plan

Who we are, what we produce for whom, with what activities, the difference we create for our target audience and what distinguishes us from our competitors and with the mission statement; vision concepts,

which are ambitious and realistic expressions of our medium-long-term success goals and the future we desire to achieve; the need for updating for our university was discussed during the internal evaluation training held on 27.12.2019 Annex A2.1.2. A strategic plan update commission was established in 2020 (mission.vision) study.pdf. This strategic plan update commission works in synergy with the quality commissions, which will make annual evaluations of the strategic plan objectives and work on changes in the indicator goals with the experience gained. The next period was to form the core of the strategic plan preparation commission. According to the Strategic Plan Preparation Guide for Universities in 2018, it was understood that the mission and vision could not be updated before the end of the strategic plan period. The updated indicator value and budget for the Strategic Plan period have been re-updated, and it could only be done twice during the period and an indicator could be updated only once. Although subcommissions worked together on the Quality Policy drafts, the integration and collaboration of studies in other fields could not be achieved. This strategic plan on the indicator realization monitoring and comments were made by the Quality Subcommissions after 2020 and 2021. For the new period, it was planned that the strategic plan preparations would be made by the quality subcommissions so that the strategic management could be carried out in an integrated manner. The institution should first review the draft quality policies it has created with broad stakeholder participation. It is expected to determine the key performance indicators by putting the policy documents in question at the center in the preparations for the strategic plan period. The attached guiding table and existing policy documents have been prepared for the answers received by opening the stakeholder opinion on the internet and evaluated in the relevant subcommissions and updated as desired in the first half of 2022 (Documents.pdf). Along with these updates is the 2024-2028 strategic plan within the performance indicators in line with the policies (Annex A2.1.4. Our Quality Policy.pdf, Annex A2.1.5. Our Learning and Teaching Policy.pdf, Annex A2.1.6. Our R&D Policy.pdf, Annex A2.1.7.Our Social Contribution Policy.pdf, Annex A2.1.8. Our Internationalization Policy.pdf).

2.2. Strategic Objectives and Goals

Strategic Plans at our university are prepared for 5-year periods within the framework of Article 9 of the Public Financial Management and Control Law No. 5018. Our first Strategic Plan was prepared within this scope for the Period of 2009-2013, and then for the Period of 2014-2018. With Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan, Bolu Abant İzzet Baysal University's rectorate, administrative and teaching staff, students and other personnel are prepared together with its stakeholders (2019-2023 strategic plan page 17). The strategic planning team formed for this purpose was chaired by the Vice-Rector. Representatives determined by the units to represent the administrative and teaching staff were assigned to the team and prepared with a participatory approach. Based on the 2014-2018 strategic plan (2019-2023 strategic plan page 25), it was decided to continue the objectives under the same headings for 2024-2028 since it is planned that quality subcommissions will take an active role in the preparation and monitoring of the strategic plan. The new strategic plan and THEQC indicators are comparable. The integration is planned by bringing them together under the titles.

Bolu Abant İzzet Baysal University 2019-2023 Strategic plan is available on our website https://strateji.ibu.edu.tr/images/documents/stratejikplan2021/2019-2023_donemi_stratejik_plan.pdf which can be accessed at

TABLE: In the strategic planning between the years 2019 and 2023, objectives (O) and goals(G) are shown below.

OBJECTIVE 1 O1- To improve the educational quality and sustainability

GOALS(G)

G1.1 To accreditate at least 5 programs from either graduate or undergraduate programs until 2023

G1.2. To double the number of double major or minor programs

G1.3. To increase the number of the periodicals and publications by 20%

G1.4. To reduce the number of students per teaching staff

G1.5. To increase the number of multidisciplinary from both graduate and post-graduate programs and the current number by 30%

OBJECTIVE 2: To improve the number and quality of academic studies

GOAL 2

G2.1. To increase the number of nationally and internationally indexed scientific publications by %30 till 2023

G2.2. To increase the number of national and international events, including visits, conferences, seminars, workshops, etc. by 30%

G2.3. To increase the number and variety of projects funded by TÜBİTAK, EU Community, TAGEM, SAN-TEZ Develop. and so on

G2.4. To increase the number of SRP-funded projects at least by 20% till 2023.

OBJECTIVE 3. To increase the number and quality of activities for service to society

G3.1. To enable each unit at the university to make its own field-related organizations, including conferences, seminars, workshops, etc.

G3.2. To increase the number of expertise and advisory services

G3.3. To provide more and better medical services

G3.4. To increase the number and quality of awareness projects

OBJECTIVE 4. To improve the level of institutionalization

G4.1. To increase the level of teaching staff and student satisfaction by 20%

G4.2. To develop the relationship with the graduates and the retired personnel from the university

G4.3. To provide all teaching staff with in-service training for assessment and evaluation

G4.4. To provide all academic and administrative staff with Total Quality Management training and continuous update&improvement instructions

G4.5. To increase the level of recognition of the university

OBJECTIVE 5. To popularize entrepreneurship increasing the communication and collaboration with the stakeholders

G5.1. To increase the internship and trainee opportunities for our students by 25% by 2023

G5.2. To increase the variety and number of patents filed by 50%

G5.3. To increase the variety and quality of communication with the stakeholders

G5.4. To form the advisory boards of research and educational units and enable them to hold meetings of exchange of ideas

G5.5. To increase activities on career development

Realization of goals and performance indicators in the Strategic Plan are monitored every six months. They are taken from the units and consolidated by Strategy Development Department during the annual evaluation periods. The evaluation of the data is conducted by the members of Quality Commission and Subcommissions with the contribution of Quality Coordination. 2021 Realization results are disclosed on the web page in the relevant section of our 2021 Administrative Annual Report in 2021 Strategic Plan Evaluation Report compiled and finalized by the Quality Coordination and Strategy Development Department after the evaluation of the Quality Subcommissions (Ek A2.2.1. Stratejik Plan Değerlendirme Tabloları.pdf)

2.3. Performance Management

Put into action for ensuring efficient, economic and effective achievement and use of public resources, accountability and financial transparency in line with the development plans and policies and goals in the programs, Article 41 of the Public Financial Management and Control Law numbered 5018 and the Regulation on Strategic Plans and Performance Programs and Procedures and Principles for Annual Reports to be Prepared by Public Administrations posits that the annual reports must be prepared by authorizing officer by the end of January and submitted to Rectorate. Consolidated by Strategy Development Department, annual reports of the units are compiled to form Administrative Annual Report by the end of February and disclosed to the public at http://www.ibu.edu.tr/template/contents/2021_baibu_faaliyet_raporu_4875493.pdf (Ek A2.3.1. BAİBÜ 2021 İdare Faaliyet Raporu.pdf, Ek A2.3.2. Mali Hizmetler Birim Yöneticisinin Beyanı.pdf, Ek A2.3.3. İç Kontrol Güvence Beyanı.pdf).

The first part of the report covers general information, mission, vision, authorities, job descriptions, and responsibilities of the administration. The second part deals with the objectives and goals of administration as specified in “Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan”. The third part covers evaluation of the finance and performance information as part of the information and evaluations section regarding activities. 2021 strategic plan indicator realization figures are evaluated by the quality commission and the comments of the commission on those figures are included in the report. The fourth part covers our strengths and weaknesses besides suggestions and actions based on the evaluation.

BOLU ABANT İZZET BAYSAL UNIVERSITY STRATEGIC PLAN 2021 PERFORMANCE REALIZATION				
OBJECTIVE	GOAL	Goal realization Performance (%)	OBJECTIVE-BASED PERFORMANCE (%)	OVERALL PERFORMANCE (%)
O1- To develop and maintain quality in education	G1.1 To accreditate at least 5 programs from either graduate or undergraduate programs until 2023	0	67.48	
	G1.2. To double the number of double major or minor programs	100		
	G1.3. To increase the number of the periodicals and publications by 20%	70		
	G1.4. To reduce the number of students per teaching staff	67.4		
	G1.5. To increase the number of multidisciplinary from both graduate and post-graduate programs and the current number by 30%	100		

O2- To improve the number and quality of academic studies	G2.1. To increase the number of nationally and internationally indexed scientific publications by %30 till 2023	100	65.00	61.35
	G2.2. To increase the number of national and international events, including visits, conferences, seminars, workshops, etc. by 30%	60		
	G2.3. To increase the number and variety of projects funded by TÜBİTAK, EU Community, TAGEM, SAN-TEZ Develop. and so on	100		
	G2.4. To increase the number of SRP-funded projects at least by 20% till 2023.	0		
O3- To increase the number and quality of activities for community services	G3.1. To enable each unit at the university to make its own field-related organizations, including conferences, seminars, workshops, etc.	75	62.08	
	G3.2. To increase the number of expertise and advisory services	100		
	G3.3. To provide more and better medical services	50		
	G3.4. To increase the number and quality of awareness projects	23.33		
O4- To improve the level of institutionalization	G4.1. To increase the level of teaching staff and student satisfaction by 20%	100	52.17	
	G4.2. To develop the relationship with the graduates and the retired personnel from the university	50		
	G4.3. To provide all teaching staff with in-service training for assessment and evaluation	10.58		
	G4.4. To provide all academic and administrative staff with Total Quality Management training and continuous update&improvement instructions	0.25		
	G4.5. To increase the level of recognition of the university	100		
O5- To popularize entrepreneurship increasing the communication and collaboration with the stakeholders	G5.1. To increase the internship and trainee opportunities for our students by 25% by 2023	0	60.00	
	G5.2. To increase the variety and number of patents filed by 50%	100		
	G5.3. To increase the variety and quality of communication with the stakeholders	100		

	G5.4. To form the advisory boards of research and educational units and enable them to hold meetings to exchange of ideas	100		
	G5.5. To increase activities on career development	0		

It was seen that the realization rate of the 2021 indicators was 61%; the lowest realization was in institutionalization with 52% while the highest realization was in learning and teaching with 67%.

The unmet indicators:

G1.1 it is seen that the accreditation target for the current undergraduate and graduate programs is 3 for 2022 but no program has been accredited yet.

The primary factor is that The Computer, Environmental, Electrical-Electronics, Food and Mechanical Engineering Departments of the Faculty of Engineering, which have been in the self-evaluation process for accreditation since 2018, have switched to the 7+1 program and have requested time for accreditation with the new curriculum, and in the evaluation meeting of the faculty for accreditation preparation of Faculty of Engineering, it was determined that the current maturity levels were not sufficient for the application. However, the Faculty of Medicine completed its preparations in 2021 and applied for 2022 period. The online meeting link with the UBYs team for the software that facilitates the UÇEP compliance of the Faculty of Medicine is <https://www.youtube.com/watch?v=bwmJKOyW-xE>. In addition, the Faculty of Arts and Sciences and the Faculty of Agriculture has also established accreditation commissions and started their preparatory work. They received two days of online preparatory training from ZİDEK, the relevant authorized institution of the Faculty of Agriculture. The Faculty of Education was asked to carry out self-evaluation teams and studies for EDEK, the Faculty of Economics and Administrative Sciences for STAR, the Faculty of Theology for IAA, the Faculty of Communication for İLEDAK (<https://www.youtube.com/watch?v=8B1zTdcWdyE>). In all faculties or programs that have an organization accredited by THEQC, a process called '**transforming the self-evaluation report writing process into an improvement process**' is being carried out.

G2.2 The 60% realization rate of increase in the number of national and international events (congresses, conferences, workshops, etc.) is quite unexpected due to the pandemic effect. There has been an unpredictable increase in congresses with online meeting opportunities but an unpredictable decrease in panels.

G2.4 The goal of increasing the number of projects supported by SRP and by a minimum of 20% until 2023 has not been realized, and the reason for this is that the management of the Faculty of Medicine Application and Research Hospital of our university has been transferred to the officials of the Provincial Ministry of Health by signing a joint use agreement with the Ministry of Health and the revenues of the hospital are managed according to the legislation of the Ministry of Health. SRP revenues, which were previously approximately TL 5,000,000 per year, decreased to TL 1,000,000 per year (deducted by approximately 80%) with the decision of the Training and Research Hospital not to pay the 5% SRP share, making it impossible to achieve this goal. However, due to the fact that the possibility of repayment with the court case that was won still continues, the goal was not updated and it was preferred to remain in monitoring, and SRP directive change, project writing trainings, etc. measures were tried to be implemented in order to increase external financing in R&D. *(In order to use the limited research potential within the university more efficiently, in SRP-01 and SRP-02 projects, it is stipulated that the relevant project must be submitted to TÜBİTAK and get a C score. As a result of this application, an increase was observed in both the number of TÜBİTAK projects and its budget in 2020 and 2021 compared to 2019).*

G3.3 The goal of increasing the quality and variety of health services provided has been achieved by 50% and in this goal, it is thought that the planned goal could not be achieved due to the fact that the administrations of

our Health Application and Research Centered Hospital and our Physical Therapy and Rehabilitation Hospital were at the disposal of the Ministry of Health, that only the Faculty of Dentistry hospital worked at the savings of the university, and that it had a negative impact on the closures and openings caused by the pandemic. In these goal sub-indicators, indicators such as patient rate per doctor, patient satisfaction rate, number of hospitals affiliated to the university are monitored.

G3.4 In order to increase the number and quality of awareness projects, the type of topics to create awareness and the number of projects to create awareness and the academic unit participation rates in awareness projects are monitored. All sub-objectives have been achieved at a low rate and it is thought that action planning should be made for this goal and closely monitored.

G4.2 Despite the intensive efforts of KARMER, which was established in 2019 to improve relations with graduate students and staff who have served at our university and to increase H5.5 Career development activities, and which increased the number of registered graduate students from 3.5% to approximately 26%, the pandemic period that intervened had a negative impact.

G4.3 The 'Training of Trainers' certified courses, which were launched in 2019 with the Department of Educational Sciences, Ibuzem and Quality Coordination of the Faculty of Education, in order to provide Assessment and Evaluation training to all teaching staff within the scope of in-service training, started by planning approximately 40 hours remote and 20 hours face-to-face, all of them were remote, an assignment and an exam were held for completion. So far, a total of four separate courses, twice a year, have barely reached around 300. Since the participation in the assessment and evaluation training given within this course activity is not in the targeted numbers, measures that will make the course participation more attractive in the coming period (such as giving points to the teaching staff with this certificate in appointment and promotion or giving the assessment and evaluation training in a short time in the form of daily seminars or workshops) are being considered.

G4.4 In order to provide Total Quality Management (TQM) and Continuous Improvement trainings to all academic and administrative personnel, a regular training plan will be made throughout the year. It is thought that this number can be reached with the training of renewed quality commissions.

G5.1 In order to increase the internship opportunities provided to our students by 25% until 2023, it is thought that the goal cannot be achieved due to the indecision of the workplaces on an internship during the opening and closing of the ongoing pandemic effect in 2021, and that the goal can be achieved with the decrease in the pandemic effect and the opportunity of national internship mobilization through CBİKO in 2022.

As mentioned before, both the strategic plan and the relevant field evaluations of THEQC for holistic performance management are carried out by the Quality Subcommissions. The evaluations made on the other objectives in the strategic plan can be accessed from the evaluations made to the 2021 strategic plan indicator realizations given on pages 162-174 of the BAIBU 2021 administrative annual report (Annex A2.3.4. Performance Indicator Realizations Monitoring Form (3 Months).pdf or <https://strateji.ibu.edu.tr/component/k2/item/357-bolu-abant-izzet-baysal-universitesi-2018-yili-faaliyet-raporu>).

The 2021 Performance Program has been prepared in accordance with the strategic goals and objectives in our university's 2019-2023 Strategic Plan. One of the elements of performance-based budgeting system is monitoring and evaluating the management performance. Collecting and analyzing performance data and including it in the decision-making process with a systematic approach are important for monitoring corporate performance.

Realization data related to the performance goals and activities and performance indicators in the 2021 Performance Program of our University are collected quarterly from the units responsible for monitoring the activities and performance indicators and data entries are made through the "Performance Program Monitoring-Indicator Realization Monitoring Form" section under the "Program Budget Preparation" module

of the Program Budget Management Information System (e-budget). The outputs for the performance indicators evaluated in the electronic environment are compared with the targeted indicator values and the values realized at the end of the year and the rate at which the goal is achieved is analyzed. These studies are included in the relevant section of our 2021 Administrative Annual Report (Annex A2.3.4. Performance Indicator Realizations Monitoring Form (3 Months)).

Mission, vision and policies

Maturity Level: Practices carried out in line with mission, vision and policies are monitored and measures are taken by evaluating them together with stakeholders.

Evidence

- Appendix [A2.1.1. Mission and Vision.png](#)
- Appendix [A2.1.2. Work on Strategic Management \(mission.vision\).pdf](#)
- Appendix [A2.1.3. Working Documents on Increasing the Prevalence of Participation in Quality Policies.pdf](#)
- Appendix [A2.1.4. Our Quality Policy.pdf](#)
- Appendix [A2.1.5. Our Learning and Teaching Policy.pdf](#)
- Appendix [A2.1.6. Our R&D Policy.pdf](#)
- Appendix [A2.1.7. Our Service to the Society Policy.pdf](#)
- [Appendix A2.1.8. Our Internationalization Policy.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.

Evidence

- Appendix [A2.2.1. Strategic Plan Evaluation Tables.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.

Evidence

- Appendix [A2.3.1. BAIBU 2021 Administration Annual Report.pdf](#)
- Appendix [A2.3.2. Statement of the Financial Services Unit Manager.pdf](#)
- Appendix [A2.3.3. Internal Control Assurance Statement.pdf](#)
- Appendix [A2.3.4. Performance Indicator Realizations Monitoring Form \(3 Months\).pdf](#)

3. Management Systems

A3.1. Information Management System

Bolu Abant İzzet Baysal University has been included in the University Information Management System UIMS: UBYS) project with the protocol signed with İzmir Katip Çelebi University on 02.12.2019. In this context, all the automation needs of our university are fulfilled through a managerially and operationally integrated information management system. The necessary planning is made in line with the needs of our institution from the new modules added to the UBYS system, and the relevant personnel trainings are made and put into operation. All automation systems needed by our institution can be gathered under a single roof and integration can be provided to other systems developed by the information technology department or needed in the corporate sense.

However, considering the software and automation needs of our university, as of 01.01.2020, our university has started the transition process to the UBYS within the scope of the protocol and contract it has made with İzmir Katip Çelebi University. As of 2022, 15 (fifteen) modules have been transferred to the UBYS, which consists of 34 (thirty-four) modules, in 2021 and the transition processes for the other modules (15 modules) continue in 2022.

Thus, by moving the Administrative and Academic processes needed by our university to an integrated software platform that can be measured with quality processes in accordance with the legislation, it is aimed that all modules work in integration and thus all processes are gathered on a single application. With the management modules of UBYS, at the end of 2022, information will flow from the units in terms of Quality Management, applications such as labor inventory, classroom-amphitheater inventory, asset management systems, and human resources and inventory management will be done effectively.

Integrated Information Management

1. Within the Student Information Management System of our university, there are additional modules that enable students, units and advisors to manage their educational activities more smoothly, systematically and under recording. Furthermore, the relevant module can create documents such as diplomas, transcripts, student certificates, etc. via e-signature. <https://ubys.ibu.edu.tr/>
2. Internal and external correspondence within electronic environment, senate and executive boards, sending and receiving documents via REM (registered e-mail) and NENS (National Electronic Notification System), personnel leave and proxy management operations can be carried out through electronic document management system., <http://ubys.ibu.edu.tr>
3. The staff and registration procedures of the staff are monitored electronically and public systems such as SSI, HİTAP, NVİ etc. operate in integrated way. <http://ubys.ibu.edu.tr>
4. It is an integrated system (<http://ubys.ibu.edu.tr>) with HECSYS through which the teaching staff at our university can apply for Scientific Research Projects (SRP) and follow up the process on the scientific research project application system. In addition, the procedures essential for the relevant SRP module of the UBYS (University Information Management System) have been completed and the SRP module has been activated within 2022.
5. The ethical committee application system is the one in which internal and external researchers apply for ethics approval for academic studies, and the applications are evaluated by the relevant committee, and the results are announced. There are three ethical committees that actively operate in our university. Solely the Human Research Ethics Committee in Social Sciences out of these committees,

accepts applications on the internet (<http://etikkurul.ibu.edu.tr>). In addition, an Ethical Committee module has been introduced to the relevant committees within the UBYS and procedures continue to follow up the ethical committee applications and processes within the UBYS in line with their demands.

6. The Rectorate Communications Center (RCS) module has been activated on UBYS module and there is an application system through which the students, staff and other users may submit their wishes, requests and complaints to the Rectorate and related units. <http://ubys.ibu.edu.tr>
7. Student e-mail system defines an e-mail address for all students who registered in our university. In this scope, a wireless network access is provided for all users who have obtained an e-mail address within the campus site and the throughout the universities that offer worldwide Eduroam service. <http://eposta.ogrenci.ibu.edu.tr>
8. The entire student application processes are executed on the UBYS system at our university. In this scope, in addition to Graduate Study, Erasmus, Farabi, Mevlana, Special Talent Exams (Fine Arts, Music, Sports), application for TÖMER (Turkish Education Application and Research Centre), International Student Application, Student departure processes, Continuing Education Center and Distance Education Center training applications; undergraduate transfer applications can be processed on the UBYS system as well. <http://ubys.ibu.edu.tr>
9. It is the application system of training and project market of the Technology Transfer Center <http://ttmerbasvuru.ibu.edu.tr>
10. Bologna Academic Credit Transfer system has been transferred into the Education Catalogue module on UBYS system. <http://bologna.ibu.edu.tr> The web page has been put into service.
11. It is the automation of the telephone directory of our university. <http://rehber.ibu.edu.tr>
12. The Online Appointment System of Foreign Languages Speaking Club <http://ydyorandevu.ibu.edu.tr>
13. It is the information system which involves licensed applications and technical support guidance for the university staff. <http://teknik.ibu.edu.tr>
14. The ISEE (International Student Entrance Exam) Application module of the UBYS system has been activated for the acceptance, evaluation and result announcement processes of international student applications. <http://ubys.ibu.edu.tr>
15. It is the system in which academic and administrative units may input their activities monthly and annually and can be reported in the relevant units. <http://faaliyet.ibu.edu.tr>
16. It is the website that our university has created for the visually impaired. <http://gormeengelli.ibu.edu.tr>
17. It is feasible to publish surveys and report their outcomes on UBYS system.

A wide range of update data that may be disclosed to the public is simultaneously shared on the Institutional Evaluation Analysis (<http://ubys.ibu.edu.tr/BIP/BusinessIntelligence/Home/Index>) page through the UBYS. The relevant report pages and the relevant reporting pages may be obtained by the authorized staff throughout the university or on a unit basis within the UBYS system. The information systems at our university are piled under one single roof through UBYS and hence, it has become possible to transfer the wholesome data among relevant modules.

Information Security Policy

The current technical infrastructure, precautions taken and data security policies in the scope of information security at our university are as follows:

The security policies that operate on active rule-based and supplied from the Global threat database are applied in accordance with our Computer Network infrastructure in order to hamper probable internal and external attacks. Furthermore, our FortiGate firewall hardware is applied to the security rules defined by our institution.

Apart from our network security policies, we apply backups at regular intervals with our backup policies on the RecoveryPoint application and backup software (Veam) used for data security. Through the RecoveryPoint application, 15 mission-critical server computers are backed up at 60 sec intervals. Thanks to this application, it can be restored to any moment that is about a week back. Daily, weekly and monthly backups are regularly received for all virtual servers that we have defined on our backup application. In case of any mishaps, the backup may be restored.

Our university completed the fiber infrastructure updating work in 2021 and a recent fiber collection point created in the sub-campus site has been commissioned. Our Information Technologies Department maintained the ISO 27001 Information Security Certificate in 2021 Information Security Management System (Certificate English 2021.pdf, Information Security Management System Certificate Turkish 2021.pdf). In addition, it has initiated the foundation of Disaster Recovery Center (DRC) through the servers to be located at the fiber collection point to be established for the sub-campus site within the current budget opportunities.

A3.2. Human Resources Management

Our university is structured in accordance with the management model determined within the framework of the "Law Numbered 2547" and the related legislation. In this scope, there are two types of structures in our university as academic and administrative.

In accordance with the "Higher Education Law Numbered 2547", the bodies of universities are designated as The Rector, the Senate and the University Board of Directors. The bodies of faculties from the units of the university are The Dean, the Faculty Board and the Faculty Executive Board; the bodies of the institutes are The Director of the Institute, the Board of the Institute and the Executive Board of the Institute; the bodies of the schools are The Director of the School, the Board of the School and the Executive Board of the School. Application and Research Center Directorates and the appointment of the administrative level is structured in accordance with the regulations that they are subject to. The management assignments within academic structuring are executed by teaching staff and within certain periods. Administratives are appointed in line with the "Law Numbered 2547". Since assignments are determined by the written procedures, the administrators and those administered are required to comply with these written procedures and act in line with the objectives and goals of our university. Furthermore, the Article 258 of the Turkish Penal Code regulates "privacy of duty". This privacy defines those public officials ought not to disclose documents, decisions and orders and other notices given to them for their duties or that they have obtained information for identical reason and that should not be disclosed.

The administrative organization and the duties of higher education institutions are defined in the seventh section of the Decree Law No. 124 dated 07.10.1983 on the Administrative Organization of Higher Education Institutions and Higher Education Institutions. In accordance with the aforementioned decree, the units in the administrative organization of our University are General Secretariat, Construction and Technical Department, Personnel Department, Student Affairs Department, Health, Culture and Sports Department, Library and Documentation Department, Information Technologies Department, Administrative and Financial Affairs Department, Strategy Development Department, Legal Consultancy, Faculty Administrative Organization, School Administrative Organization, Institute Administrative Organization ([ORGANIZATION CHART.pdf](#)).

The teaching staff, administrative staff, the contracted staff, international staff and the whole staff employed in other ways constitute the human resources of the institution. Human resources within the institution are

united in three groups. These are teaching staff, administrative staff, service procurement and staff who do the jobs given. The administrative staff is employed in accordance with Article 4 of the Law Numbered 657 and this article is united under four headings and consists of contracted staff, temporary staff and workers. Officers who fall into this category are placed as candidate officers within the institution.

For the purpose of meeting the need of teaching staff (professors, associate professors, teaching fellows with Phd, instructors, research assistants) of the units of our university, the use of staff is executed in accordance with the Presidential Decree Numbered. 2 on General Staff and Procedure and the Regulation on the Determination and Use of Norm Staff in State Higher Education Institutions.

Faculty member appointments are executed (professor, associate professor, teaching fellow with PhD) in accordance with the relevant articles of the Higher Education Law Numbered. 2547, "Regulation on Promotion and Appointment to Faculty Membership" and "Bolu Abant İzzet Baysal University Academic Promotion and Appointment Regulation".

Appointments for the instructor and research assistant positions are executed in accordance with the relevant articles of the Higher Education Law Numbered 2547 and the Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Exams to be applied in the Appointments for the Teaching staff excluding Faculty Members.

The appointments for the research assistant positions of the Faculty of Medicine and the Faculty of Dentistry of our university are executed for those who are entitled to receive specialization training in accordance with the Regulation on Specialty Education in Medicine and Dentistry.

Human resources management is the whole methods and techniques that include the most appropriate and efficient use and development of man, the primary resource of the institution in line with the goals and objectives. In the management of human resources within the institution, to use human resources most effectively and efficiently, to employ the appropriate staff for the appropriate positions, to select the people qualified with knowledge, skills and abilities required for the job and to place them in the most appropriate units or fields, to ensure that people promote in the job in line with their performance, to appreciate and motivate the employees, to eliminate the factors that disrupt the motivation in the institution and on the employees, care is taken to ensure that the performance evaluation of employees is diligently executed within the framework of objective criteria as much as possible within the scientific principles and standards.

Promotion and title change exam for the administrative staff who work within the positions of our university is carried out in accordance with the provisions of the Regulation on Promotion and Title Change in the Position of Higher Education Institutions and Personnel of Higher Education Institutions and the staff who achieve the exam are appointed to the upper positions for which they apply. In addition, the university staff is subjected to in-service trainings planned by the institution within the scope of novel practices or relevant legislation ([In-Service Candidate Training Evidence2.pdf](#)). All university employees are offered trainings on occupational health and safety in accordance with the Occupational Health and Safety Law Numbered 6331. In addition, support is provided for staff to receive training in the fields they necessitate ([In-Service Evidence1.pdf](#)). In addition, the Distance Education Gate platform, offered to the service of all public institutions and organizations by the Presidential Human Resources Office by the slogan "Education is Everywhere", has been defined by our In-Service Training Branch Directorate to the staff of our university ([CBİKO UZaktan Eğitim Kanıtı.pdf](#) [CBİKO Distance Education Gate Evidence.pdf](#)). Thus, our staff gained the opportunity to develop their skills through the Presidential Human Resources Distance Education Gate. In addition, in-service training planning in the fields that the institution considered essential is organized by the Rectorate Personnel Department in line with the in-service training directive.

When the staff who work in the units that provide administrative and support services are appointed as candidate officers to our university, they are subjected to basic training related to their common qualifications and preparatory training related to their ranks in accordance with Article 55 of the Law on State Officials No. 657. In accordance with the provisions of the General Regulation on the Training of Candidate Officers created

by the Prime Minister's Office, candidate officers are offered training on a wide range of topics as correspondence rules, communication, public relations with the Constitution of the Republic of Türkiye, the Higher Education Law Numbered 2547, the Law on State Officials Numbered 657.

Announcements are offered for the recruitment of Teaching Staff and these announcements are published in the Official Gazette and on the Web page of our university. The announcement for the recruitment of contracted staff is published in the Official Gazette and on our Web page. Sample Web page image and Announcement texts are attached ([Teaching Staff Recruitment Announcement Evidence.pdf](#), [4B Contract Recruitment Announcement Evidence.pdf](#)).

A3.3. Financial Management

Management of financial resources is executed within the framework of the Public Financial Management and Control Law Numbered 5018, the Public Procurement Law Numbered 4734, the Public Procurement Contracts Law Numbered 4735, the Special Revenue and Special Appropriation Law Numbered 5217 and other related laws, Presidential Decrees and regulations. Like other public administrations within the scope of central government, our university, which is a public institution with a private budget, draws the budget of the institution by complying with the policies, goal and basic economic sizes of indicative quality, general principles and standards in the Medium Term Program and Medium Term Financial Plan, Budget Call and Annex, Budget Preparation Guide and Investment Circular and its annex, and Investment Program Preparation Guide.

Within the scope of the relevant Fiscal Year Budget Law, the budget of the institution allocated to our university is distributed to the expenditure units according to the services provided.

By the Law Numbered 5018, duties, power and responsibilities have been assigned to the people who involve in public financial management (senior managers, expenditure authorities, financial services units, realization officers, accounting officials, accounting officer trustees, internal auditors, etc.) to use resources efficiently. Through the provisions that assign this authority and responsibility; it is aimed to ensure effective, economical and efficient supply and use of resources, accountability and fiscal transparency ([Financial Information 2021.pdf](#)). The staff to involve in the financial management of our university also act with the awareness of duty, authority and responsibility and offer service most effectively within the framework of the relevant legislation.

Records, audits, controls, monitoring and financial reports related to the financial management of our university are executed through the e-Budget System in the body of the Presidential Strategy and Budget Directorate, and the PAIS(Public Accounts Information System) in the body of the General Directorate of Accounting of the Ministry of Treasury and Finance, and the recordings on the Accounting System, Expenditure Management System, Movable Record and Management System in the body of the Integrated Public Financial Management System. These systems are accessible to our relevant institution staff in line with their power ([Appropriation Schedule 2021.pdf](#), [Budget Realization 2021.pdf](#)). In addition, the Public Investments System (PU-IN) in the body of the Presidential Strategy and Budget Department in which proposal, registration, control, audit, revision and reporting procedures are executed for corporate investments is managed by our staff with power ([Operating Results table 2021.pdf](#), [Budget Implementation Results 2021.pdf](#)).

A preliminary financial control process is realized prior to payment for those exceeding one million TL for the purchase of goods and services and three million TRY for construction works. Expenditure units carry out process control over all transactions, post-transaction checks are carried out by the internal auditors of our university and external audit is carried out by the auditors of the Court of Accounts.

In the scope of the control of the assets and resources of our institution; the records of the movable goods are kept on the PAIS Movable Record Control System by the Movable Registration Authorities and the Movable Control Authorities assigned to the expenditure units in accordance with the Movable Goods Regulation.

Within the framework of the relevant regulation, control reports related to the current situation are prepared. Unit records are periodically checked by the Strategy Development Department to ensure compliance with accounting records, consolidated and reported respectively. For the Movable Record Control Transactions, the TQMS program within the PAIS system of the Ministry of Treasury and Finance General Directorate of Accounting is used ([Integrated Public Financial Management Systems.jpg](#)).

The control of the immovable properties of the institution is executed within the framework of the Regulation on the Immovable Records of Public Administrations. Recording, registration and other transactions of immovable resources are executed by the Construction and Technical Department.

The management of movable and immovable resources is efficiently executed by the Department of Strategy Development within the framework defined in legislation.

A3.4. Process Management

It was ensured that all the academic and administrative processes in our university be removed, nevertheless they could not be brought together and shared with the stakeholders. For this purpose, initially an online meeting was held with the program developers from İzmir Katip Çelebi University and the requirements and the adaptation of the system to our demands has been provided. A task definition determining board was established for the monitoring and follow-up of the studies ([Annex A3.4.1. Internal Control Letter.pdf](#), [Annex A3.4.2 .Planning for workflow process identification.jpg](#)). Subsequently, the input of task definitions and processes into the 'Quality Information System' module on the UBYS launched by the relevant units ([Annex A3.4.3. GT_091 İdari Example of the Personnel Branch Manager.pdf](#), [Appendix A3.4.4. KPSS Open Assignment Workflow Chart.example.pdf](#)).

The recording of the online meeting held for information and coordination with the recent boards formed for required the Internal Control action plan is accessible at <https://www.youtube.com/watch?v=Zj0YSRn0n8A> and it is estimated that the activities of the 'Task Definition Determining Board' will have been completed in June and July 2022.

Information management system

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

Evidence

- [Information Security Management System Certificate English 2021.pdf](#)
- [Information Security Management System Certificate Turkish 2021.pdf](#)

Human resources management

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

Evidence

- [ORGANIZATION SCHEME.pdf](#)
- [In-Service Evidence1.pdf](#)
- [In-Service Candidate Training Evidence2.pdf](#)
- [CBİKO Uzak Education Evidence.pdf](#)
- [CBİKO Distance Education Gate Evidence.pdf](#)

- [4B Contract Recruitment Announcement Evidence.pdf](#)
- [Teaching Staff Recruitment Announcement Evidence.pdf](#)
- [Occupational Health and Safety Trainings.pdf](#)

Financial management

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

Evidence

- [Financial Insights 2021.pdf](#)
- [Schedule of appropriations 2021.pdf](#)
- [Budget Realization 2021.pdf](#)
- [Operating Results table 2021.pdf](#)
- [Budget Implementation Results 2021.pdf](#)
- [Integrated Public Financial Management Systems.jpg](#)

Process management

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

Evidence

- [Appendix A3.4.1. Internal Control Letter.pdf](#)
- [Annex A3.4.2 Planning for workflow process identification.jpg](#)
- [Appendix A3.4.3. GT_091 İdari example of the Personnel Branch Manager.pdf](#)
- [Appendix A3.4.4. KPSS Open Assignment Workflow Chart.example.pdf](#)

4. Stakeholder Engagement

A4.1. Internal and External Stakeholder Involvement

Post-directive of the University-Stakeholder Advisory Boards, our Bolu Vocational School convened the School Stakeholder Advisory Board online ([Annex A4.1.1. Bolu MYO-Danışma Kurulu toplantı davet yazısı.pdf](#), [Annex A4.1.2. Bolu MYO Çevrimiçi Paydaş Danışma Toplantısı Bilgi notu \(ekran çıktısı ve bilgi\).pdf](#)) and depending on the decisions taken in this board ([Annex A4.1.3. Danış ma kurulu toplantı tutanağı 1.pdf](#)), a formal letter was written to the Learning and Teaching Quality Subcommission for the curriculum change by Tourism and Finance-Banking departments. ([Annex A4.1.4. Turizm Programı.pdf](#), [Annex A4.1.5. Finanshttps://api.yokak.gov.tr/Storage/ibu/2021/ProofFiles/Ek_A4.1.6. Bolu MYO m%C3%BCfredat de%C4%9Fi%C5%9Fikli%C4%9Fi yaz%C4%B1s%C4%B1.pdf](#), [Annex A4.1.6. Bolu MYO müfredat değişikliği yazısı.pdf](#)).

However, as aforementioned in the 'Management Model and Administrative Structure' section, the prevalence of this process could not be ensured due to the intervening pandemic and changing unit and university staff, and the Senate Meeting numbered 2021/25 held on 9.12.2021 to update the unit Quality Commissions and the Unit-Stakeholder Solidarity Boards of which these commissions are natural members in order to ensure effective cooperation with the stakeholders in the 2020 IMR and to re-establish the missing ones and to establish a mechanism to get stakeholder opinions The 'BAIBU Quality Directive' was updated (Annex A1.4.1.

Quality Assurance Directive 2021 update.pdf). In the annex to this directive, the advisory boards of universities-stakeholders and unit-stakeholder (educational units and application research centers with sufficient number of staff) meet at least once in 2022; it will be ensured that the results of self/peer evaluation and issues such as curriculum changes are evaluated in collaboration with stakeholders.

Satisfaction surveys, which had previously been disrupted in practice, were regularly implemented in 2020 and 2021 in the form of **teaching staff, administrative staff and student satisfaction surveys**. Analysis of 2021 survey results and 2021 and 2020 result comparisons student satisfaction survey -next **A4.2. Under the subheading of Student Feedback** - for the academic and administrative staff satisfaction survey is given below;

*189 academicians participated in Teaching Staff Satisfaction Survey; 34.9% of whom were female and 65.1% were male. In the administration and participation dimension of academicians, it was found that their satisfaction levels were **medium and above** for the issues such as being a member of the university and its own units, constructive approach to problems of administrators, academic promotion, and appointment criteria, putting forward ideas and clarity of task definitions. In the dimension of learning and teaching, it was found that they were satisfied with the adequacy of the program outcomes, the adequacy of the resources and materials, the balance of course distribution, the assessment and evaluation opportunities at **medium and above**, but they were satisfied with the preparation of the programs with stakeholder participation, the international student admission conditions, and the number of students in the programs at the **medium and lower level**.*

*In the communication dimension, it was seen that academicians were generally satisfied with the information management system, information and communication opportunities of the university, and websites. In the research dimension, it was found that academicians were satisfied with the adequacy of the library and electronic resources for research, the services within the scope of Scientific Research Projects (SRP), and the physical and technical research facilities of the university. It was found that the satisfaction levels of academicians were **low** with the financial support provided for scientific research, supporting participation in local and international scientific event, and providing inter-institutional and interdisciplinary cooperation mechanisms. In the dimension of goal setting and performance, academicians were found to be satisfied with the university's innovative efforts, national and international place, relations with other universities, external stakeholder relations, training of trainers' certificate program at **medium and higher level**. Academics were found to be less than moderately satisfied with inter-institutional cooperation and interdisciplinary input and incentives. It was found that academicians were generally satisfied with the infrastructure services. In the sub-dimension of distance education, it was seen that academicians were generally satisfied with the internet infrastructure and programs offered for distance education, the support services offered for distance education and the number of courses, and the assessment and evaluation services.*

It was seen that the satisfaction levels of the teaching staff in 2021 were generally similar when compared to 2020. Teaching staff have a generally moderate and higher level of satisfaction in 2021 in terms of management and participation, learning and teaching, infrastructure services, communication and research, goal setting and performance. Teaching staff are of low satisfaction in 2021 as in 2020 in terms of encouraging and supporting local and international scientific meetings and research. It was seen that teaching staff had moderate or higher satisfaction with the distance education applications added to the 2021 survey ([Annex A4.1.7. SURVEY RESULTS ON TEACHING STAFF.pdf](#)).

106 administrative staff participated in the Administrative Staff 2021 Satisfaction Survey. 34.9% of the participants were female and 65.1% were male. It was observed that the level of satisfaction of the administrative personnel in the Management and Organization dimension was generally low. The subject areas that the administrative personnel are generally not satisfied with are as follows:

Decision-making processes by the directors, not giving importance to professional competence in promotions, selection and appointment practices to administrative duties, lack of definite task and task definitions, lack of balanced distribution of authority and responsibility, lack of training opportunities for individual and professional development, problem-solving approaches of directors, insufficient incentive and reward system, access to management, upper and lower levels and issues discussion and feedback processes. It is expected that some of these problems will decrease with the announcement of ongoing task definitions, the completion of the task inventory, the completion of workflow charts. It was found that administrative staff were generally satisfied at medium and higher levels in the Physical and Infrastructure and Services dimension. It has been observed that the administrative staff are generally satisfied with the information processing services, internet and websites, the physical facilities of the buildings provided, the services related to security and the environment, the services provided for the disabled, culture and art, social services, and the conditions of the offices. In this dimension, it was found that the satisfaction level of administrative staff from legal support services and psychological counseling services was low. In the dimension of Corporate Communication and Relations, it was seen that the administrative staff was generally satisfied at a medium level. It was found that the staff were moderately satisfied with the internal communication and cooperation of the staff, relations with other universities, without access to information resources, information management system (UBYS), inter-unit communication, but they were satisfied with the corporate culture and values at a lower level. This year, the Ethics Committee, which was formed according to the internal control action plan, has taken these issues into consideration while creating directive work and ethical rules and it is expected that there will be improvement in this area.

When the 2021 satisfaction status of the administrative staff is compared with the year 2020, the following has been determined: In the Management and Organization dimension, it was seen that the administrative staff were low in 2020 and that there was a decrease in satisfaction levels in 2021 compared to 2020. In 2021 and 2020, the issues of low satisfaction were also seen to be identical. In 2020, it was seen that the administrative personnel were not satisfied with the procedures and practices of selecting and appointing administrative duties, the problem-solving approaches of the managers, the reward and incentive system, the decision-making processes of the management, and the problem-solving approaches of the senior levels. It was observed that administrative staff were generally satisfied in 2021 in terms of physical infrastructure and services and Corporate Communication and Cooperation similar to 2020 ([Annex A4.1.8. SURVEY RESULTS ON ADMINISTRATIVE PERSONNEL.pdf](#)).

As previously stated in the section A1.3, for the Public-Data evaluations realized by the Presidential Human Resources Office, an informative meeting was held for the Secretary General and the Heads of Departments (<http://ajanda.ibu.edu.tr/cumhurbaskanligi-insan-kaynaklari-ofisinin-uni-veri-ve-kamu-veri-sonuclari-baibudedegerlendirildi/>), and presentations were offered the data obtained out of this system ([Annex A1.3.1. BAIBU CBİKO Kamu-Veri Verileri ve Eylem Taslak Planları sunumu 24.03.2021\(KG\) \[Sıralamalar Kapatılmış\].pdf](#) Action plans were demanded from all departments on issues as the sense of staff belonging, staff satisfaction, communication, management, etc. These action plans were required to be consolidated and implemented in units ([Annex A1.3.2. CBİKO Kamu Veri Eylem planı bütünleşik 09.07.2021.xlsx](#)). Through the implementation of these action plans based on the data obtained out of the surveys conducted by the Presidential Human Resources Office (CBİKO), a noteworthy and exemplary step has been taken in internalizing the quality culture. Within the year of 2022, it is projected to complete the PDCA cycle by evaluating the outcomes of the implementation of the action plan.

In the outsourcing process as service procurement, our university provides the nutritional needs of the university students and the staff through service procurement within the framework of the Public Financial Management and Control Law numbered 5018, the Public Procurement Law numbered 4734 and the Public Procurement Contracts Law Numbered 4735. In the tender process, initially, the qualification criteria for participation in the tender, economical and financial competence and professional and technical competence are determined. These criteria are elaborately indicated in the administrative and technical specification of the task fulfilled. Within the framework of the Public Procurement Contracts Law numbered 4735, the criteria of

the goods / services are specified in the contract tender specification, which is the tender document. The technical criteria of the work in the procurement of goods / services are included in the Technical Specification, which is part of the tender document. In addition, in order to ensure competition and transparency, service procurement tenders realized within our university are currently realized by means of the e-tender method.

The compatibility, quality and continuity of these services externally provided are guaranteed by other relevant laws and legislation, including the "Public Procurement Law numbered 4734" and the "Public Contracts Law numbered 4735". After the goods/services are tendered within the framework of the "Public Procurement Law numbered 4734", the contract is realized in accordance with the "Public Contracts Law numbered 4735". In the contract, terms such as the conditions related to the features of the goods/services, its duration, price, delivery, inspection and acceptance procedures, contractual penalties, guarantee, etc. are specified. In the procurement of goods and services, inspection and acceptance commissions are established and it is checked whether they are realized in accordance with the technical specifications and the contract. In the food service, the preparation of the product entering into the warehouse, cooking and serving it are monitored by the "Control Organization" which consists of food engineers and the cook. Surveys are conducted at regular intervals in order to monitor the evaluation by our staff and students of the services externally received and the survey sample organized to evaluate the Student-Staff Dining services between 20.12.2021 and 24.12.2021 (<https://sksdb.ibu.edu.tr/birimlerimiz/beslenme/yemek-hizmeti-memnuniyet-anketi>), and outcomes ([Annex A4.1.9. Yemekhane anket sonuçları.pdf](#)) are enclosed.

Processes have been defined for the continuous assessment of outsourced food services in terms of Quality Management Systems and for the identification of their deficiencies ([Annex A4.1.10. nutrition service workflow.pdf](#) or <https://sksdb.ibu.edu.tr/images/Dosyalar/is-akis-surecleri/yemekhane-mutfak-kontrol.pdf>). The active participation of students is ensured for the process of improving the quality and pricing of food services. The President of the Student Council of our university also attended the meeting of rating the food prices and hence the participation of students in the process was also ensured.

As a requirement of the accountability of our university, within the framework of Article 41 of the Public Financial Management and Control Law numbered 5018 and the Regulation on Annual Reports to be prepared by Public Administrations, **an annual report that covers the whole activities of the university** is prepared and submitted to the information of internal and external stakeholders on the official website of the university (http://strateji.ibu.edu.tr/images/documents/2021_faaliyet_raporu.pdf). In addition to disclosing the annual reports of our university to the public, they are dispatched to the Court of Accounts and the Ministry of Treasury and Finance in accordance with the relevant law as well.

A4.2. Student feedback

The Student Senate held its first meeting on 30.12.2021 (<http://ajanda.ibu.edu.tr/baibu-ogrenci-senatosu-ilk-toplantisini-yapti/>) and the resolutions were sent to the relevant units for implementation. [Annex A4.2.1. Öğrenci Senato Kararları.pdf](#)).

1437 students participated in the Student Satisfaction Survey 2021. 55.7% of the students are female and 44.3% are male. When student satisfaction is evaluated overall, the fields and issues with which they are satisfied at the medium and higher levels are as follows: It was observed that students were generally satisfied with the university, faculty and department administration, the adequacy of classrooms, the physical conditions of educational environments and applicational facilities, cafeteria and food services, internet services offered by the university, infrastructure and electronic document management(edmm) services.

*In the dimension of education, it was found that students' satisfaction with the balance of compulsory and elective courses, the punctual publication of the syllabuses, the teaching methods and the instructional practices used in the course, the qualifications and adequacy of the teaching staff and the evaluation and assessment applications were at medium and higher level. Students stated their **satisfaction** with the library services offered to them. In distance education applications dimension, it was found that students were*

satisfied with distance education infrastructure, the programs used, the efficiency of distance education courses and assessment and evaluation practices at **medium and higher level**.

The following are the areas where students' satisfaction levels are at medium level and below. Students stated that the professional development-oriented activities, counseling and guidance services offered to them were inadequate, career development opportunities were not adequately provided, the promotions of workfield and business world were not sufficiently included. It was found that students were not adequately satisfied with the sporting facilities and activities as well as other cultural and social activities offered to them. In the administration dimension, students stated their dissatisfaction with student affairs services as well.

When student satisfaction in 2021 is compared to the one in 2020, the result is as follows: In the dimension of the 2020 administration, while students' satisfaction with sensitivity of administration to the problems and accessing the administration easily was rather low, their satisfaction level in terms of this administration issue increased in 2021. In the dimension of education, while students' satisfaction with instructional practices, assessment and evaluation applications was rather low in 2020, it was seen that they were satisfied with instructional practices at medium and higher level in 2021. While students' satisfaction with IT services and distance education infrastructure and applications was rather low in 2020, it was seen that they were more satisfied with the IT services, distance learning opportunities, applications and the efficiency of the courses in 2021. It was seen that the students' satisfaction levels with the career development opportunities, individual and professional development opportunities and activities offered by the university were low in 2021 as it was in 2020. It was also observed that students' satisfaction levels with sporting, social and cultural activities were low in both years. It was observed that students' satisfaction levels with the student affairs services of both 2020 and 2021 were identically below average. It was also found that the students were satisfied with the physical conditions, refectory and cafeteria services in 2020 and in 2021. ([Annex A4.2.2. ÖĞRENCİLERE İLİŞKİN ANKET SONUÇLARI.pdf](#)).

As it is formerly stated under the heading of A1.4 Internal Quality Assurance Mechanisms, for the Uni-Data data collected by the Presidential Human Resources Office (CBIKO) action plans were demanded by transferring information to the Deans and the Directors in the Senate and sending analyses to their fields for alumni employment analyses. ([Annex A1.4.21. BAIBU Üni Veri verileri ve Çözüm Önerileri Senato Sunumu.25.03.2021.KG\(Sıralamalar silinmiş\).pdf](#)).Subsequently, responses from the units were combined with uni-data unit analyses by Career Planning Centre and implemented by realizing action plans. ([Annex A1.4.22. Üni-veri tüm fakülteler eylem planları.pdf](#)). With the implementation of some of these action plans in 2022, some of the PDCA cycles will have been completed.

As it is stated in A4.1 **Internal and external stakeholder engagement** section, the sample of survey conducted to evaluate Student-Staff Food services between 20.12.2021 and 24.12.2021 ([https://sksdb.ibu.edu.tr/birimlerimiz/beslenme/yemekhttps://api.yokak.gov.tr/Storage/ibu/2021/ProofFiles/Annex A4.1.9. Yemekhane anket sonu%C3%A7lar%C4%B1.pdf](https://sksdb.ibu.edu.tr/birimlerimiz/beslenme/yemekhttps://api.yokak.gov.tr/Storage/ibu/2021/ProofFiles/Annex%20A4.1.9.%20Yemekhane%20anket%20sonu%C3%A7lar%C4%B1.pdf)), and results ([Annex A4.1.9. Yemekhane anket sonuçları.pdf](#)) are enclosed. The processes of constant measuring and identifying the shortages in terms of Quality Management Systems of the food services which are externally supplied are defined. (<https://sksdb.ibu.edu.tr/images/Dosyalar/is-akis-surecleri/yemekhane-mutfak-kontrol.pdf> or [Annex A4.1.10. beslenme hizmeti iş akış.pdf](#)). Active participation of students is ensured at the stage of increasing the quality of food services and rating the price. The President of the Student Council of our university also attended the Senate Convention, the agenda of which was rating the cost of meals.

4.3. Alumni Relations Management

As of 2020, upon the graduation operations of our graduates, the obligation of registration into Alumni Information System is imposed and the coordination in this issue is realized by the Career Planning Centre and the Department of Student Affairs. The interface of the graduate information system has been modified and the system is currently in active use. While there were 3.5% out of 2721 graduates in the system prior to these initiatives of our Career Planning Centre, after the initiatives, as of December 2020, the number of students registered in the ARS reached to 17981, accounting for 22.29% of our graduates. ([Annex A4.3.1. Mezun bilgileri 2020.pdf](#)). Subsequently, in 2021, the software interface of the Alumni Information System was modified and the essential module within the university information management system(edmm) was activated. ([Annex A4.3.2. Mezun İzleme sistemi 2021 yılı.pdf](#)). A survey format has been created for graduates. Our new graduates are automatically included into the system. The survey link created will be sent to all institutions, universities and private sector companies after being updated in the system in 2022. The system does not yet operate at full capacity.

Internal and external stakeholders engagement

Maturity Level: There are mechanisms for the involvement of stakeholders in the PDCA layers of all processes throughout the entire institution.

Evidence

- [Ek A4.1.1. Bolu MYO-Danışma Kurulu toplantı davet yazısı.pdf](#)
- [Ek A4.1.2. Bolu MYO Çevrimiçi Paydaş Danışma Toplantısı](#)
- [Bilgi notu \(ekran çıktısı ve bilgi\).pdf Ek A4.1.3. Danış ma](#)
- [kurulu toplantı tutanağ 1.pdf](#)
- [Ek A4.1.4. Turizm Programı.pdf](#)
- [Ek A4.1.5. Finans-Bankacılık Programı.pdf](#)
- [Ek A4.1.6. Bolu MYO müfredat değişikliği yazısı.pdf](#)
- [Ek A4.1.7. AKADEMİK PERSONELE İLİŞKİN ANKET SONUÇLARI.pdf](#)
- [Ek A4.1.8. İDARİ PERSONELE İLİŞKİN ANKET SONUÇLARI.pdf](#)
- [EkA4.1.9. Yemekhane anket sonuçları.pdf](#)
- [Ek A4.1.10. beslenme hizmeti iş akış.pdf](#)

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 decisionmaking processes.

Evidence

- [Ek A4.2.1. Öğrenci Senato Kararları.pdf](#)
- [Ek A4.2.2. ÖĞRENCİLERE İLİŞKİN ANKET SONUÇLARI.pdf](#)

Alumni relations management

Maturity Level: There are alumni tracking system practices throughout the programs in the entire institution.

Evidence

[Ek A4.3.1. Mezun bilgileri 2020.pdf](#)

[Ek A4.3.2. Mezun İzleme sistemi 2021 yılı.pdf](#)

Internationalization

A5.1. Management of Internationalization Processes

Bolu Abant İzzet Baysal University thrives to internalize its actions that it is already implementing within the framework of the internationalization policy with all its units, to convert them into systematic, sustainable and exemplary practices. The university administration updates its internationalization policy annually. Updates are available to track on the website of university (<https://www.ibu.edu.tr/en>).

Bolu Abant İzzet Baysal University progresses in the path to its internationalisation policy through the achievements that it has gained in different rankings, by the number of universities and countries with which it has signed agreements under Erasmus, Mevlana, Farabi exchange programs and particularly the number of international students that is growing rapidly in recent years, the international protocols and collaboration agreements, the international events that it has organized and the representatives sent to the events internationally organized.

Bolu Abant İzzet Baysal University (BAIBU) included its definitions and goals for internationalization in the 2019-2023 Strategic Plan within the framework of The Council of Higher Education's Strategy Document on Internationalization in Higher Education 2018-2022. ([Annex A5.1.1 baibu-2019-2023.pdf](#), pages 83-84). BAIBU also announced a document of intent under the heading of our Internationalization Policy to embody the internationalization goal. ([Annex A5.1.2 kalite politikasi.pdf](#), page 5).

As stated in policy paragraph numbered 165 of the Tenth Development Plan of the Republic of Türkiye, the aim is to diversify higher education institutions and make the higher education system a center of attraction for international students and faculty members. The issues adopted by the Council of Higher Education as the main policy during the next five-year period have been collected under two strategic objectives. First, ensuring that Türkiye has become the center of attraction in the field of higher education. Second, ensuring the increase in the institutional capacity within internationalization.

To achieve these strategic goals and to enhance the recognition and the quality of our universities within the five-year period until the end of the academic year 2018-2022; The Council of Higher Education (CoHE) aims to:

- Increase the number of the qualified international students, faculty members and the number of the students and faculty members who benefit from the exchange program,
- Identify Target/Focal countries and focusing on them,
- Identify the priority fields of education and cooperation under Target/Focal countries,
- Increase the number of collaboration agreements signed with foreign governments and multinational institutions.

Relating this framework to BAIBU 2019-2023 Strategic Plan; In the objective 1, under the heading of 'Improving and sustaining quality in education' within the framework of identification of an education-oriented university, the necessity of bringing the education provided in the programs in line with international standards is recognized ([Annex A5.1.1 baibu-2019-2023.pdf](#)).

For this purpose, in the body of our university, the Bologna Coordination Commission and members of ECTS/DE Coordination are updated. In the scope of the Bologna process, the semesters of updating the ECTS/DE course catalogue which is held every year on official notification is added to the academic calendar of university for the fall and spring semesters.([Annex A5.1.3 2021 https://api.yokak.gov.tr/Storage/ibu/2021/ProofFiles/AnnexA5.1.32021-2022GenelAkademikTakvim.pdf](https://api.yokak.gov.tr/Storage/ibu/2021/ProofFiles/AnnexA5.1.32021-2022GenelAkademikTakvim.pdf) 2022 Genel Akademik Takvim.pdf).

In the objective 2, under the heading of ‘Increasing the quality and quantity of scientific research’ the goal of increasing the number of publications in nationally and internationally indexed journals by 30% by 2023, the goal of ‘increasing the number of events (congress, conference, workshop) organized at national and international level by 20% by 2023, and the goal of increasing the number and diversity of projects supported by external resource (The Scientific and Technological Research Council of Türkiye-STRCT, EU Programs, General Directorate of Agricultural Research and Policy (GDARP), Industrial Theses (IND-TES), Development Agencies ect.) are enclosed.

[Annex A5.1.1 baibu-2019-2023.pdf](#) Collaboration with international external stakeholders plays a key role in achieving the objectives mentioned above.

For this purpose, increasing the number and diversity of international collaborations and to this end, the contributions of teaching staff who participate in mobility under initially bilateral cooperation agreements (MOU) and exchange programs (Erasmus+and Mevlana) are as follows:

- learning about good practices with our international partners through mobility, sharing these good practices with their colleagues within our institution,
- (post-mobility sharing of experience) conducting joint projects and research & development activities with the partner organization staff,
- joint publishing, organizing activities such as congresses, conferences and workshops with partner institution

In objective 4, under the heading of improving institutionalization, with the goal of ‘.....and organizing activities for increasing the recognition of BAIBU at national and international level’([Annex A5.1.1 baibu-2019-2023.pdf](#) , s.83), maximizing the international prestige and recognition of our university in line with the mission of internationalization of BAIBU, International Affairs Office Directive is prepared in order that scientific, artistic and cultural relations established at national and international level could be executed within effective coordination and collaboration. ([Annex A5.1.4 uluslararası ilişkiler ofisi yönergesi.pdf](#)).By this directive,in addition to Erasmus, Mevlana, Farabi and ECTS Coordinations which are already established, task definitions of International Student Coordinator, ISEE Coordinator, International Collaborations Coordinator are defined and assignments are distributed to these coordinations.The relevant coordinator list ([Annex A5.1.5 koordinatör listesi.pdf](#)) is enclosed as koordinatörler list.pdf in the evidences. The International Student Coordinator will be in charge of dealing with the necessary procedures to assist and guide the international, undergraduate and graduate students, academicians and staff who come to study and work at our university. International Student Entrance Exam is the unit in charge of organising the International Student Entrance Exam (BAIBU-ISEE) for the selection of international undergraduate and associate candidates to study at our university. International Collaborations Coordinator is in charge of coordinating all the international agreements and works of BAIBU, the advertising activities for increasing the international prestige and recognition of our university and data input in the eye of the ranking organizations acknowledged worldwide for increasing the visibility of the university. BAIBU is rated in the rankings of various institutions through the works realized in this scope. The rankings are available in section 5.3.4 [Annex A5.1.6 EECA 2020.pdf](#)).

BAIBU International Student Coordination

Two directives are prepared that regulate the application and admission processes of undergraduate, associate and graduate students to our university so that the application and admission processes of international students could be executed smoothly, precisely, transparently and within international standards. [Annex A5.1.7 Uluslararası öğrenci alım yönergesi. eski.pdf](#), [Annex A5.1.8 uluslararası lisansüstü öğrenci kabul.yönerge.pdf](#)). Within 2021, our university prepared a new International Student Registration Admission Directive in order to turn the International Student Coordination into a separate unit that is directly linked to the Rectorate to increase its visibility, thereby constructing a separate and unique building to achieve the goal of receiving an average of 1250 students for associate and bachelor's degrees programs and an average of 750 students for graduate programs every year. ([Annex A5.1.9 uluslararası öğrenci kabul yönergesi yeni.pdf](#)). The objective of these directives is to increase the number and the quality of international students.

Application for recognition is executed for increasing the recognition of BAIBU and its diploma by the Ministries of National Education of various countries. Jordan's application process for recognition still continues.

In the objective 5, the aim of 'Spreading entrepreneurship by increasing communication and collaboration with stakeholders' ([Annex A5.1.1 baibu-2019-2023.pdf](#), s.83) is added. Our collaboration with our external stakeholders gains importance at this point. BAIBU considers the availability of agreements and exchange programs with universities at home and abroad ([Annex A5.1.1 baibu-2019-2023.pdf](#), s. 66) to be the strength of the institution. Erasmus+, Erasmus+ consortium projects, the growth of exchange opportunities for students, faculty members and technical staff under Mevlana are considered to be an opportunity. ([Annex A5.1.1 baibu-2019-2023.pdf](#), s. 68). To this end, new collaborations are established to increase the number and variety of Erasmus and Mevlana partnerships. In addition, under Erasmus+ programme, BAIBU executed a consortium mobility project in partnership with Chambers of Commerce and Industry in the provinces where Duzce University, Sakarya University and institutions are located in order to enhance internship opportunities for the students who receive education at engineering and technical fields. [Annex A5.1.10 konsorsiyum.pdf](#)).

In the body of BAIBU, as of 2021, under Erasmus+ KA131, there exist 147 bilateral agreements with 25 EU member countries within 53 various fields for the purpose of student and staff mobility. Due to the Covid-19 pandemic, the EU Commission decided not to receive applications for Student and Staff Mobility with partner countries under Erasmus+ KA171 for the 2021 budget year. Nevertheless, BAIBU executes its ongoing partnership out of the 2020 budget. Within this framework, collaboration with seven countries continues. Despite the unfavorable conditions brought by the Covid-19 pandemic in 2021, student mobility was still realized under Erasmus+.

The number of students going: 42 (82.874 Euro), the number of staff going:5 (6.835 Euro) , and the number students coming:1 ([Annex A5.1.11 Erasmus.pdf](#), [Annex A5.1.12 erasmus.pdf](#)).

Within the framework of bilateral agreements, in 2021, by the inclusion of the agreements signed with Azerbaijan Medical University, Baku Eurasian University, Ukraine H.S. Skovoroda Kharkiv National Pedagogical University, Gorazde International University of Bosnia and Herzegovina and Ablai Khan University of International Relations and World Languages of Kazakhstan, the number of countries collaborating under bilateral cooperation agreements has risen to 20; and the number of bilateral agreements has risen to 32. [Annex A5.1.13 ikili işbirliği.pdf](#), [Annex A5.1.14 ikili işbirliği.pdf](#)).

BAIBU has 4 Erasmus KA131 Consortium Mobility projects in total, in 3 of which it is engaged as the partner and in 1 of which is the coordinator. ([Annex A5.2.1 Erasmus+ Sözleşme BILKON.pdf](#)). These projects constitute international stakeholders. The consortium projects conducted under Erasmus+ offer to diversify and enhance the opportunities of internship, receiving education and identical activities in EU countries for the students and the staff of our institution.

Offices provide additional budget for identical diversification and increase of the internationalization resources of higher education institutions. In addition, they offer the opportunity of strengthening the collaboration of higher education institutions with industry and NGOs on both national and international platforms due to the fact that they provide the opportunity for external stakeholders participating in the project to contact institutions and organizations with which they are connected in EU countries.

1. Western Black Sea Theological Consortium (WTHCON) – It involves the mobility of student internship and staff training in the field of theology. It aims to contribute to the cooperation between university and non-governmental institutions in collaboration with partners and stakeholders, to enhance on-the-job training opportunities abroad within their own majors and to increase their skills and abilities about employment, to create opportunities for the staff to improve their professional skills.

Partner Organizations:

Bolu Abant İzzet Baysal University (Coordinator)

Düzce University

Bartın University

Bolu Province of Muftiate (stakeholder)

Bolu Theology Foundation (stakeholder)

1. **Eastern Marmara University - Industry Cooperation (e-MUIC-)** It involves the mobility of student internship and staff training in the field of engineering and technical issues. It aims to contribute to the collaboration between university and nongovernmental institutions in cooperation with partners and stakeholders, to enhance on-the-job training opportunities abroad within their own majors and to increase their skills and abilities about employment, to create opportunities for the staff to improve their professional skills.

Partner Institutions:

Bolu Abant İzzet Baysal University

Düzce University

Sakarya University (Coordinator)

Trakya University

Bolu Chamber of Commerce of Industry (stakeholder)

Düzce Chamber of Commerce of Industry (stakeholder)

Sakarya Chamber of Commerce of Industry (stakeholder)

2. **Gastronomy Consortium** – It involves the mobility of student internship and staff training in the field of gastronomy and culinary. It aims to contribute to the cooperation between university and nongovernmental institutions in cooperation with partners and stakeholders, to enhance on-the-job training opportunities abroad within their own majors and to increase their skills and abilities about employment, to create opportunities for the staff to improve their professional skills.

Partner Institutions:

Bolu Abant İzzet Baysal University

Afyon Kocatepe University (Coordinator)

Gaziantep University

Hatay Mustafa Kemal University

Afyonkarahisar Municipality (stakeholder)

Mengen Culinary School Alumni Association (MCSAA) (stakeholder)

3. **Turkish Language Training Consortium (TLTC)** – It involves the mobility of student internship and staff training in the field of Turkish Teaching, Turkish Language and Literature and Teaching Turkish to Foreigners. It aims to contribute to the collaboration between university and nongovernmental institutions in cooperation with partners and stakeholders, to enhance on-the-job training opportunities abroad within their own majors and to increase their skills and abilities about employment, to create opportunities for the staff to improve their professional skills.

Partner Institutions:

Bolu Abant İzzet Baysal University

Düzce University

Sakarya University

Trakya University (Coordinator)

Yunus Emre Institute

Education Foundation of Türkiye

A5.2.1. **Internationalization resources**

The resources allocated by the unit for internationalization (financial, physical, manpower) are identified, and studies are conducted to distribute and improve them. These resources are monitored and evaluated in terms of quantity and quality in line with the needs of the institution.

BAIBU supports international and academical studies through the budget drawn at the beginning of each academic year in line with the internationalization goals in the strategic plan, and also gives priority to utilization of all kinds of external resources, Erasmus mobility funds in particular, for internationalization studies.

International Student Coordination is established to increase the number of international students. The relevant directive for student admission (<http://intstudent.ibu.edu.tr/>) ([Annex A5.1.4 uluslararası ilişkiler ofisi yönergesi.pdf](#)) is issued.

The private International Student Entrance Exam information system, (ISEE) (<http://intstudent.ibu.edu.tr/bai-bu-ulos>) is rendered available to use in order to facilitate the application and registration of international students for BAIBU associate and bachelor's degree programs. In addition, International Student Coordination Office has launched a virtual Post Of Sale (POS) system to accelerate, facilitate and to reduce the costs of international student exam applications. (<http://intstudent.ibu.edu.tr/component/k2/item/360-2022-03-04-13-12-55>) In addition, BAIBU Turkish Education Centre (TEC), which serves to teach Turkish to international students, has also applied for a virtual pos system to improve the quality of the services offered to international students.

For the purpose of achieving internationalization more effectively, the International Student Coordination Office is established and 3 offices are allocated to the International Student Coordination Office within the building of the Dean of Students in order to facilitate the whole work and operations of international students from registration-admission to graduation.

In addition, a separate and spacious office is established in the body of the School of Foreign Languages for BAIBU Turkish Education Centre (TEC) and the number of classrooms allocated rose from 4 to 8.

2 academic and 2 administrative staff (<http://intstudent.ibu.edu.tr/hakkinda/yonetim>) offer services in the body of International Student Coordination. 4 administrative staff and 8 teaching staff (<http://tomer.ibu.edu.tr/hakkinda/personel>) offer services in BAIBU Turkish Education Centre (TEC).

A new website is created for International Student Coordinatorship (<http://intstudent.ibu.edu.tr/>) and the website of BAIBU Turkish Education Centre (TEC) (<http://tomer.ibu.edu.tr/>) is updated. The social media accounts of both of the International Student Coordination and BAIBU Turkish Education Centre (TEC) are activated. Through social media accounts, promotional and information activities for international students are posted.

International Exchange programs constitute the majority of the internationalization policy of BAIBU. Our university cooperates and interacts closely with international students and faculty members in order that international standards could be achieved in education and research.

Erasmus+ Mobility activities grant use T.R. The 2020 Contract Period published by the Ministry of Foreign Affairs of the European Union Presidency of the EU Center for Education and Youth Programs “Erasmus+ Main Action 1: The Learning Mobility of Individuals is executed in accordance with the directives organized for Mobility of Students and Staff in Higher Education. Institutions of Higher Education among program countries

([Annex A5.2.1 Erasmus+ Sözlesme BILKON.pdf](#))

There exist resources at disposal allocated by such programs as Erasmus, Mevlâna, Farabi for internationalization and these resources are utilized in line with the corporate goals.

Bolu Abant İzzet Baysal University is a university in which the units that operate within the body of internationalization have internalized internationalization strategy, the organisational structure has improved as the result of monitoring activities, the International Student Coordination is established, in particular, an office is allocated in order that the units that operate in the body of internationalization may function more efficiently, the number of staff is raised in these units, novel systems such as a private virtual Point Of Sale(POS) application are invested in, the grants allocated to university are raised under staff mobility program, and systematic, sustainable and exemplary practices are procured.

5.3. Internationalization performance

The internationalization process of our university may be managed under four main headings:

5.3.1. Education

In our university, while 298 undergraduate and associate degree international students were enrolled in the 2018-2019 academic year, that rate rose up to 512 in the 2019-2020 academic year. While 12 graduate students were registered in the 2018-2019 academic year, that rate rose up to 83 in the 2019-2020 academic year. In BAIBU, as of the 2020-2021 academic year, 2346 international students receive education, 2084 of whom are undergraduate and associate degree students and 262 of whom are graduate students. These figures constitute 7.1%, 11.4% and 7.3% of the relevant general numbers respectively. In our university,

there are students from a total of 87 countries. [https://www.instagram.com/baibutomer/?utm_medium=copy link](https://www.instagram.com/baibutomer/?utm_medium=copy_link)),

(<https://t.me/baibutomer>).

([Annex A5.3.1 Uluslararası Öğrenciler.pdf](#))

A great number of these students receive education at the faculties in which the medium of instruction is in Turkish. Nonetheless, English is the medium of instruction within the departments of Biology, Physics, Chemistry, Mathematics, Chemical Engineering and Sensor Technologies.

(<http://fef.ibu.edu.tr/bolumlerimiz/fizik-bolumu>)

(<http://fef.ibu.edu.tr/bolumlerimiz/kimya-bolumu>)

(<http://fef.ibu.edu.tr/bolumlerimiz/matematik-bolumu>)

(<https://international.ibu.edu.tr/lisansustu/programlar>)

5.3.2 Collaborations

In the year 2021, 35 students and 2 staff mobilities were realized under the Erasmus program. ([Annex A5.3.2 Erasmus Katılımı.pdf](#)).

Under Mevlana program, 1 student came from abroad and received education at our university. ([Annex A5.3.3 Katılım Belgesi.pdf](#)). Under the Erasmus exchange program, BAIBU has 157 agreements with the universities from various countries. ([Annex A5.3.4 Erasmus Anlaşmaları.pdf](#)). Under the Mevlana program, our university has agreements with 28 universities from 21 countries. ([Annex A5.3.5 Mevlana Protokolleri.pdf](#)). Apart from these, BAIBU has bilateral collaboration agreements with 33 universities from 18 countries in total. ([Annex A5.3.6 İkili Anlaşmalar.pdf](#))

5.3.3 Academic Studies

As of 2021, the academic studies of the academicians at BAIBU ranked with 463 internationally indexed articles. ([Annex A5.3.7 Uluslararası Yayınlar.pdf](#)).

5.3.4 International Rankings

BAIBU is included in the rankings of various international ranking organizations and the procedures required by these rankings have been completed. As for 2021-2022 period, the rankings of our university are as follows:

BAIBU ranks 1906th in the world ranking of University Ranking by Academic Performance (URAP),

BAIBU ranks 51th in the rankings of URAP TR,

BAIBU ranks in the 301-350 range in the rankings of QS EECA (Ek A.5.1.6),

BAIBU ranks 3239th in the rankings of SCIMago,

BAIBU ranks in the 1201+ range in the rankings of Times Higher

Education, BAIBU ranks 2137th in the rankings of Webometrics.

https://urapcenter.org/Rankings/2021-2022/World_Ranking_2021-2022 <http://ajanda.ibu.edu.tr/baibu-urap-universite-siralamasinda-47nci-siraya-yukseldi/>

<https://www.topuniversities.com/university-rankings/eeca-rankings/2022>

<https://www.scimagoir.com/rankings.php?sector=Higher%20educ.>

[https://www.timeshighereducation.com/world-university-rankings/2022/world-](https://www.timeshighereducation.com/world-university-rankings/2022/world-ranking#!/page/0/length/25/name/bolu/sort_by/rank/sort_order/asc/cols/stats)

[ranking#!/page/0/length/25/name/bolu/sort_by/rank/sort_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2022/world-ranking#!/page/0/length/25/name/bolu/sort_by/rank/sort_order/asc/cols/stats)

<https://www.webometrics.info/en/Europe/Turkey>

BAIBU ranks 629th in Green Matrix rating, which is the system that assesses world universities overall in terms of environmental awareness and sustainability (<https://greenmetric.ui.ac.id/rankings/overall-rankings-2021>). (<http://ajanda.ibu.edu.tr/baibu-cevrecihttp://ajanda.ibu.edu.tr/baibu-cevreci-universiteler-arasinda/universiteler-arasinda/>).

BAIBU ranks 47th among 70 Turkish universities on this list.

BAIBU ranks 13th among 99 Turkish universities on Nature Index. (<https://www.natureindex.com/annualhttps://www.natureindex.com/annual-tables/2021/institution/academic/all/countries-Turkeytables/2021/institution/academic/all/countries-Turkey>)

Management of Internationalization Processes

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

Evidence

[Ek A5.1.1 baibu-2019-2023.pdf](#)

[Ek A5.1.2 kalite politikasi.pdf](#)

[Ek A5.1.3 2021-2022 Genel Akademik Takvim.pdf](#)

[Ek A5.1.4 uluslararası ilişkiler ofisi yönergesi.pdf](#)

[Ek A5.1.5 koordinatör listesi.pdf](#)

[Ek A5.1.6 EECA 2020.pdf](#)

[Ek A5.1.7 Uluslararası öğrenci alım yonergesi. eski.pdf](#)

[Ek A5.1.8 uluslararası lisansüstü öğrenci kabul.yönerge.pdf](#) [Ek A5.1.9 uluslararası öğrenci kabul yönergesi yeni.pdf](#)

[Ek A5.1.10 konsorsiyum.pdf](#)

[Ek A5.1.11 Erasmus.pdf](#) [Ek A5.1.12 erasmus.pdf](#)

[Ek A5.1.13 ikili işbirliği.pdf](#)

[Ek A5.1.14 ikili işbirliği.pdf](#)

Internationalization resources

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

Evidence

• [Ek A5.2.1Erasmus+ Sözlesme BILKON.pdf](#)

Internationalization performance

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

Evidence

[Ek A5.3.1 UluslararasıOgrenciler.pdf](#)

[Ek A5.3.2 ErasmusKatilim.pdf](#)

[Ek A5.3.3 KatilimBelgesi.pdf](#)

[Ek A5.3.4 ErasmusAnlasmalari.pdf](#)

[Ek A5.3.5 MevlanaProtokolleri.pdf](#)

[Ek A5.3.6 IkiliAnlasmalar.pdf](#)

[Ek A5.3.7 UluslararasıYayınlar.pdf](#)

B. Learning and Teaching

1.Program Design, Evaluation and Update

B.1.1. Design and approval of programs

Within the design processes of the programs, programs are designed by considering the opinions of the stakeholders. ([Annex B.1.1.8. BAİÜ Bakü Devlet Üniversitesi](#), [Annex B.1.1.9. Bolu Aile ve Çalışma Sosyal Hizmetler Müdürlüğü](#)). The programs designed are studied by the learning and teaching quality subcommission for **their compatibility with the NQF-HETR** .([Annex B.1.1.1. Eğitim kalite alt komisyon görüşü senato kararı](#), [Annex B.1.1.2. Eğitim Komisyonu görüşü rapor](#), [Annex B.1.1.10. Eğitim Komisyonu Görüşü](#)). Program design commissions conduct the regulations required on the programs according to the report of the education commission. Program outcomes are written in line with the Turkish Higher Education Qualifications Framework. ([Annex B.1.1.3. Program çıktısı NQF-HETR uyumu](#)).The learning objectives of the courses within the programs are organized in line with the program outcomes and paired with the program outcomes. ([Annex B.1.1.4. Program çıktısı NQF-HETR uyumu](#)). The opinions of the stakeholders are taken for the program update. Program updates are reviewed by the education quality commission in line with the quality criteria and their alignment with accreditation and quality criteria is ensured. ([Annex B.1.1.5. Program Akreditasyonları Destek Komisyonu.2020 Takip Toplantısı](#); [Annex B.1.1.7. 2018 yılında akreditasyona hazır olabileceğini bildiren programlar](#)).Course distribution of the programs is carried out through department board meetings and stakeholder opinion meetings.

B.1.2. Course distribution balance of the program

The teaching programs take into account the balance between compulsory and elective courses, field-specific and non-field-specific courses, professional courses and allows for cultural competence and acquaintance with other disciplines. ([Annex B.1.2.1. Ders dağılımı](#), [Annex B.1.2.2. Ders dağılımı](#), [Annex B.1.2.3 Ders dağılım dengesi](#), [Annex B.1.2.4. Ders dağılım dengesi Eğitim Fakültesi](#)).

B.1.3. The alignment of course objectives with program outcomes

The learning objectives of the courses are defined in line with the program outcomes, and the program outcomes and course objectives are paired. ([Annex B.1.3.1. Ders kazanımlarının program çıktıları ile uyumu](#), [Annex B.1.3.2. Ders kazanımı program çıktısı uyumu](#), [Annex B.1.3.3. Ders kazanımı program çıktısı uyumu](#))

B.1.4. Course design based on student workload

All ECTS credit points are published on the website with the ECTS Information Package of our university. There are internship and applied learning opportunities within the programs, and these are utilized through sufficient student workload and credits. In addition to the course design based on student workload, variations that arise from distance education in line with the current needs of our country are taken into consideration in the student workload-based design. ([Annex B.1.4.1. 2021-2022 Eğitim Öğretim Yılı Güz Yarıyılı Ön Lisans, Lisans ve Lisansüstü Uzaktan Eğitim ve Yüz Yüze Yürütülecek Dersler](#)). The courses offered throughout the university are designed and implemented in line with the student workload.

ECTS credits of courses in Associate, Undergraduate and Graduate programs are defined by considering the diploma level of the relevant program by the Higher Education Council, the credit range determined according to the Higher Education Qualifications Framework for the field, and the workload / working hours that students will allocate to the courses during the semester(Annex [B.1.4.2. Ön lisans-Otel, Lokanta ve İkram Hizmetleri Bölümü Öğretim Planı](#), [Annex B.1.4.3. Lisans-Fizyoterapi ve Rehabilitasyon Bölümü Öğretim Planı](#), [Annex B.1.4.4. Lisansüstü-Yabancı Diller Ana Bilim Dalı Öğretim Planı](#) [Annex B.1.4.5. Yabancı Diller Eğitimi Dil Edinimi Dersi İş Yükü Hesaplaması](#)) are examined by the learning and teaching subcommission and approved by the university Senate. In addition, the workloads of students' local and/or international education through exchange programs are determined and students' credit counting procedures are monitored to prevent credit loss. ([Annex B.1.4.6. Erasmus Staj Harketliliği İntibak Örneği](#)).

In general, the evidence given for this article includes the ECTS Information Package provided by the institutional document system or the directive / implementation principles applied throughout our University. However, external access to the course contents in the provided document management system cannot yet be provided due to technical restrictions related to the software. Negotiations are ongoing with the relevant software company in order to share the information provided in the ECTS Information Package of our university with the public. In the programs, practices for informing university teaching staff about ensuring student participation in determining student workload are included. ([Annex B.1.4.7. Bologna Program ve Ders Kataloglarının Güncelleme Eğitim Semineri Duyurusu](#)). In addition to standard practices and legislation, studies on the original approaches and practices developed by the institution in line with its needs are also included. In this context, the process of realizing the planned student participation mechanisms with survey studies to determine how much the workloads transferred through ECTS reflect the real workload is included in the action plan at the quality assurance meetings held. ([Annex B.1.4.8. BAIBU 2022 Kalite Güvencesi Çalıştayı](#)).

B.1.5. Monitoring and Updating of Programs

The current program objectives and learning outcomes of the associate, undergraduate and graduate programs of our university are given in the ECTS Information Package. ([Annex B.1.5.1 Bologna AKTS Bilgi Paketi](#)). In addition, in some units, reviewing and updating of the programs are realized in line with the needs analysis

and suggestions of the stakeholders. ([Annex B.1.5.2 Senato Kararı-Müfredat Değişikliği](#), [Annex B.1.5.3 FTR Müfredat Güncelleme](#), [Annex B.1.5.4 Yabancı Diller Eğitimi İhtiyaç Analizi](#)). In updating the programs, plans are created to spread the needs analysis and the views of internal and external stakeholders throughout our university. At the beginning of the fall and spring semesters of the academic year, the courses are updated and recorded in the Bologna Education Catalogue by the teaching staff/officer responsible for the courses in the program. ([Annex B.1.5.5 Bologna Bilgi Güncellemeleri](#), [Annex B.1.5.6 Bologna Bilgi Güncellemeleri](#)). In addition, academical evaluation meetings including course evaluations are held with the teaching staff at the end of the education period in some units of our institution and the teaching staff are required to submit their course evaluation reports in written format. ([Annex B.1.5.7 İlk yardım dersi değerlendirme ve öneri](#), [Annex B.1.5.8 Hemsirelik tarihi ve deontoloji dersi değerlendirme ve öneri](#), [Annex B.1.5.9 Diş hekimliği fakültesi eğitim komisyonu toplantısı](#)). Plans are created to extend end-of-term academic evaluation meetings throughout our university.

In accordance with the Bologna process and the Quality Directive of our university, at the end of the end-of-term exams, a survey is applied to our students in order to evaluate the courses and the teaching staff from student perspective. Our students are demanded to fill in the survey on the information management system prior to access to their final grades. This survey includes information such as the way the course is delivered, its compliance with the course syllabus, the presentation of the course, the objectivity of the exam questions and evaluations, whether adequate knowledge is delivered to the student, whether the teaching staff are well-equipped to deliver the relevant course, and so on. The evaluations realized from the student perspective are disclosed with the teaching staff at the end of the semester. ([Annex B.1.5.10 Ders ve Öğretim Elemanı Performans Değerlendirme Anketi](#)).

" Distance Education Application and Research Center Regulation of Abant İzzet Baysal University University " was adopted in 2017 and is still implemented. ([Annex B.1.5.11 Abant İzzet Baysal Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi Yönetmeliği](#)). In addition to this regulation, in order not to jeopardize the academic and administrative staff and the general public health due to the Covid-19 Pandemic and not to make concessions on the qualification gains of the programs, and in accordance with the “Applications Guide for Learning and Teaching Processes in the Global Epidemic” published by CoHE – 2021” “CoHE Practice Guide for Learning and Teaching Processes 2021”, our University Senate has taken decisions regarding distance education for the 2021-2022 Academic Year Fall Semester. ([Annex B.1.5.12 Senato Kararı-Covid-19 Pandemi Kararları](#)).

B.1.6. Management of learning and teaching processes

There is an organizational structure to manage the learning and teaching processes holistically within the units of our university. Within this framework, organizational structuring and workflow charts regarding the management of learning and teaching processes are included. ([Annex B.1.6.1. Organizasyon Şeması](#)). In addition, there are systems, principles and rules to manage the learning and teaching programs processes holistically within the units of our university. ([Annex B.1.6.2. BAIBU Tıp Fakültesi Eğitim-Öğretim ve Sınav Yönetmeliği](#), [Annex B.1.6.3 BAIBU 2020-2021 Akademik Takvimi](#)).

In the areas open to development obtained out of the 2017 Institutional Feedback Reports (IFR), 2020 Internal Monitoring Report (IMR) and 2021 ISER report writing of our Quality Learning and Teaching subcommission, the action plan for closing the PDCA cycles in the field of Learning and Teaching, which is foreseen to be completed within 3 and 6 months until the potential Institutional Accreditation Program (IAP) field evaluation, is enclosed. ([Annex B.1.6.4. Eğitim Öğretim Alt Komisyonu 2022 ilk 6 aylık Eylem Planı.pdf](#)).

Design and approval of programs

Maturity Level: In line with the defined processes, the designed and approved programs are carried out according to the programs' objectives and learning outcomes throughout the university.

Evidence:

- [Ek B.1.1.1. Eğitim kalite alt komisyon görüşü senato kararı.pdf](#)
- [Ek B.1.1.2. Eğitim Komisyonu görüşü rapor.pdf](#)
- [Ek B.1.1.3. Program çıktısı TYÇÇ uyumu.png](#)
- [Ek B.1.1.4. Program çıktısı TYÇÇ uyumu.png](#)
- [Ek B.1.1.5. Program Akreditasyonları Destek Komisyonu.2020 Takip Toplantısı.pdf](#)
- [Ek B.1.1.6. Akreditasyon Başvuru Bilgi Toplantısı 27.05.2021 \(Fakülteler, Genel, Akreditasyon Kavramı, Öz Değerlendirme.pdf](#)
- [Ek B.1.1.7. 2018 yılında akreditasyona hazır olabileceğini bildiren programlar.png](#)
- [Ek B.1.1.8. BAIÜ BAKÜ DEVLET ÜNİVERSİTESİ.pdf](#)
- [Ek B.1.1.9. Bolu Aile ve Çalışma Sosyal Hizmetler Müdürlüğü BAIBU.pdf](#)
- [Ek B.1.1.10. Eğitim Komisyonu Görüşü.pdf](#)

Course distribution balance of the program

Maturity Level: Course information packages are designed in line with the defined processes and announced for the entire program.

Evidence:

- [Ek B.1.2.1. Ders dağılımı.pdf](#)
- [Ek B.1.2.2. Ders dağılımı.pdf](#)
- [Ek B.1.2.3. Ders dağılım dengesi.png](#)
- [Ek B.1.2.4. Ders dağılım dengesi Eğitim Fakültesi.pdf](#)

The alignment of course objectives with program outcomes

Maturity Level: Course objectives are aligned with the program outcomes throughout the entire program and the course information packages are shared.

Evidence:

- [Ek B.1.3.1. Ders kazanımlarının program çıktıları ile uyumu.pdf](#)
- [Ek B.1.3.2. Ders kazanımı program çıktısı uyumu.pdf](#)
- [Ek B.1.3.3. Ders kazanımı program çıktısı uyumu.pdf](#)

Student workload- based course design

Maturity Level: Student workload in programs are monitored and course design is updated accordingly.

Evidence:

[B.1.4.1. 2021-2022 Eğitim Öğretim Yılı Güz Yarıyılı ön lisans, lisans ve lisansüstü uzaktan eğitim ve yüz yüze yürütülecek dersler.pdf](#)

[B.1.4.2 Önlisans-Otel, Lokanta ve İkram Hizmetleri Bölümü Öğretim Planı.png](#)

[B.1.4.3 Lisans-Fizyoterapi ve Rehabilitasyon Bölümü Öğretim Planı.png](#)

[B.1.4.4 Lisansüstü-Yabancı Diller Ana Bilim Dalı Öğretim Planı.png](#)

[B.1.4.5 Yabancı Diller Eğitimi Dil Edinimi Dersi İş Yükü Hesaplaması.png](#)

[Ek B.1.4.6 Erasmus Staj Harketliliği.pdf](#)

[B.1.4.7 BOLOGNA Program ve Ders Kataloglarının Güncelleme Eğitim Semineri Duyurusu.png](#)

[B.1.4.8. BAIBU 2022 Kalite Güvencesi Çalıştayı.docx](#)

Monitoring and updating programs

Maturity Level: Mechanisms about the monitoring and updating of the program outcomes are implemented in all programs.

Evidence

[Ek B.1.5.1 Bologna AKTS Bilgi Paketi.pdf](#)

[Ek B.1.5.2 Senato Kararı-Müfredat Değ iş ikliğ i.pdf](#)

[Ek B.1.5.3 FTR Müfredat Güncelleme.pdf](#)

[Ek B.1.5.4 Yabancı Diller Eğitimi İhtiyaç Analizi.pdf](#)

[Ek B.1.5.5 Bologna Bilgi Güncellemeleri.pdf](#)

[Ek B.1.5.6 Bologna Bilgi Güncellemeleri.pdf](#)

[Ek B.1.5.7 İlk yardım dersi değerlendirme ve öneri.pdf](#)

[Ek B.1.5.8 Hemşirelik tarihi ve deontoloji dersi değerlendirme ve öneri.pdf](#)

[Ek B.1.5.9 Diş hekimliği fakültesi eğitim komisyonu toplantısı.pdf](#)

[Ek B.1.5.10 Ders ve Öğretim Elemanı Performans Değerlendirme Anketi.pdf](#)

[Ek B.1.5.11 Abant İzzet Baysal Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi Yönetmeliği.pdf](#) [Ek B.1.5.12 Senato Kararı-Covid-19 Pandemi Kararları.pdf](#) ,

Management of learning and teaching processes

Maturity Level: Practices for learning and teaching management system are monitored and the results of monitoring are used for improvements.

Evidence:

[Ek B.1.6.1. Organizasyon Şeması.pdf](#)

[Ek B.1.6.2. BAIBU Tıp Fakültesi Eğitim-Öğretim ve Sınav Yönetmeliği.pdf](#)

[EK B.1.6.3 BAIBU 2020-2021 Akademik Takvimi.pdf](#)

[Ek B.1.6.4. Eğitim Öğretim Alt Komisyonu 2022 ilk 6 aylık Eylem Planı.pdf](#)

2. Implementation of Programs (Student-Centered Learning, Teaching and Evaluation)

B.2.1. Teaching methods and techniques

Student-centered teaching methods are adopted within the teaching process in line with the learning outcomes of the course. Practice-based learning methods are adopted for the courses that require practice ([Annex B.2.1.2. Ders öğretim yöntemi](#); [Annex B.2.1.1. Eğiticilerin Eğitimi Programı](#)).

B.2.2. Assessment and evaluation

There are diversified student-centered assessment and evaluation practices throughout the entire programs.

According to the structure of the programs, a wide range of assessment and evaluation methods such as projects, homework, test applications, etc. are utilized. ([Annex B.2.2.2-Proje örneği](#), [Annex B.2.2.3.-Ödev Örneği](#), [Annex B.2.2.8-Uzaktan eğitim sınavı örneği](#)). In the institution where various online or face-to-face exam practices are conducted ([Annex B.2.2.8-Uzaktan eğitim sınavı örneği](#)), interpersonal consistency is thrived to be ensured through exams that involve identical questions to various students by using a common question pool. ([Annex B.2.2.7-Kişiler arası tutarlılık örneği\(Soru havuzu ve kullanımı\)](#)).

Student views on the course process are consulted through surveys and forums for students. ([Annex B.2.2.1-Ders Sonu Anketi](#), [Annex B.2.2.4.-Forum Örneği](#), [Annex B.2.2.6-Ders Sonu Anket Sonuçları](#)). There are various assessment and evaluation approaches such as assignments and projects and standard criteria utilized in their evaluation. ([Annex B.2.2.9-Standart Değerlendirme Ölçütleri Örneği](#), [Annex B.2.2.10-Standart Değerlendirme Ölçütleri Örneği-2](#)). In addition, there are examples of item and test analyses realized by the teaching staff in succeeding multiple-choice test applications. ([Annex B.2.2.5-Sınav analizleri](#)).

B.2.3. Student admission, recognition and crediting of prior learning (*Must meet the key principles in the 2015 ECTS User's Guide.)

The principles and rules regarding the admission of students throughout the university have been defined and announced. ([Annex B.2.3.1. BAIBU Önlisans, Lisans Eğitim-Öğretim Yönetmeliği](#); [Annex B.2.3.2. BAIBU Lisansüstü Eğitim-Öğretim Yönetmeliği](#)). These principles and rules are consistent with each other and the practices are disclosed to the public. ([Annex B.2.3.3. BAIBU Güzel Sanatlar Fakültesi Özel Yetenek Sınavı Uygulama Esasları](#)).

The university has precise and consistent criteria for admitting students. In undergraduate education, student admission is realized through central placement exam. In graduate education, student admissions are realized on the dates specified in the academic calendar which is adopted prior to the beginning of the academic year ([Annex B.2.3.4. BAIBU 2021 Akademik Takvim](#)) in accordance with the Senate Principles of BAIBU Graduate Learning and Teaching Regulation. The applications of international students at undergraduate and graduate levels for the application, evaluation, registration and admission procedures have been defined and announced. ([Annex B.2.3.5. BAIBU Uluslararası Öğrencilerin Önlisans ve Lisans Programlarına Kabul ve](#)

Kayıt Yönergesi; Annex B.2.3.6. BAIBU Uluslararası Öğrencilerin Lisansüstü Programlara Kabul ve Kayıt Yönergesi).

There are mobility supports in line with the internationalization policy, student promotions, facilitation measures, and there are institutional practices to ensure that students do not lose credit in mobility. (Annex B.1.4.6. Erasmus Staj Harketliliği İntibak Örneği). Student admission is realized through principles and rules regarding the recognition and crediting of prior learning. (Annex B.2.3.7. BAIBU Öğrenci Kayıt Kabul İşleri Yönetmeliği). The mechanisms through which stakeholders are informed are involved in institutional planning. (Annex B.2.3.8. BAIBU Batıkaf Duyurusu).

The recognition and crediting of prior learning (knowledge and skills acquired through formal, non-formal, distance/blended education and free learning) are determined in commissions created by the units. Exemption exams for English I and English II courses are organized that are included in the education plans of the programs and for the English Preparatory Class. (Annex B.2.3.9. BAIBU Yabancı Diller Yüksekokulu Hazırlık Bölümü Eğitim-Öğretim ve Sınav Yönetmeliği). Students who are in the opinion that they meet the qualifications expected from these courses are entitled to take the exams such as proficiency exam, national/international foreign language proficiency exams (FLPE).

Students who take and succeed the exam are exempted from the relevant courses in the curriculum.(Annex B.2.3.10. BAIBU Yabancı Diller Yüksekokulu Dil Sınavı Başvuru Sistemi). In addition, at the associate and undergraduate levels, the credits taken by the students in their previous education are evaluated in the scope of credit transfer and exemption, and their adaptations are examined in the commissions created by the relevant units and reflected in the following education periods.(Annex B.2.3.11. BAIBU Mehmet Tanrikulu SHMYO Çocuk Gelişimi İntibak Komisyon Kararı (Annex B.2.3.12. BAIBU Fizyoterapi ve Rehabilitasyon Bölümü İntibak Komisyon Kararı).

B.2.4. Certification of qualifications and diploma

Practices regarding diploma approval and certification of other qualifications are adopted throughout the unit. (Annex B.2.4.1.BAIBU Önlisans, Lisans Eğitim-Öğretim Yönetmeliği, Annex B.2.4.2.Mezun Öğrencilere Verilecek Belgelerin Düzenlenmesine İlişkin Yönerge, Annex B.2.4.3.Yatay Geçiş Yönergesi, Annex B.2.4.4. Sürekli Eğitim Merkezi Sertifikası, Annex B.2.4.5. Lisansütü Eğitim Yönetmeliği, Annex B.2.4.6. Sertifika, Annex B.2.4.7. Deney Hayvanları Kullanım Serfikası, Annex B.2.4.8. İş Sağlığı ve Güvenliği Eğitim Sertifikası, Annex B.2.4.9. Formasyon Sertifikası) Even though it was planned to hold International Student Entrance Exam (ISEE) for international students, due to pandemic conditions, it could not be realized in 2021. Apart from the standard practices and legislation, there are no specific approaches or adaptations improved by the unit in line with its needs. It is projected that the studies regarding follow-up of

the academic and career development of the student will be carried out by Career Planning Centre.([Annex B.2.4.10.KARMER Etkinlik Önekleri](#)).

Teaching methods and techniques

Maturity Level: Student-centered teaching techniques and methods are applied in line with defined processes in the entirety of the programs.

Evidence

[Ek B. 2.1. 2. Ders öğretim yöntemi.pdf](#)

[Ek B.2.1.1. Eğitimcilerin Eğitimi Programı.pdf](#)

Assessment and evaluation

Maturity Level: There are diversified student-centered assessment and evaluation practices throughout the entire programs.

Evidence

[Ek B.2.2.1-Ders Sonu Anketi.pdf](#)

[Ek B.2.2.2-Proje örneği.png](#)

[Ek B.2.2.3.-Ödev Örneği.png](#)

[Ek B.2.2.4.-Forum Örneği.png](#)

[Ek B.2.2.5-Sınav analizleri.pdf](#)

[Ek B.2.2.6-Ders Sonu Anket Sonuçları.pdf](#)

[Ek B.2.2.7-Kişiler arası tutarlılık örneği\(Soru havuzu ve kullanımı\).pdf](#)

[Ek B.2.2.8-Uzaktan eğitim sınavı örneği.png](#)

[Ek B.2.2.9-Standart Değerlendirme Ölçütleri Örneği.pdf](#)

[Ek B.2.2.10-Standart Değerlendirme Ölçütleri Örneği-2.pdf](#)

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.

Evidence

[B.2.3.1 BAIBU Önlisans, Lisans Eğitim-Öğretim Yönetmeliği.pdf](#)

[B.2.3.2 BAIBU Lisansüstü Eğitim-Öğretim Yönetmeliği.pdf](#)

[B.2.3.3 BAIBU Güzel Sanatlar Fakültesi Özel Yetenek Sınavı Uygulama Esasları.pdf](#)

[B.2.3.4 BAIBU 2021 Akademik Takvim.pdf](#)

[B.2.3.5 BAIBU Uluslararası Öğrencilerin Önlisans ve Lisans Programları Kabul ve Kayıt Yönergesi.pdf](#)

[B.2.3.6 BAIBU Uluslararası Öğrencilerin Lisansüstü Programlara Kabul ve Kayıt Yönergesi.pdf](#)

[B.2.3.7 BAIBU Öğrenci Kayıt Kabul İşleri Yönetmeliği.pdf](#)

[B.2.3.8 BAIBU Batıkaf Duyurusu.pdf](#)

[B.2.3.9 BAIBU Yabancı Diller Yüksekokulu Hazırlık Bölümü Eğitim-Öğretim ve Sınav Yönetmeliği.pdf](#)

[B.2.3.10 BAIBU Yabancı Diller Yüksekokulu Dil Sınavı Başvuru Sistemi.png](#)

[B.2.3.11 BAIBU Mehmet Tanrıkulu SHMYO Çocuk Gelişimi İntibak Formu.pdf](#)

[B.2.3.12 BAIBU Fizyoterapi ve Rehabilitasyon Bölümü İntibak Komisyon Kararı.pdf](#)

The certification of qualifications and diploma

Maturity level: Practices regarding diploma approval and certification of other qualifications are adopted throughout the entire institution.

Evidence

[Ek B.2.4.1.BAIBU Önlisans, Lisans Eğitim-Öğretim Yönetmeliği.docx](#)

[Ek B.2.4.2.Mezun Öğrencilere Verilecek Belgelerin Düzenlenmesine İlişkin Yönerge.pdf](#)

[Ek B.2.4.3.Yatay Geçiş Yönergesi.pdf](#)

[Ek B.2.4.4. Sürekli Eğitim Merkezi Sertifikası.jpg](#)

[Ek B.2.4.5. Lisansütü Eğitim Yönetmeliği.docx](#)

[Ek B.2.4.6. Sertifika.pdf](#)

[Ek B.2.4.7. Deney Hayvanları Kullanım Sertifikası.pdf](#)

[Ek B.2.4.8. İş Sağlığı ve Güvenliği Eğitim Sertifikası.pdf](#)

[Ek B.2.4.9. Formasyon Sertifikası.docx](#)

[Ek B.2.4.10. KARMER Etkinlik Önekleri.jpg](#)

3. Learning Resources and Academic Support Services

B.3.1. Learning environment and resources

In the units of our university, there are classrooms suitable in structure of the program (laboratories, libraries, studios, etc.) ([Annex B.3.1.1. Öğrenme Ortamına Erişilebilirlik İçin Canlı Destek](#)) and teaching materials (textbooks, online books/documents/videos, etc.) which are accessible on a unit-by-unit basis ([Annex B.3.1.2. Kaynak Erişim Ekran Görüntüsü](#)) are recognized by and available for students. The learning environment and resources tend to foster student-student, student-teaching staff, student-material interaction.([Annex B.3.1.3. Mudurnu Süreyya Astarçı Meslek Yüksekokulu](#), [Annex B.3.1.4. Dış Hekimliği Fakültesi](#), [Annex B.3.1.5. Sağlık Bilimleri Fakültesi](#), [Annex B.3.1.6. Spor Bilimleri Fakültesi](#). The institution has a learning management system that can fully fulfill learning and teaching needs, is userfriendly, ergonomic, and has synchronous, and asynchronous learning, enriched content development, and also assessment and evaluation, and in-service training opportunities. [Annex B.3.1.7. Öğrenme Alanlarına Örnekler](#)).

B.3.2. Academic support services

There is an advisor teaching staff member who monitors the academic development, leads and answers the questions, and supports the career planning of the student. ([Annex B.3.2.1. BAIBU Lisans-Önlisans Eğitimi Öğrenci Danışmanlığı Yönergesi](#), [Annex B.3.2.2. Akademik Danışman Görevlendirme](#)). . Students can access support from their advisors easily ([Annex B.3.2.3. Danışman Görevlendirme](#)), and students have various access opportunities (face-to-face, online) to their advisors ([Annex B.3.2.4. Ders Kurulu Örneği](#)), the distance education system ([Annex B.3.2.5. Akademik Destek Uzaktan Eğitim](#)) and Career Planning Centre as well. ([Annex B.3.2.6. KARMER Faaliyet Örnekleri](#)). There are psychological counseling and career center services. ([Annex B.3.2.7. BAIBU Kariyer Planlama ve Mezun İzleme Uygulama ve Araştırma Merkezi Yönetmeliği](#)). these are accessible (face-to-face and online) and students are informed about them. ([Annex B.3.2.6.KARMER Faaliyet Örnekleri](#).)

In 2021, through the technical support project that Career Centre received from MARKA, online career counseling training was provided for four days to one career counselor determined for each department at our university and to the faculty members who deliver career planning courses. (<http://ajanda.ibu.edu.tr/ilk-kez-baibude-uygulanacak-bolum-kariyerdanismanlik-sistemi-ile-istihdama-destek-olunacak/>, [Annex B.3.2.8. Örnek Sertifika.pdf](#)). The external agency's consultancy service to Career Centre took ten days. 23 people from Bolu Abant İzzet Baysal University Career Coordinators, 85 people among academicians and career consultants giving Career Planning courses at Bolu Abant İzzet Baysal University, 4 people from Bolu Abant İzzet Baysal University Career Planning and Alumni Tracking Application and Research Center, 8 participants from Düzce University, Sakarya University, Gebze Technical University from TR-42 provinces, a total of 120 people participated the event while about 85 people were expected. ([Annex B.3.2.9. KARMER MARKA Proje Bitiş Raporu.pdf](#)). The guide to be prepared with the consultancy and received as a result of this technical support is also enclosed. ([Annex B3.2.10. BAIBU Kariyer Kılavuzu.pdf](#)). Career Planning course is taught to our students in the 2021-2022 academic year by the teaching staff who have received the training here.

B.3.3. Facilities and infrastructures

A total of 10 dining halls with a capacity of 2996 people established on an area of 8891 m² within the body of our university; 19 units with a total capacity of 3.470 people on an area of 11.202 m², Culture and Congress Center Halls, 5 Indoor Sports Halls with a total capacity of 1,082 people on an area of 4.120 m² and 12 units in total on an area of 26.432 m², Indoor Gym; and one (1) Social Facility with a capacity of 114 people on an area of 3.370 m² are available in our university. ([Annex B.3.3.1. SKS 2021 Birim Faaliyet Raporu](#)). While there are dormitories for boys and girls affiliated to the Higher Education Credit and Dormitories Institution within our University, Mengen Dormitory for Girls, which consists of 1 building and 1 block, continues its activities under the Administration of our University. In addition, the buildings within Gölköy Campus belonging to the Rectorate of BAIBU and used as student dormitories were turned over to the General Directorate of the Higher Education Credit and Dormitories Institution of the Ministry of Youth and Sports of

the Republic of Türkiye. ([Annex B.3.3.2. BAIBU Bolu Gençlik ve Spor İl Müdürlüğü KYK](#)). Within the Health and Guidance Center Areas (MEDICO), there is one Central Campus Polyclinic, Laboratory and Psychologist Polyclinic. While our MEDICO Unit provided 9,112 medical examination services in 2019, this number was 3,800 in 2020. In 2021, our MEDICO Unit provided 4,510 physical examinations. In 2021, the number of physical examinations increased compared to 2020, the most important reason for this being the return to face-to-face classes after suspension due to pandemic. The reason for the decrease in the number of physical examinations in 2021 compared to 2019 was that some courses were held online in 2021. Our psychologist in our MEDICO Unit also provides students with remote services. ([Annex B.3.3.1. SKS 2021 Birim Faaliyet Raporu](#)). In addition, each unit within the body of our university has study areas specific to the educational programs. ([Annex B.3.3.3. Dış Hekimliği Fakültesi](#), [Annex B.3.3.4. Fen-Edebiyat Fakültesi](#), [Annex B.3.3.5. Gerede Uygulamalı Bilimler](#), [Annex B.3.3.6. Mudurnu Süreyya Astarıcı Meslek Yüksekokulu](#), [Annex B.3.3.7. Spor Bilimleri Fakültesi](#), [Annex B.3.3.8. Tıp Fakültesi](#), [Annex B.3.3.9. Uzaktan Eğitim Uygulama ve Araştırma Merkezi](#))

B.3.4. Disadvantaged groups

Access to educational opportunities ([Annex B.3.4.3. Spor Bilimleri Fakültesi 2021 Özel Yetenek Sınavı](#)) of the disadvantaged, vulnerable and underrepresented groups ((the disabled, the poor, ([Annex B.3.4.1. Yemek Bursu Yönergesi](#), [Annex B.3.4.2. Yemek Bursu Örneği](#)) the minority, the immigrant_), is ensured by considering the principles of equality, equity, diversity and inclusion. ([Annex B.3.4.4. Engelli Öğrenciler Danışma ve Koordinasyon Birimi Yönergesi](#)). The distance education infrastructure is established by considering the needs of these groups. ([Annex B.3.4.5. BAIBU Görme Engelli Kullanıcılara Özel WEB Sitesi](#) [Annex B.3.4.6. Mediko-Sosyal Merkezi Online Psikolojik Destek Hizmeti](#), [Annex B.3.4.7. Dezavantajlı Gruplar İçin Uzaktan Eğitim Uygulama Örnekleri](#)). There are accessible university practices in university campuses where needed. ([Annex B.3.4.8. Sesli Kitaplar](#), [Annex B.3.4.9. Engelsiz Üniversite](#)).

B.3.5. Social, cultural, and sporting activities

In our university, there are 87 student clubs in the 2020-2021 academic year. There is site for student clubs and their activities (social, cultural, and sporting). Various events and activities are carried out on the basis of the university, the unit, and external stakeholders. During the 2020-2021 academic year, our student clubs carried out 63 events totally, 40 of which were online and 23 of which were face-to-face. ([Annex B.3.5.1. Sosyal, Kültürel, Sportif Faaliyetlere Örnekler](#) [Annex B.3.5.2. Dış Paydaşlarla Etkinlik Örnekleri](#)). There is adequate budget for the student clubs and their activities (social, cultural and sporting), Furthermore, there is an established administrative organization that manages and runs the social, cultural, and sporting activities. ([Annex B.3.5.3. SKS 2021 Birim Faaliyet Raporu](#), [Annex B.3.5.4. Öğrenci Toplulukları Kuruluş ve İşleyiş Yönergesi](#)). Student clubs carry out their activities (social, social and sporting) within the framework of their specific internal regulations. ([Annex B.3.5.5. Bolu'daki Afrikalı Öğrenciler Topluluğu Tüzüğü](#), [Annex B.3.5.6. Kalite Öğrenci Topluluğu Tüzüğü](#)). In addition, various events and activities in the fields of science, art, sporting and culture are carried out in cooperation within the framework of the protocols signed between

our university and various external stakeholders,([Annex B.3.5.7. AİBÜ Bolu MEB Bilim Sanat Spor ve Kültürel Faaliyetler](#)).

The learning environment and resources

Maturity Level: The usage and development of learning resources are monitored and improved.

Evidence

- [Ek B.3.1.1. Öğrenme Ortamına Erişilebilirlik İçin Canlı Destek.pdf](#)
- [Ek B.3.1.2. Kaynak Erişim Ekran Görüntüsü.pdf](#)
- [Ek B.3.1.3. Mudurnu Süreyya Astarıcı Meslek Yüksekokulu.pdf](#)
- [Ek B.3.1.4. Diş Hekimliği Fakültesi.pdf](#)
- [Ek B.3.1.5. Sağlık Bilimleri Fakültesi.pdf](#)
- [Ek B.3.1.6. Spor Bilimleri Fakültesi.pdf](#)
- [Ek B.3.1.7. Öğrenme Alanlarına Örnekler.pdf](#)

Academic support services

Maturity Level: Practices regarding the academic development and career planning of students are monitored and improved with the involvement of students in the institution.

Evidence:

- [Ek B.3.2.1. BAIBU Lisans-Önlisans Eğitimi Öğrenci Danışmanlığı Yönergesi.pdf](#)
- [Ek B.3.2.2. Akademik Danışman Görevlendirme.pdf](#)
- [Ek B.3.2.3. Danışman Görevlendirme.pdf](#)
- [Ek B.3.2.4. Ders Kurulu Örneği.pdf](#)
- [Ek B.3.2.5. Akademik Destek Uzaktan Eğitim.pdf](#)
- [Ek B.3.2.6. KARMER Faaliyet Örnekleri.pdf](#)
- [Ek B.3.2.7. BAIBU Kariyer Planlama ve Mezun İzleme Uygulama ve Araştırma Merkezi Yönetmeliği.pdf](#)
- [Ek B.3.2.8. Örnek Sertifika.pdf](#)
- [Ek B.3.2.9. KARMER MARKA Proje Bitiş Raporu.pdf](#)
- [Ek B3.2.10. BAIBU Kariyer Kılavuzu.pdf](#)

Facilities and infrastructures

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

Evidence:

- [Ek B.3.3.1. SKS 2021 Birim Faaliyet Raporu.pdf](#)
- [Ek B.3.3.2. BAIBU Bolu Gençlik ve Spor İl Müdürlüğü KYK.pdf](#)
- [Ek B.3.3.3. Diş Hekimliği Fakültesi.pdf](#)
- [Ek B.3.3.4. Fen-Edebiyat Fakültesi.pdf](#)
- [Ek B.3.3.5. Gerede Uygulamalı Bilimler.pdf](#)
- [Ek B.3.3.6. Mudurnu Süreyya Astarıcı Meslek Yüksekokulu.pdf](#)
- [Ek B.3.3.7. Spor Bilimleri Fakültesi.pdf](#)
- [Ek B.3.3.8. Tıp Fakültesi.pdf](#)
- [Ek B.3.3.9. Uzaktan Eğitim Uygulama ve Araştırma Merkezi.pdf](#)

Disadvantaged groups

Maturity Level: Practices regarding the access of the disadvantaged groups to learning opportunities are monitored and improved by also collecting the opinions of the disadvantaged groups.

Evidence

[Ek B.3.4.1. Yemek Bursu Yonergesi.pdf](#)

[Ek B.3.4.2. Yemek Bursu Örneđi.pdf](#)

[Ek B.3.4.3. Spor Bilimleri Fakóltesi 2021 Özel Yetenek Sınavı.pdf](#)

[Ek B.3.4.4. Engelli Öğrenciler Danışma ve Koordinasyon Birimi Yönergesi.pdf](#)

[Ek B.3.4.5. BAIBU Görme Engelli Kullanıcılara Özel WEB Sitesi.pdf](#)

[Ek B.3.4.6. Mediko-Sosyal Merkezi Online Psikolojik Destek Hizmeti.pdf](#)

[Ek B.3.4.7. Dezavantajlı Gruplar İçin Uzaktan Eğitim Uygulama Örnekleri.pdf](#)

[Ek B.3.4.8. Sesli Kitaplar.pdf](#)

[Ek B.3.4.9. Engelsiz Üniversite.pdf](#)

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.

Evidence

[Ek B.3.5.1. Sosyal, Kültürel, Sportif Faaliyetlere Örnekler.pdf](#)

[Ek B.3.5.2. Dış Paydaşlarla Etkinlik Örnekleri.pdf](#)

[Ek B.3.5.3. SKS 2021 Birim Faaliyet Raporu.pdf](#)

[Ek B.3.5.4. Öğrenci Toplulukları Kuruluş ve İşleyiş Yönergesi.pdf](#)

[Ek B.3.5.5. Bolu'daki Afrikalı Öğrenciler Topluluđu Tüzüđu.pdf](#)

[Ek B.3.5.6. Kalite Öğrenci Topluluđu Tüzüđu.pdf](#)

[Ek B.3.5.7. AİBÜ Bolu MEB Bilim Sanat Spor ve Kültürel Faaliyetler.pdf](#)

4. Teaching staff

B.4.1. Criteria for appointment, promotion, and assignment

In the first and re-appointment of faculty members with PhD, in appointment to associate professor and full professor positions, faculty members must meet the criteria determined in their fields within the scope of Bolu Abant İzzet Baysal University Academic Promotion and Appointment Directive. ([Ek B.4.1.1. Akademik yükseltilme ve atama yönergesi](#)). In order to ensure that the competencies of the teaching staff and the course content overlap in the course assignments at the university, teaching staff announcements can be made under special conditions coming from the department and approved by the department chair. The selection and invitation procedures of the teaching staff assigned to teach in the institution from outside are carried out in accordance with the relevant article of the Higher Education Law No. 2547. However, in our units, course distributions are sometimes not provided by considering the field expertise, and the challenges are overcome with the demands of teaching fellows from other units ([Ek. B.4.1.2. Ders görevlendirme yazısı](#)). For these

reasons, in order to arrange the education staff in a way that overlaps with the course contents, a workforce inventory was prepared for the academic and administrative staff in 2020 and the basic competencies and other non-field competencies of all the personnel were documented. ([Ek B.4.1.3. Eğitim Fakültesi 2021 birim faaliyet raporu](#)). The monitor of the relevant assignments and the control of the continuation of the educational activities are carried out by the department heads in line with the 21st Article of the Higher Education Law No. 2547. In addition, the training of trainers certificate program continues in our university through distance education. (<http://ajanda.ibu.edu.tr/egiticilerin-egitimi-sertifika-programi-4-donem>). This program has been made into a system that is regularly implemented and the participation/results can be monitored.

The teaching staff at our university conduct courses appropriate to their field of expertise. This could be viewed in the course programs and course load distribution tables on the web pages of the faculties. ([Ek B.4.1.4. Ziraat Fakültesi Bitki Koruma Bölümü Ders Programı](#))

It was explained according to which criteria the 'Program Outcomes' should be determined and updated in order to increase the quality of the existing Program Outputs. PDCA's D in learning and teaching emphasizes student-centered learning-teaching, teaching students how to learn, and changing technology and educational environments. The importance of alumni tracking for C, and the importance of regular course content, application method arrangements for A were emphasized, and these training contents were shared as videos on the attached website. (<https://kalite.ibu.edu.tr/component/k2/item/370-universitede-egitiminde-puko-dongusu-vemufredat-icerigi-sunumu>).

B.4.2. Teaching competencies and development

Within the scope of the teaching competencies and development criteria, various certificate programs are organized to increase the pedagogical, technological and professional competencies of the teaching staff. ([Ek 4.2.2-Eğiticilerin Eğitim Sertifika Programı Bilgileri](#), [Ek 4.2.5-Deney Hayvanları Kullanımı Sertifika Örneği](#)). In addition, all teaching staff have the opportunity to participate in different training programs through the training platform prepared by the Presidential Human Resources Office. ([Ek 4.2.6.-Uzaktan Eğitim Kapısı Portalı](#)). In addition, the criteria for the development of such competencies of the teaching staff are also included in the directive on the promotion and appointments ([Ek 4.2.1-Atama Kriterleri](#)). Training of trainers ([Ek 4.2.3-Eğiticilerin Eğitim Sertifika Örneği](#)), use of experimental animals, ([Ek 4.2.5-Deney Hayvanları Kullanımı Sertifika Örneği](#)), etc. can be given as examples of these programs. The participation of faculty members and other internal-external stakeholders in such programs is supported by making necessary notifications and announcements. ([Ek 4.2.2-Eğiticilerin Eğitim Sertifika Programı Bilgileri](#), [Ek 4.2.7.SÜYAM Duyuru Sayfası](#)). The aim of these programs is to increase the competencies of teaching staff in subjects such as student-centered learning, distance education, assessment and evaluation, material development and quality assurance. ([Ek 4.2.2-Eğiticilerin Eğitim Sertifika Programı Bilgileri](#), [Ek 4.2.4-Sertifika Programı Çevrimiçi Ders Örneği](#)).

B.4.3. Quality assessment options based on incentives and rewards for educational activities

In the Academic Promotion and Appointment Directive of our university, the activities of supervising a thesis, lecturing and training coordination in the education activities are encouraged. ([Ek B.4.3.1. Akademik Yükseltme ve Atanma Yönergesi](#)). However, the results of course evaluations made by students at the end of the semester do not affect academic promotion and re-appointment.

Appointment, promotion, and assignment criteria

Maturity Level: The appointment, promotion and assignment criteria defined and known to the stakeholders for all areas of the institution are applied and used in decision-making (recruitment, appointment, promotion and course assignments of teaching staff, etc.).

Evidence:

[Ek B.4.1 Akademik Yükseltme ve Atanma Yönergesi.pdf](#)

[Ek B.4.1.2. Ders görevlendirme yazısı.pdf](#)

[Ek B.4.1.3. Eğitim Fakültesi 2021 birim faaliyet raporu.pdf](#)

[Ek B.4.1.4. Ziraat Fakültesi Bitki Koruma Bölümü Ders Programı.pdf](#)

Teaching competencies and development

Maturity Level: There are practices throughout the institution to improve the teaching competence of the teaching staff.

Evidence

[Ek 4.2.1-Atama Kriterleri.pdf](#)

[Ek 4.2.2-Eğiticilerin Eğitimi Sertifika Programı Bilgileri.pdf](#)

[Ek 4.2.3-Eğiticilerin Eğitimi Sertifika Örneği.pdf](#)

[Ek 4.2.4-Sertifika Programı Çevrimiçi Ders Örneği.pdf](#)

[Ek 4.2.5-Deney Hayvanları Kullanımı Sertifika Örneği.pdf](#)

[Ek 4.2.6.-Uzaktan Eğitim Kapısı Portalı.png](#)

[Ek 4.2.7.-SÜYAM Duyuru Sayfası.png](#)

Incentives and rewards for educational activities

Maturity level: For incentive and reward mechanisms, there are plans for the creation of competency-based, fair and transparent criteria.

Evidence

[Ek B.4.3.1. Akademik Yükseltme ve Atanma Yönergesi.pdf](#)

C. RESEARCH AND DEVELOPMENT

1. Management of Research Processes and Research Resources

C.1.1. Management of Research Processes

There are two documents currently valid regarding the management of research processes of Bolu Abant İzzet Baysal University (BAIBU). The first of these is the "*BAIBU 2019-2023 Strategic Plan*" ([Appendix C1.1.1 Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan.pdf](#)), which was put into effect at the beginning of 2019,

and the second one is "*Bolu Abant İzzet Baysal University Quality Assurance Systems Directive*" ([Appendix C1.1.2 Bolu Abant İzzet Baysal University Quality Assurance Systems Directive.pdf](#)) that came into effect with the Senate decision dated 21/03/2019 and numbered 2019/66.

Within the scope of the BAIBU 2019-2023 Strategic Plan, the objectives and goals for research and development have been determined in accordance with the upper policy documents, CoHE decisions and the vision of our university. Responsible and relevant units have been determined for each goal.

Increasing the quality and quantity of scientific research is one of BAIBU's constant corporate strategies. In addition to the contribution of scientific studies to academic literature, gaining social benefit from them and sharing this benefit with both internal and external stakeholders are the main objectives of our university ([Appendix C1.1.3 BAIBU Patent and Trademark Applications 2021.pdf](#), [EK C1.1.4 TTMER-2021 Consulting.pdf](#), [Appendix C1.1.5 Prof. Dr. Gülsün Akdemir Evrendilek University Administrative Board Decision.pdf](#), [Appendix C1.1.6 Associate Professor Bahadır Altıntaş University Administrative Board Decision.pdf](#), [Appendix C1.1.7 Associate Professor Fatma Öztürk University Administrative Board Decision.pdf](#)).

One of the objectives determined within the scope of the 2019-2023 Strategic Plan of BAIBU is summarized in "Objective 2: Increasing the quality and quantity of scientific research" ([Appendix C1.1.1 Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan.pdf](#) _Page 83). This aforementioned objective includes the following goals ([Appendix C1.1.1 Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan.pdf](#) _Page 84):

1. To increase the number of publications in nationally and internationally indexed journals by 30% until 2023 (Goal 2.1: For 2021, the number of publications in journals nationally and internationally indexed is targeted as 332 and 740, respectively, and the realization of these values is 481 and 904, respectively)
2. To increase the number of national and international events (such as congresses, conferences and workshops) by 20% until 2023 (Goal 2.2: The number of national and international events for 2021 is targeted as 138 and 6, respectively, and the realization of these values is 152 and 7, respectively).
3. To increase the number and variety of projects supported by external resources (TÜBİTAK, EU Programs, TAGEM, SAN-TEZ, Development Agencies, etc.) (Goal 2.3: Target values for externally supported projects such as TÜBİTAK, AB and TAGEM, SAN-TEZ are 100, 8 and 9 respectively, and the realization of values for 2021 is 178, 10 and 42, respectively)
4. To increase the number and variety of projects supported by the SRP Coordination Unit by at least 20% until 2023 (Goal 2.4: For Social Sciences, Natural and Applied Sciences, Health Sciences and Educational Sciences, the targeted values in the monitoring period were determined as 10, 130, 67 and 20, respectively, and the realization numbers in 2021 are 0, 43, 34 and 1, respectively)

Our university's R&D policy is defined as follows (http://kalite.ibu.edu.tr/images/Kalite/kalite_politikasi.pdf):

- BAIBU plans research and development by considering national and international sustainable development goals, the needs of industry and other sectors, the community and all humanity, the capabilities of its teaching staff, physical facilities, budget and research capacity and it does research at universal standards taking the whole universe as a laboratory. It coordinates the R&D laboratories and other units for harmonious processes. It tries to reach its goals and sustain efficient use of resources at the highest level by regularly monitoring the R&D results and continuously evaluating the performances of the units. It strives to transform and disseminate the results of these studies into products that will benefit the society and increase the life standards. It strives to transfer the knowledge and skills produced by research and development activities to learning and teaching activities and to integrate them with these activities. It works for the development of its own and the country's capacity and capabilities in the field of R&D.

The responsibilities of Research and Development Quality Subcommittee are defined in Article 9 of the BAIBU Quality Assurance Systems Directive.

The processes of determining the research strategies, monitoring, evaluating and reporting of research performance in our university are conducted by administrative and academic units, especially the Strategy Development Department and the R&D Subcommittee led by the Vice-Rector responsible for research. The units in charge of research and development (R&D) processes are as follows:

1. Faculties (<http://www.ibu.edu.tr/faculties>)
2. Graduate School (<http://www.ibu.edu.tr/institues>)

3. Scientific Research Projects (BAP:SRP) Coordination (<http://bap.ibu.edu.tr/>)
4. Application and Research Centers (<http://www.ibu.edu.tr/application-and-research-centers>)

The management hierarchy of R&D processes in our university is shown in [Appendix C1.1.8 BAIBU R&D Management Hierarchy.pdf](#).

The major framework on R&D process management and organizational structure in our university is the SRP Coordination Project Implementation Principles and Procedures enacted with the SRP commission decision numbered 2020-63 on 21/02/2020 ([Appendix C1.1.9 Bolu Abant İzzet Baysal University \(BAIBU\) Project Implementation Principles and Procedures prepared for SRP Directive.pdf](#)). The number of types of research projects supported in our university in line with the recently enacted SRP directive is determined as 8 ([Appendix C1.1.9 Bolu Abant İzzet Baysal University \(BAIBU\) Project Implementation Principles and Procedures.p](#) _Page 3). These projects are as follows: SRP-01 Basic Research Project, SRP-02 Rapid Support Project, SRP-03 Startup Support Project, SRP-04 Graduate Thesis Project, SRP-05 Research Infrastructure Project, SRP-06 Industry Cooperation Research Project, SRP-07 International Research Project, SRP-08 Student Project. 80% reduction in the budget transferred from the Medical Faculty circulating capital to the SRP due to the affiliation has led to an increase in the search for external resources in R&D processes. In order to use the limited research potential within the university more efficiently, the prerequisite for SRP-01 and SRP-02 projects is that the relevant project must be submitted to TÜBİTAK and it must receive a C score. As a result of this, an increase was observed in the number of TÜBİTAK projects in 2020 and 2021 compared to 2019 ([Appendix C1.1.10 2019 2021 Budget and Number of Projects.pdf](#)). (Also, the project writing trainings given by the project support office to further encourage the research potential to turn to external financing are explained in more detail two paragraphs later.)

There are 19 application and research centers affiliated to the Rectorate in our university, and the names of these centers are on [Appendix C1.1.11 R&D centers](#) in our university.pdf.

The regulations of the centers are as follows:

Appendix [C1.1.12 Akşemseddin Islamic Sciences Application and Research Center Regulation.pdf](#),

Appendix [C1.1.13 Scientific, Industrial and Technological Application and Research Center Regulation.pdf](#),

Appendix [C1.1.14 Bolu Folk Culture Research and Application Center Regulation.pdf](#),

Appendix [C1.1.15 Experimental Animals Application and Research Center Regulation.pdf](#),

Appendix [C1.1.16 Lifelong Learning Application and Research Center Regulation.pdf](#),

Appendix [C1.1.17 Regulation on Women's Family and Community Services Application and Research Center.pdf](#),

Appendix [C1.1.18 Career Planning and Alumni Tracking Application and Research Center Regulation.pdf](#),

Appendix [C1.1.19 Nuclear Radiation Detectors Application and Research Center Regulation.pdf](#),

Appendix [C1.1.20 Preschool Education Research and Application Center Regulation.pdf](#),

Appendix [C1.1.21 Continuing Education Application and Research Center Regulation.pdf](#),

Appendix [C1.1.22 Agricultural Research Application and Research Center Regulation.pdf](#),

Appendix [C1.1.23 Technology Transfer Application and Research Center Regulation.pdf](#),

Appendix [C1.1.24 Turkish Teaching Application and Research Center Regulation.pdf](#),

Appendix [C1.1.25 Distance Learning Application and Research Center Regulation.pdf](#),

Appendix [C1.1.26 Wildlife Studies Application and Research Center Regulation.pdf](#),

Appendix [C1.1.27 Innovative Food Technologies Development Application and Research Center Regulation.pdf](#)

The experts working in the centers organize theoretical and practical trainings for students or scientists working in other public institutions and organizations in their fields of expertise (<http://ajanda.ibu.edu.tr/yenigidamda-duzenlenen-kursa-katilanlara-sertifikalari-verildi/>).

Bolu Abant İzzet Baysal University Project Support Office (PSO) Coordination was established in accordance with the directive of our University Senate dated 10/10/2019 and numbered 2019/226 ([Appendix C1.1.28 Bolu Abant İzzet Baysal University \(BAIBU\) Project Support Office \(PSO\) Coordinating Directive.pdf](#)). PSO maintains its activities under the Scientific Research Projects (BAP:SRP) Coordination Unit of our university. The PSO Coordination consists of the vice rector responsible for the SRP Coordination Unit, a coordinator, two vice coordinators and four faculty members. Board of Directors of PSO was created with the letter of the Rectorate numbered 08/11/2019-E.67758 and continues its activities ([Appendix C1.1.29 Bolu Abant İzzet Baysal University \(BAIBU\) Project Support Office \(PSO\) Project Support Office Executive Board Assignment Letter.pdf](#)). The mission of PSO is to increase the funding possibilities of the project proposals by examining them in terms of originality, disseminating factors and feasibility if demanded by the teaching staff. In addition, it also performs the examination of project proposals in terms of necessary documents upon request during the application to grant programs and project calls. In addition, project calls and grant programs are regularly announced on the PSO (PDO) website (<http://pdo.ibu.edu.tr/>). Moreover, the announcements in question are promptly sent to the teaching staff via the e-mail of the PSO Coordination Unit. Project writing trainings for TÜBİTAK programs are also given by PSO. A project writing training was organized for 247 participants between February 10, 2021 and March 9, 2021 for the TÜBİTAK ARDEB 1001 Program. 47% of the participants came out of the institution, and our teaching staff who had project experience in the fields of social sciences, natural sciences and health sciences shared their experience with the participants within the scope of training (<http://ajanda.ibu.edu.tr/tubitak-proje-yazma-egitimi-acilis-toplantisi/>). Also organized by PSO, Academic Article Writing Training was held between 21 April 2021 and 11 May 2021 with 647 participants. 62% of the participants receiving the training were out of the institution (<http://ajanda.ibu.edu.tr/tubitak-proje-yazma-egitimleri-basliyor/>). Academic article writing trainings were given in the fields of natural sciences, social sciences and health sciences. Videos of academic article writing trainings were shared on PSO's Youtube channel to reach a wider audience (https://www.youtube.com/channel/UCFZO_Qx-pQ-d6YN1-Oj1obQ/featured). Statistical information about the projects supported at our university between January 1, 2021 and December 31, 2021, interviews with the teaching staff whose projects were supported, project and grant announcements were shared with our university staff in 6 issues during this period (<http://pdo.ibu.edu.tr/yayinlar/e-bulten>).

Undergraduate students are also encouraged to participate in R&D processes at our university. The projects of 15 students were supported in the framework of TÜBİTAK BİDEB 2209-A "University Students Research Projects Support" in 2021 ([Appendix C1.1.30 BAIBU PSO EBULTEN MAY 2021.pdf](#) _Page 23, [Appendix C1.1.31 BAIBU PSO EBULTEN NOVEMBER 2021.p](#) _Page 18).pdf. Those students who received the project support carry out their projects in the accompaniment of an academic advisor.

Multidisciplinary M.A and PhD programs such as "Sensor Technologies", "Neural Sciences", "Occupational Health and Safety" and "Communication Sciences" have been started in our university to encourage interdisciplinary research.

In addition, the teaching staff from different departments can make joint applications to the CoHE 100/2000 program. There are 28 PhD students enrolled in the graduate school within the scope of CoHE 100/2000 program in our university. The aim is to increase such programs in the coming period in order to increase interdisciplinary research. Currently, there are 3 interdisciplinary PhD programs, 2 M.A programs with thesis, 1 M.A program without thesis and 1 distance M.A program without thesis in our university's graduate school.

Within the framework of Bolu Abant İzzet Baysal University's 2019-2023 Strategic Plan, the relevant Vice-Rector is held responsible for monitoring the goals set under the objective of "increasing the quality and quantity of scientific research". With the "**Bolu Abant İzzet Baysal University Quality Assurance Systems Directive**", which came into force with the Senate decision dated 21/03/2019 and numbered 2019/66, the R&D Subcommittee is given the responsibility for "presenting the problems and needs to the commission after evaluating the adequacy of the physical infrastructure and resources of the university for research, assessing the fair allocation of research resources based on the research policies and strategies of the university, determining the completion rates of research and development activities, planning improvements by investigating the reasons for incomplete projects, encouraging and increasing the external support for university research and development activities (planning and organizing project writing trainings for TÜBİTAK and other external resources, etc.)" ([Appendix C1.1.2 Bolu Abant İzzet Baysal University Quality Assurance Systems Directive.pdf](#) _Page 6). In line with these job descriptions, a website was developed in 2021 primarily to take the inventory of devices in our university

laboratories (<http://envanter.ibu.edu.tr/lab/goster.php?&s=giris>) and the university staff responsible for these laboratories were asked to enter the information regarding the laboratories in the inventory ([Appendix C1.1.32 SCREEN IMAGE OF THE BAIBU LABORATORY INVENTORY SYSTEM .pdf](#)). The information required included the malfunction status of the devices, the project from which such devices were obtained, the accreditation information of the relevant laboratory, etc. On the other hand, as mentioned in this section, it continues its activities like announcing PSO project and grant calls or giving project writing trainings for TÜBİTAK programs with the guidance of the R&D Subcommittee.

Within the scope of the current BAIBU Quality Assurance Systems Directive, the R&D Subcommittee job descriptions are specified in the 9th article of the 'Research Coordination Board' that was suggested to be established in 2020 IMR. The job descriptions of R&D Subcommittee include the following: [*Making proposals to the Quality Commission by developing policies and strategies related to the university's research and development activities (in compliance with the local/regional/national development goals of the university), conducting studies to determine the integration of R&D activities with other activities, evaluating the adequacy of the physical infrastructure and resources of the university for research, and assessing the fair allocation of those resources in accordance with research policies and strategies, determining the completion rates of research and development activities, planning improvements by investigating the reasons for the incomplete research, encouraging external support for research and development activities in the university, assessing the competence and activities of the research staff, suggesting plans for the improvement of this competence, developing the publication incentive methods of the research staff and reporting them to the commission, developing incentive mechanisms especially for the establishment of infrastructures that can carry out interdisciplinary studies, evaluating the statistics of scientific studies produced as a result of the TÜBİTAK, SRP, EU projects, articles, patents, etc and examining the results of the evaluation made by the national and international ranking/rating institutions, assessing the achievement of the research goals, evaluating the research performance and reporting the measures for development to the upper commission*]. With the fulfillment of those job descriptions as specified in the directive of the R&D Subcommittee in 2022, the improvement of the areas for further improvement will be facilitated.

C.1.2. Internal and external resources

Our university obtains the physical, technical and financial research needs from internal and external resources. Accordingly, the construction and/or modernization of new laboratories where research will be carried out, that is, the physical and technical research needs are met from the budget of the Construction and Technical Department of our university. In order to improve the research processes in 2021, the physical conditions of 4 research laboratories within our university were modernized with the allocation of 131,390.64 TL from the internal resources of the institution ([Appendix C.1.2.1 Yapı İşleri Laboratuvar renew 2021.pdf](#))

Internal resources of our university come from the Scientific Research Projects (SRP) budget and the 5% of the budget transferred from the Circulating Capital in addition to the sum of the money allocated to SRP from the budget coming from the Ministry of Finance every year. On the other hand, the external sources for the research at university are obtained from institutions like KOSGEB, ministries, MARKA etc, with TÜBİTAK as the primary external resource. Our university's physical, technical and financial research resources are handled in line with the institution's mission and the annual strategic plan and goals ([Appendix C.1.2.2 baibu-2019-2023 pages.92-95.pdf](#)). The resources allocated to research within our university are managed in accordance with the BAIBU SRP Directive ([Appendix C.1.2.3 new directive 2020.pdf](#)). A total of 68 scientific research projects (49 SRP, 19 TÜBİTAK) were supported in our university in 2021, and a total of 5.674.911,00 TL budget was allocated to these projects from internal and external research resources ([Appendix C.1.2.4 2021 baibu faaliyet raporu 4875493 pages.85-91](#)).pdf).

In order to create core intra-university funds for novice researchers in our institution, a new and easy-to-access internal resource was created for the researchers under the name of 'Startup Support Project' with the change in the BAIBU SRP Directive in 2020. In this context, 3 Startup Support Projects (SRP-03) continued to be supported for novice researchers in 2021 using the institution's equity within the framework of our institution's R&D policy ([Appendix C.1.2.5 SRP PROJECT APPLICATION PRINCIPLES AND PROCEDURE Page.7-9.pdf](#), [Appendix C.1.2.6 SRP-03 Initial Support Projects 2021.pdf](#), http://bap.ibu.edu.tr/devam_eden_bap_projeleri.aspx?tur=1).

Project applications, evaluations and outputs of projects (publications, papers, etc.) within our university are monitored and managed using the SRP module on the University Information Management System (UBYS) ([Appendix C.1.2.7.pdf](#) , <http://SRP.ibu.edu.tr>). Field-based project writing trainings were organized by the BAIBU Project Support Office (PSO) in 2021 in order to increase the variety of internal and external resources within our institution and to make improvements in this regard ([Appendix C.1.2.8.pdf](#), <http://pdo.ibu.edu.tr/E-Bulten/mart-2021-sayi-9/mobile/index.html> ; Pages:10-15, <http://pdo.ibu.edu.tr/E-Bulten/mayis-2021-sayi-10/mobile/index.html> Pages 12-15, <https://www.youtube.com/watch?v=zx2zWGpLvnM&t=2323s>). In addition, current information about all externally supported project resources is announced on a daily basis via e-mail and monthly via e-bulletin, and relevant personnel are provided with information and support about processes and applications ([Appendix C.1.2.9.pdf](#), <http://pdo.ibu.edu.tr/yayinlar/e-bulten>).

Statistical considerations of the research funded in the previous year's internal and external research resources give the following data regarding the monitoring and development in the internal and external financial resources of R&D:

- The total financial support (838,886,92 TL) given to the projects in 2021 from the institution's equity was almost the same as the total financial support (838,400,68 TL) given in the previous year.
- While the budget of the projects supported by internal resources corresponds to 11.3% of the total budget of 2020, this rate turned out to be 14.8% in 2021.
- While the ratio of the project budgets supported by external resources to the total budget was 88.7% in the previous year, this ratio is 85.2% as of 2021.

The close results obtained as compared to the previous year in terms of the number of projects and budget rates in both internal and external resources are considered as the return of the steps taken by our institution to increase the variety of external resources for R&D policy and financial sufficiency in R&D. These steps can be summarized as:

- The requirement to apply to external support resources such as TÜBİTAK as a prerequisite for project applications to be supported using our university's equity has been included in the SRP Directive ([Appendix C.1.2.10_SRP PROJE APPLICATION PRINCIPLES AND PROCEDURES_Sayfa.4.pdf](#)).
- Project writing trainings were organized within the body of BAIBU PSO both theoretically and practically free of charge starting in 2020 through 2021 ([Appendix C.1.2.8.pdf](#), <http://pdo.ibu.edu.tr/E-Bulten/mart-2021-sayi-9/mobile/index.html> Page 10-15, <https://www.youtube.com/watch?v=zx2zWGpLvnM&t=2323s>).
- Current information on all projects with external resources starting in previous years and achieving systemacity each year is sent to the e-mail addresses of the relevant staff by the Technology Transfer Application and Research Center (TTMER) and BAIBU PSO and announced on the monthly PSO Bulletin and web pages ([Appendix C.1.2.9.pdf](#), <http://pdo.ibu.edu.tr/yayinlar/e-bulten>, <http://pdo.ibu.edu.tr/component/k2/itemlist/category/123-duyurular>, <http://ttmer.ibu.edu.tr/component/k2/itemlist/category/123-duyurular>).Current information on all projects with external resources starting in previous years and achieving systemacity each year is sent to the e-mail addresses of the relevant staff by the Technology Transfer Application and Research Center (TTMER) and BAIBU PSO and announced on the monthly PSO Bulletin and web pages (Appendix C.1.2.9.pdf, <http://pdo.ibu.edu.tr/yayinlar/e-bulten>, <http://pdo.ibu.edu.tr/component/k2/itemlist/category/123-duyurular>, <http://ttmer.ibu.edu.tr/component/k2/itemlist/category/123-duyurular>).
- The success stories of the teaching staff who received project support from external resources (new projects with external support) are included in the online bulletins that were launched by BAIBU PSO in 2020 and regularly released on the university and PSO web page (6 issues for the year 2021) to raise instutional awareness and to encourage the teaching staff to prepare projects for external resources. ([Appendix C.1.2.11 PSO Bulten Roportajlar 2021.pdf](#), <http://pdo.ibu.edu.tr/yayinlar/e-bulten>, <http://ajanda.ibu.edu.tr/baibu-proje-destek-ofisi-e-bulteni-12-sayisi-yayinlandi/>).

Within the scope of its R&D strategy and goals, our university also provides financial support for conference participations and research-based travel expenditures besides awards for and research outputs in order to develop research potential and increase motivation. In this context, the Izzet Baysal Foundation gives publication incentive

awards to our teaching staff who get papers published in A and A1 ranking journals every year. In the 17-year period between 2004-2020, a total of 457,917 TL incentive payments were made to 894 publications ([Appendix C.1.2.12 2021 Publication Incentive Award letter and list.pdf](#), [Appendix C.1.2.13 publication incentive 2021 \(a-a1\).xlsx](#), <https://izzetbaysalvakfi.org.tr/burslar/burslar-tesvik-odulleri-ve-yardimlar/izzet-baysal-vakfi-tesvik-odulleri/akademik-yayin-tesvik-odulleri>). In addition, there is also an award program that is given every year in order to increase and encourage motivation within the institution for the output of B, C, D rankings publications, books and book chapters, national and international patents, national or international projects for MARKA, SANTEZ, TÜBİTAK, ERA-NET, or COST by BAIBU R&D Foundation. ([Appendix C.1.2.14 BAIBU R&D Foundation Publication Incentive Principles 2020.pdf](#)). In this context, 36 scientific studies were awarded by the BAIBU R&D Foundation in 2021 ([Appendix C.1.2.15 publication incentive 2022\(c-d-book-project\).xlsx](#)). In addition, 2000 TL of travel expenditure support is provided for the teaching staff whose projects continue if another project of theirs receives support from TÜBİTAK as specified in the the SRP directive update ([Appendix C.1.2.16 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES Page.3.pdf](#)). If the financial sustainability risk of the researcher's externally supported project increases, the institution (rectorate, deanery or head of the department) can return some part of the contribution margin to the researcher to support it.

C.1.3. Doctoral programs and postdoctoral opportunities

Active M.A and PhD programs have been merged under the Graduate School of our university, and the admission criteria and processes of these programs are carried out in accordance with the BAIBU Graduate School Learning and Teaching Regulations ([Appendix C.1.3.1 guncel baibu yonetmelik 24 11 2019.pdf](#)). In addition to one (1) PhD and four (4) M.A programs recently started in 2021, the graduate school has a total of 136 programs, including 39 PhD, 83 M.A with thesis and 14 M.A without thesis programs. A total of 2470 graduate students (566 PhD, 1820 M.A with thesis and 84 M.A without thesis) continue with their education in these programs ([Appendix C.1.3.2 2021 Faaliyet Raporu lisansustuegitim-enstitusu.docx](#)). In addition, a total of 374 graduate students (74 PhD, 269 M.A with thesis and 31 M.A without thesis) graduated in 2021, contributing to the body of young scientists in our country ([Appendix C.1.3.2 2021 Faaliyet Raporu lisansustuegitim-enstitusu.docx](#) _Page 18).

BAIBU continues to increase the number of students in graduate programs within the scope of its internationalization strategy. Accordingly, there are a total of 278 international students (226 M.A and 52 PhD students) coming from different countries and studying within the graduate school of our university, which corresponds to 11.3% of the total number of students enrolled in our graduate programs ([Appendix C.1.3.2 2021 Faaliyet Raporu lisansustu-egitim-enstitusu.docx](#) _Page 27). In addition, our university is trying to increase the number of supported doctoral scholars by applying to the 100/2000 CoHE Doctoral Scholarship programs specified in the priority areas determined by CoHE. In this context, 23 students currently enrolled in the Graduate School continue with their education as 100/2000 CoHE Doctoral Scholars ([Appendix C.1.3.3 100-2000 BURS.xlsx](#)).

The students who successfully attend a program following the PHD qualifying exam within the graduate school of our university are monitored for their progress in their specialization through the Thesis Monitoring Commission (TMC) held twice a year (once for January-June period and once for July-December period) in accordance with the BAIBU Graduate School Learning and Teaching Regulations ([Appendix C.1.3.1 guncel baibu yonetmelik 24 11 2019.pdf](#) _Page 10). In addition, in order to support the scientific studies of M.A and PhD students in thesis writing stage, equity funds were created under "SRP-04 Graduate Thesis Project" with the update in the BAIBU SRP Directive in 2020 ([Appendix C.1.3.4 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES.pdf](#) _Page 9). In this framework, 19 M.A and 23 PhD students were supported for their projects in 2021 with the equity resources of our university. In addition to these studies, in order to increase the variety of the graduate programs in accordance with today's needs and to encourage interdisciplinary research at university, multidisciplinary M.A and PhD programs such as "Sensor Technologies", "Neural Sciences", "Occupational Health and Safety" and "Communication Sciences" have also been opened (<https://international.ibu.edu.tr/lisansustu-programlar>).

There are 3 postdoctoral researchers (postdocs) within the Faculty of Engineering and Faculty of Science and Literature in our university with the support provided by external resources like TÜBİTAK ([Appendix C.1.3.5 2021 PostDocs at BAIBU.pdf](#)). In addition, the teaching staff of our university willing to continue with their post-doctoral studies at home or abroad are supported through assignments to the other institutions. In this context, a total of 15 teaching staff [10 of them in North America (USA and Canada), 4 in Europe (Spain, England

and Finland) and 1 in Asia (Taiwan)] have been assigned for their 'post-doc' studies since 2018. As for 2021, 5 of our six (6) teaching staff assigned for 'post-doc' received TÜBİTAK 2219- International Post-Doctoral Research Fellowship Programme ([Appendix C.1.3.6 2018-2019-2020-2021 Post-Doctoral Studies.xlsx](#)).

Management of research processes

Maturity Level: The results related to the management of research processes and the efficiency of the organizational structure in the institution are monitored and actions are taken.

Evidence

- [Appendix C1.1.1 Bolu Abant İzzet Baysal University 2019-2023 Strategic Plan.pdf](#)
- [Appendix C1.1.2 Bolu Abant İzzet Baysal University Quality Assurance Systems Directive.pdf](#)
- [Appendix C1.1.3 BAIBU Patent and Trademark Applications 2021.pdf](#)
- [Appendix C1.1.4 TTMER-2021 Consulting.pdf](#)
- [Appendix C1.1.5 Prof. Dr. Gülsün Akdemir Evrendilek University Executive Board Decision.pdf](#)
- [Appendix C1.1.6 Associate Professor Bahadır Altıntaş University Executive Board Decision.pdf](#)
- [Appendix C1.1.7 Assoc. Dr. Fatma Öztürk University Executive Board Decision.pdf](#)
- [Appendix C1.1.8 BAIBU R&D Management Hierarchy.pdf](#)
- [Appendix C1.1.9 Bolu Abant İzzet Baysal University \(BAIBU\) Project Implementation Principles and Procedures prepared for SRP Directive.pdf](#)
- [Appendix C1.1.10 2019 2021 Project Budget and Number.pdf](#)
- [Appendix C1.1.11 R&D Centers in our University.pdf](#)
- [Appendix C1.1.12 Akşemseddin Islamic Sciences Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.13 Regulation of Scientific, Industrial and Technological Application and Research Center.pdf](#)
- [Appendix C1.1.14 Bolu Folk Culture Research and Application Center Regulation.pdf](#)
- [Appendix C1.1.15 Experimental Animal Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.16 Lifelong Learning Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.17 Regulation on Women's Family and Community Services Application and Research Center.pdf](#)
- [Appendix C1.1.18 Career Planning and Alumni Tracking Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.19 Nuclear Radiation Detectors Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.20 Preschool Education Research and Application Center Regulation.pdf](#)
- [Appendix C1.1.21 Continuing Education Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.22 Regulation of Agricultural Research Application and Research Center.pdf](#)
- [Appendix C1.1.23 Technology Transfer Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.24 Turkish Teaching Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.25 Distance Teaching Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.26 Wildlife Studies Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.27 Innovative Food Technologies Development Application and Research Center Regulation.pdf](#)
- [Appendix C1.1.28 Bolu Abant İzzet Baysal University \(BAIBU\) Project Support Office \(PSO\) Coordinator Directive.pdf](#)
- [Appendix C1.1.29 Bolu Abant İzzet Baysal University \(BAIBU\) Project Support Office \(PSO\) Project Support Office Executive Board Assignment Letter.pdf Appendix C1.1.30 BAIBU PSO EBULTEN MAY 2021.pdf](#)
- [Appendix C1.1.30 http://pdo.ibu.edu.tr/E-Bulten/mayis-2021-sayi-10/mobile/index.html Pages 12-15](#)
- [Appendix C1.1.31 BAIBU PSO EBULTEN NOVEMBER 2021.pdf](#)
- [Appendix C1.1.32 SCREENSHOT OF BAIBU LABORATORY INVENTORY SYSTEM.pdf](#)

Internal and external resources

Maturity Level: The variety and sufficiency of research resources are monitored and improved in the institution.

Evidence

- [Appendix C.1.2.4 2021 baibu annual report 4875493 Page.85-91.pdf](#)
- [Appendix C.1.2.1 Construction Works Laboratory renovation 2021.pdf](#)
- [Appendix C.1.2.2 baibu-2019-2023 Page.92-95.pdf](#)
- [Appendix C.1.2.3 new directive 2020.pdf](#)
- [Appendix C.1.2.5 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES Page.7-9.pdf](#)
- [Appendix C.1.2.6 SRP-03 StartupSupport Projects 2021.pdf](#)
- [Appendix C.1.2.7.pdf](#)
- [Appendix C.1.2.8.pdf](#)
- [Appendix C.1.2.9.pdf](#)
- [Appendix C.1.2.10 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES Page.4.pdf](#)
- [Appendix C.1.2.11 PSO Bulletin Interviews 2021.pdf](#)
- [Appendix C. Publishing Incentive Award letter and list for the year 1.2.12 2021.pdf](#)
- [Appendix C.1.2.13 publication incentive 2021 \(a-a1\)..xlsx](#)
- [Appendix C.1.2.14 BAIBU R&D Foundation Publication Incentive Principles 2020.pdf](#)
- [Appendix C.1.2.15 publication incentive 2022\(c-d-book-project\).xlsx](#)
- [Appendix C.1.2.16 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES Page.3.pdf](#)

Doctoral programs and postdoctoral opportunities

Maturity Level: The outputs of doctoral programs and post-doctoral opportunities are regularly monitored and improved in the institution.

Evidence

- [Appendix C.1.3.1 current baibu management 24 11 2019.pdf](#)
- [Appendix C.1.3.2 2021 Annual Report graduate school.docx](#)
- [Appendix C.1.3.3 100-2000 SCHOLARSHIP.xlsx](#)
- [Appendix C.1.3.4 SRP PROJECT IMPLEMENTATION PRINCIPLES AND PROCEDURES.pdf](#)
- [Appendix C.1.3.5 2021 PostDocs at BAIBU.pdf](#)
- [Appendix C.1.3.6 2018-2019-2020-2021 Postdoctoral Studies.xlsx](#)

2. Research Competence, Cooperations and Supports

C.2.1. Research competencies and development

1. Ratio of researchers with PhD degrees, distribution of institutions where the PhD degrees were obtained; analysis of clustering/expertise accumulation, compatibility with research goals and their alignment with the goals:

There are 17 Faculties, 1 graduate school established with the merging of Natural Sciences, Health Sciences, Social Sciences and Educational Sciences Institutes, 1 School, 8 Vocational Schools, 19 Research Centers, 10 units affiliated to the Rectorate. The number of teaching staff is 1,586. When we look at the rate of positions like Full Professor, Associate Professor Doctor and Teaching Fellow with PhD, the number of members is 232, 177 and 360, respectively. The total rate of teaching staff with PhD is 53.6% as compared to the total number of teaching staff at university. Of the 851 teaching staff with PhD degrees, 153 of them (17.97%) received their PhD from BAIBU, while the rest received their PhD degrees from other universities in our country (76.1%) and from universities in other countries (5.9%). A total of 12 international teaching staff are currently employed at BAIBU, 5 of whom have completed their PhD degrees. Although the number of teaching staff shows a balanced distribution in different faculties according to their fields of expertise, there are relatively fewer number of teaching staff with PhD the Faculties of Architecture, Law, Dentistry, and Tourism (<http://kalite.ibu.edu.tr/images/faaliyet-sunumlari/personelddb.pdf> ;Page 28-31, [Appendix C. 2.1.1. BAIBU2021ActivityReportPage47.pdf](#)).

In the current academic units, teaching staff are recruited according to needs and research competence under BAIBU Promotion and Appointment Criteria Directive (http://www.ibu.edu.tr/template/contents/akademikyukseltilmeatamayonergesi_8669337.pdf).

2. Systematic activities like trainings, workshops, project markets, etc. to develop the research and development competencies of the teaching staff

In this context, as stated in the BAIBU ISER and THEQC Institutional Monitoring Report for the year 2020, project writing trainings were held in line with the suggestion that the activities carried out on the development of the research competencies of the teaching staff should be carried out in a more systematic and planned manner. In order to increase the number of projects supported by external sources, the trainings that started in 2020 continued in 2021 as well.

Some of the activities carried out to develop the research competencies of the teaching staff and to encourage them for external resources are given below.

1. A training program for TÜBİTAK ARDEB 1001 Scientific and Technological Research Projects Support Program was held by the PSO Coordination in February 2021 (<http://pdo.ibu.edu.tr/component/k2/item/527-tubi-tak-proje-yazma-egitimi>). At the end of the training, a questionnaire form was sent to the trainees and feedback was received in this way. It was determined from the feedback that the trainees were mostly content with the training. In addition, it was found that the participants of the training demanded a variety of other trainings like writing academic articles, preparing TEYDEB and COST projects, and choosing a journal.
2. Academic Article Writing Training was organized by PSO on 21 and 27 April 2021 as a response to the feedback received from the participants in the project writing training. Academic Article writing trainings were given by the experienced teaching staff in the fields of natural sciences, health sciences and social sciences. A total of 647 people from inside and outside the institution applied to the Academic Article Writing Training (<http://pdo.ibu.edu.tr/component/k2/item/542-bai-bu-akademik-makale-yazma-egitimi-acilis-toplantisi>; <http://pdo.ibu.edu.tr/component/k2/item/548-akademik-makale-yazma-egitimi-saglik-bilimleri>) and the videos prepared within the scope of this training were watched by a total of 961 people (635 from the institution and 326 out of the institution) (<https://www.youtube.com/watch?v=XjMNOmw9pU4> ; <https://www.youtube.com/watch?v=DSbrMugEdH0>).
3. MARKA projects contact meeting was held by PSO in July 2021 within the scope of BAIBU-MARKA cooperation (<https://PSO.ibu.edu.tr/component/k2/item/555-marka-bi-lgi-lendi-rme-meeting>).
4. PSO announced the contact meeting of TÜBİTAK Marmara Technocity, Technology Transfer Center KOSGEB KOBİGEL SME Development Support Program in April 2021 (<https://PSO.ibu.edu.tr/component/k2/item/543-kosgeb-kobi-gel-sme-development-support-program-information-day>).
5. PSO Coordination held the TÜBİTAK ARDEB 1001 Sports Research Call contact meeting in October 2021 (<http://pdo.ibu.edu.tr/component/k2/item/583-ardeb-1001-programi-spor-arastirmalari-cagrisi-bilgilendirme-toplantisi>) -information meeting).

Monitoring the research competencies of the teaching staff in the university is carried out according to the Academic Incentive Regulation

(<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=201811834&MevzuatTur=21&MevzuatTertip=5>). 374 teaching staff from our university were entitled to receive Academic Incentive Support for their activities in 2021 (<http://ajanda.ibu.edu.tr/a2021-yili-akademik-tesvik-odenegi-nihai-degerlenensonuclari/>).

A total of 152 trainings were organized by the BAIBU Library and Documentation Department in order to increase the access of graduate students and teaching staff to national and international databases and to increase the number of the electronic and printed publications in the databases. While some of these trainings were only for BAIBU teaching staff and graduate students, some of them were also open to all participants from within and outside the university. These trainings were organized on such topics as database usage, research techniques, academic writing and academic authorship, research using the Web of Science Core Collection, "Wiley, Publishing in Academic Journals: Tips for Life Sciences Journals", use of Turnitin and iThenticate programs to avoid plagirasim, use of Mendeley, EBSCO literature search techniques and practical research tips on ProQuest Dissertations and Thesis Database, "What You Need to Know Before Writing: Literature Review and Choosing the Right Journal" ([Appendix C. 2.1.2. BAIBU KDDDB Trainings2021.pdf](#)).

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

1. Mechanisms to encourage inter-institutional collaborations, interdisciplinary initiatives, joint initiatives to create synergy:

In order to develop the human resources potential of young researchers and to carry out its activities more effectively, BAIBU has merged all the Graduate Institutes under a single body of Graduate School with a total of 136 programs, including 39 PhD, 83 M.A with thesis and 14 M.A without thesis programs together with one (1) PhD and four (4) M.A programs with thesis opened in 2021. There are also 2 interdisciplinary M.A programs with thesis, 2 interdisciplinary M.A programs without thesis, 1 of which is delivered as distance education and 3 interdisciplinary PhD programs. The number of students enrolled in interdisciplinary programs is 170 with 100 students in the M.A program with thesis ("Sensor Technologies" and "Communication Sciences"), 44 in the M.A program without thesis (38 of them in distance education) and 26 in PhD programs ("Neural Sciences" and "Occupational Health and Safety Programs").

Some examples of activities that will encourage inter-institutional collaborations, interdisciplinary initiatives and joint initiatives that will create synergy with the existing mechanisms at our university in 2021 are given below.

6. The Protocol between BAIBU and Türkiye Sugar Factories Inc. on "Breeding and Seed Production of Disease and Pest Resistant Native Sugar Beet Varieties" (3+ years) ([Appendix C. 2.2.1. TSFAS BAIBU Isbirligi Protokolu.pdf](#))
7. Bolu Vocational School of Technical Sciences started to implement the 3+1 model by signing protocols with nearly 200 industrial establishments in order to allow students to spend a semester in industrial establishments related to their fields. Some of these protocols are attached ([Appendix C. 2.2.2. Bolu Technical Sciences Vocational School Cooperation Protocols.pdf](#))
8. A protocol between BAIBU Mudurnu Süreyya Astarıcı Vocational School and Mudurnu Municipality regarding the theoretical and practical work of the students of the Architectural Restoration Department Program in the restoration workshop of Mudurnu Municipality ([Appendix C. 2.2.3. BAIBU Mudurnu SAMYO Mudurnu Municipality Protocol.pdf](#)).
9. The protocols between the Food Quality Control and Analysis Program of Yeniçağa Yaşar Çelik Vocational School and BEYPI Inc. and BOLÇI Inc. in the scope of university-industry cooperation for theoretical and practical trainings that students will receive their laboratories ([Appendix C. 2.2.4. Yeniçağa YÇMYO BeypiAS BoçiAS Protokoller.pdf](#)).
10. University-Industry Cooperation Is Bearing Fruits. 17 More Female Trainees were Employed; 02 March 2021; (<http://ajanda.ibu.edu.tr/universite-sanayi-isbirligi-meyvelerini-veriyor-17-kadin-kursiyere-daha-istihdam-saglandi/>)
11. Seminar on Dissemination of Agricultural Biotechnology Studies in Türkiye; April 2, 2021; (<http://ajanda.ibu.edu.tr/turkiyede-tarimsal-biyoteknolojicalismalarini-yayginlastirma-seminer-2-nisan-2021/>)
12. Uzbekistan Tashkent Irrigation and Agricultural Engineering Institute Teaching Fellow Prof. Dr. Abid Tursunov visited Rector Prof. Dr. Mustafa Alişarlı for academic cooperation on environment and agriculture; 08 April 2021; (<http://ajanda.ibu.edu.tr/taskent-sulama-ve-ziraat-muhendisligi-enstitusunden-rektor-alisarliya-ziyaret/>)
13. Certificates of appreciation and plaques were presented by the BAIBU Rectorate to Project Support Office Executive Board Members and the teaching staff who provided training within the scope of the "TÜBİTAK 1001 Project Writing Training" program held between February 10 - March 26, 2021 under the coordination of our University's Project Support Office. 09 April 2021; (<http://ajanda.ibu.edu.tr/TUBITAK-1001-proje-yazma-egitimi-veren-akademisyenlere-tesekkur-plaketi/>)
14. A protocol was signed between BAIBU and the International Gorazde University of Bosnia and Herzegovina on cooperation in the fields of education and research; 09 April 2021; (<http://agenda.ibu.edu.tr/bosna-hersek-uluslararası-gorazde-universitesi-ile-is-birligi-protokolu-imzalandi/>)
15. Academic Article Writing Training, which was held for the first time this year by BAIBU Project Support Office, was started by Rector Prof. Dr. Mustafa Alişarlı with an online opening program attended by the teaching staff and 647 participants; April 22, 2021; (<http://ajanda.ibu.edu.tr/baibude-akademik-makale-yazma-egitimleri-basladi/>)
16. The courses of Köroğlu Writing School, whose main goal is to improve the cultural and artistic abilities of students and contribute to their educational and personal development, started on November 7, 2020, and were completed at the end of the 20-week course schedule. This year, online lessons were held free of charge at Köroğlu Writing School, which operates with 5 workshops; 01 May 2021; (<http://ajanda.ibu.edu.tr/baibu-4-koroglu-yazarlik-metrebidersleri-tamamladi/>)

17. Plaques of Appreciation were presented to the teaching staff who gave trainings to 647 participants coming from inside and outside the institution in the Academic Article Writing Training program, which was held for the first time this year by the BAIBU Project Support Office; 23 June 2021; (<http://ajanda.ibu.edu.tr/makale-yazma-egitimiveren-akademisyenlere-rektor-alisarlidani-tesekkur-plaketi/>)
18. BAIBU signed a training protocol with NETCAD Inc., one of established and national software and technology companies of our country, in education with 06 August 2021; (<http://ajanda.ibu.edu.tr/baibu-ve-netcad-a-s-arasinda-egitim-protokolu-imzaladi/>)
19. Cooperation agreements were signed on training between 5 Turkish Universities, including BAIBU, and Azerbaijan Eurasia University; 05 November 2021; (<http://ajanda.ibu.edu.tr/baibu-ve-4-turk-universitesi-azerbaycan-avrasya-universitesi-ile-protokol-imzaladi/>)
20. A press conference was held in order to announce the activities of BAIBU, Bolu Technocity to the public and the business world, and to increase the number of companies, especially R&D and software companies, in Technocity; December 22, 2021; (<http://ajanda.ibu.edu.tr/bolu-teknokentini-faaliyetlerin-duyurulmasi-amaciylabasin-toplantisi-duzenlendi/>)

Notifications and announcements were made via the website of the Project Support Office (PSO) (<https://PSO.ibu.edu.tr/>) and Technology Transfer Application and Research Center (TTMER) and regular e-mails in order to increase the use of external resources by our university researchers. (<http://ttmer.ibu.edu.tr/>).

BAIBU PSO Coordination, which was established to increase the variety of research resources, aims to increase the number of externally supported R&D projects of the university by improving the research capacity in line with the strategic priorities and plans of the university. PSO has shared the information of the activities held to present the outputs and outcomes of those research projects as a service to society through the online bulletins it has been releasing since April 2020 (<http://pdo.ibu.edu.tr/yayinlar/e-bulten>). In this context, researchers are encouraged for external resources, and regular contact meetings or activities are held to give information about national and international project supports. In the bulletins, the success stories of the teaching staff who received project support from external resources are included in order to create institutional awareness and to encourage the teaching staff to prepare projects (<http://pdo.ibu.edu.tr/E-Bulten/mayis-2021-sayi-10/mobile/index.html>). In 2021, PSO made approximately 120 announcements regarding the supports, grant programs and project calls by different institutions and organizations via e-mail and its home page (<https://pdo.ibu.edu.tr/component/k2/itemlist/category>). /123-announcements).

2. Definitions, supports, systematic monitoring of multiple research activities like joint research or postgraduate programs, involvement in research networks, the presence of joint research units, national and international collaborations and improvements aligned with the objectives of the institution:

A total of 2470 students (566 PhD, 1820 M.A with thesis and 84 M.A without thesis) continue their education in the programs of BAIBU Graduate School. Within the scope of its internationalization strategy, it continues to increase the number of international students in graduate programs. Accordingly, there are 264 international students studying in our graduate programs. The rate of international students enrolled in graduate programs is 10.69%.

The total number of students enrolled in BAIBU Graduate School in 2021 is 2470. Of these students, a total of 374 students, including 269 students from M.A programs with thesis, 31 from M.A programs without thesis and 74 students from PhD programs, have successfully completed their education by fulfilling the graduation requirements.

One of the interdisciplinary programs of BAIBU is the 100/2000 CoHE Doctoral Scholarship Programs carried out by the Graduate School. In these programs, which are announced twice a year by CoHE, efforts are made to increase the number of researchers with PhD who can conduct interdisciplinary studies in the priority areas needed by our country. In 2021, 23 students enrolled as 100/2000 CoHE Doctoral Scholars continue with their education at the Graduate School.

BAIBU carried out some activities in 2021 in order to spread the interdisciplinary R&D culture and to further improve its existing relations.

Under the coordination of BAIBU Faculty of Science and Literature, an online 5th Taxonomy Summer School was held on 1-6 August 2021 supported by TÜBİTAK BİDEB 2237-A with the cooperation of Akdeniz University, Sivas Cumhuriyet University and Adıyaman University for early-career scientists working in the fields of Medicine, Agriculture, Veterinary, Biotechnology and relevant fields and willing to conduct research in the field of biology and molecular systematics (<http://ajanda.ibu.edu.tr/baibude-5-taksonomi-yaz-okulu-duzenleniyor/>).

Under the coordination of BAIBU Faculty of Agriculture, 8th Plant Protection Congress was organized with international participation (<http://bitkikorumakongresi.com/>).

Bolu Abant İzzet Baysal University Plant Hospital protocol was signed under the coordination of BAIBU Faculty of Agriculture to carry out diagnosis, treatment and scientific studies of plant diseases supported as a MARKA Project (<http://ajanda.ibu.edu.tr/baibuye-bitki-hastanesi-kuruluyor/>).

Project applications of researchers, evaluation of projects and follow-up of project outputs are still carried out through SRP (BAP) software (<http://bap.ibu.edu.tr/>). On the other hand, preparations for the transfer of all processes in SRP projects to UBYs, an integrated data management system, and their integration with other systems are about to be completed and the SRP module integrated into the UBYs system will be in use soon.

Within the scope of strategic plan monitoring activities, BAIBU collects monitoring reports including scientific articles, papers, projects, etc. from all units at 6-month intervals, systematically monitors the results of R&D, continuously evaluates the performance of the units and tries to use its resources effectively and efficiently. The R&D project budgets with internal and external supports of 2021 are given in ([Attacehment C. 2.2.5. ProjectandBudgetInformationBAIBU2021Annual ReportPages84 and 149.pdf](#)).

While BAIBU supports the research projects carried out at university through the Application and Research Centers in accordance with its R&D Policy, it continues to meet the demands for training, testing, analysis and technical trips from different universities, research centers and the private sector, thereby ensuring the transfer and integration of the knowledge and skills produced by R&D activities to the learning and teaching activities. Some of the activities carried out in 2021 are given below:

1. BETUM evaluated the applications received in 2021 and provided face-to-face internship opportunities to 8 students, 7 of whom completed their internship in the summer break while 1 student completed the internship in the winter break (<http://betum.ibu.edu.tr/d/434-staj-basvuru-sonuclari-2>).
2. Another activity of the Application and Research Centers is to try to contribute to the spread of science to the base by meeting the demands of technical trips from inside and outside the university (<http://betum.ibu.edu.tr/d/438-tip-fakultesi-bilim-toplulugu-ogrencilerinden-molekuler-biyoloji-ve-genetiklaboratuvari-ziyareti>; <http://betum.ibu.edu.tr/d/439-malezya-putra-universitesi-universiti-putra-malaysia-upm-ziyareti>).
3. The centers also organize training programs by evaluating the applications for training from home and abroad within the scope of the opportunities included in the R&D strategy of our university (<http://betum.ibu.edu.tr/d/437-pandemi-kosullarina-uygun-teorik-ve-uygulamali-genetik>).

[kursuduzenlendi](https://kursuduzenlendi.com); <https://yenigidam.ibu.edu.tr/342-merkezimizin-egitim-faaliyetleri-tam-gaz-devam-ediyor>).

4. In order to determine the satisfaction level of the participants with the services provided in the Research Centers, feedback is also received from the stakeholders, and improvements are made in the quality of service according to the feedback and responses received (https://docs.google.com/forms/d/e/1FAIpQLSeqaW3qV11Nfgw69cah7_qhvaJgU85iVV2D3yBYY9eIL8JuQQ/viewform).

Research competencies and their development

Maturity Level: In the institution, the practices and activities aimed at improving the research competence of the teaching staff are monitored and actions are taken by evaluating the results of monitoring together with the teaching staff.

Evidence

[Ek C. 2.1.1. BAIBU2021AnnualReportPage47.pdf](#)

[Ek C. 2.1.2. BAIBU KDDDB Trainings2021.pdf](#)

National and international joint programs and joint research units

Maturity Level: Joint programs and joint research activities are carried out at national and international level in the institution.

Evidence

[Ek C. 2.2.1. TSFAS BAIBU Cooperation Protocol.pdf](#)

[Ek C. 2.2.2. Bolu Vocational School of Technical Sciences Cooperations Protocols.pdf](#)

[Ek C. 2.2.3. BAIBUMudurnuSAMYOMudurnuMunicipalityProtocol.pdf](#)

[Ek C. 2.2.4. Yeniçaya YÇMYO Beypiİnc Bolçiİnc Protocolsr.pdf](#)

[Ek C. 2.2.5. ProjectandBudgetBAIBU2021AnnualReportPage84and149.pdf](#)

3. Research Performance

In our university, Strategic Plan is created with the planning of R&D activities, which are assessed and periodically evaluated based on data, and the results are published and shared with internal and external stakeholders. (<http://www.ibu.edu.tr/template/contents/baibu-2019-2023.pdf>, page 32, 33, 36, 37, 62, 78, 83, 84, 91-94 ve 111). The researchers in our university carry out R&D activities in line with our 2019-2023 strategic plan and 11th Development Plan taking the local and global trends in their fields into account besides their priorities, directions and incentives (TÜBİTAK Priority R&D and Innovation Topics). In our university, the research performances are periodically assessed by running monitoring, self-evaluation and audit processes effectively on institutional, unit and individual basis in order to achieve R&D quality goals as can be seen from the evidence presented below, (Ek C.3.10: sayfa 8-12) and these performances are shared with internal and external stakeholders (<https://kalite.ibu.edu.tr/hakkinda/paydaslarimiz>):

1. In [Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), data collection document is provided (OBJECTIVE (O2) page; to increase the quality and quantity of scientific research) and the Research Performance Indicators of the units and sub-units are created.

2. The data from the units ([Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#)) are compiled and the institutional Research Performance Indicator values given on the OBJECTIVE2 page of [Ek C.3.2-Stratejik](#)

[Plan Değerlendirme taslağı.xlsx](#) are analyzed, checked and evaluated (Ek C.3.3-2021 SP değerlendirme raporu.pdf : page 8-12)

3. Thus, by reporting the institutional Research Performance Indicators, analyses, controls and evaluations ([Ek C.3.3-2021 SP değerlendirme raporu.pdf](#) the following page numbers give the electronic pdf file pages, not those of the report: 84-90, 92, 98-108, 110, 151 (research, development and innovation lines), 160, 164-166, 175 ("A2-Increasing the quality and quantity of scientific research" lines), 176 (lines 10-23), 178 and 179) are shared with internal and external stakeholders (<https://kalite.ibu.edu.tr/hakkinda/paydaslarimiz>). Thus, the Research Performance mechanisms, principles and rules, indicators, strategies, results, objectives and goals, policies and criteria as presented with the evidence above are periodically monitored, reviewed, and shared with stakeholders and the necessary improvement activities are performed and managed continuously and in a timely manner. [Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.3-2021 SP değerlendirme raporu.pdf](#), [Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#) and https://kalite.ibu.edu.tr/images/Kalite/kalite_politikasi.pdf.

1. As can be seen at ([Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#) (slides: 5, 17-20, 25-30 and 32) and <https://kalite.ibu.edu.tr/dokuman-kalite/birimler-faaliyet-rapor-sunumlari>, R&D activities and performances are shared with internal stakeholders at specific time intervals ([Ek C.3.13-BAIBU-2021 Faliyet Raporları Sunum Haftası Programı.docx](#)) and revisions are made for the upcoming period activities in accordance with suggestions for improvement ([Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#) slide: 29 and 30).

2. The scope and job descriptions of all research centers are defined as in items 5 and 6 ([Ek C.3.5-BAIBU-YENİGİDAM yönetmeliği.pdf](#)) items 5 and 6, ([Ek C.3.6-BAIBU-BETUM yönetmeliği.pdf](#))

3. The R&D subcommission (<http://kalite.ibu.edu.tr/hakkinda/kalite-komisyonu/kalite-alt-komisyonu-uyeleri>) ensures the R&D Performance by specifying the principles and rules, responsibilities and authorities, mechanism, description of processes, working calendar and management, using internal and external evaluation results for improvement, and public disclosure in Quality Assurance Directive ([Ek C.3.7-BAIBU-Kalite Güvence Sistemleri Yönergesi.pdf](#) : substance number 4-7, 9 and 13-18).

4. Research Performance indicators are evaluated and compared to realization, goals and values of previous years ([Ek C.3.3-2021 SP değerlendirme raporu.pdf page 164-166](#)). As an important stage of the strategic management cycle, this evaluation shows how close our university is to its goals, which goals are achieved, and which goals it has not been able to achieve at the desired level. In addition to the numerical results of the Research Performance of the indicator values in the current year, the possible risks for these values in the coming years, the necessary actions to ensure continuity are presented with comments and suggestions based on whether budget, strategy and goal changes are required [[Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#) <http://kalite.ibu.edu.tr/dokuman-kalite/birimler-faaliyet-rapor-sunumlari> ve [Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#) pages 8-12].

5. In our university, the efforts to plan, monitor, evaluate and take actions for improvement in Research Performance are not seen as a bureaucratic data collection, but as a valuable stage of process improvement and are managed by the relevant regulations and directives [Ek C.3.5-BAIBU-YENİGİDAM yönetmeliği.pdf](#), [fEk C.3.6-BAIBU-BETUM yönetmeliği.pdf](#), [Ek C.3.7-BAIBU-Kalite Güvence Sistemleri Yönergesi.pdf](#), [Ek C.3.8-BAIBU-TTMER.pdf](#), [Ek C.3.9-BAIBU-BAP Yönergesi.pdf](#), [Ek C.3.11-BAIBU-Paydaş Danışma Kurulları Yönergesi.pdf](#) ve [Ek C.3.12-BAIBU-Proje Destek Ofisi \(PSO\) Yönergesi.pdf](#) f). Thus, the Evaluation of Research Performance at this university, as explained above, is carried out with the awareness of all stages of the PDCA cycle.

C.3.1. Monitoring and evaluation of research performance

As can be seen from the evidence detailed above, our university has developed mechanisms to periodically monitor and evaluate research activities on unit and institutional basis, to compare them with goals and to examine the reasons for deviations, to share them with stakeholders, to make improvements and to take actions. These mechanisms are implemented according to clear principles, rules and indicators ([Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.3-2021 SP değerlendirme raporu.pdf](#), [Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#), [Ek C.3.5-BAIBUYENİGIDAM yönetmeliği.pdf](#), [Ek C.3.6-BAIBU-BETUM yönetmeliği.pdf](#), [Ek C.3.7-BAIBU-Kalite Güvence Sistemleri Yönergesi.pdf](#) f and [Ek C.3.1.1-Bilimsel Araştırma Projeleri Hakkında Yönerge.pdf](#): items 3-10).

Due to the fact that the necessity of monitoring the progress according to the objectives and goals determined in the strategic plan of our university constitutes an important place in terms of the success of the plan and the principle of accountability, the 2019-2023 Strategic Plan involves a Monitoring Report for the first six months of 2021 ([Ek C.3.10-BAIBUstratejik plan izleme raporu2021.pdf](#): pages 8-12). Candidates for the focus points in our university have started to become evident (<http://nrdc.ibu.edu.tr/>, <http://betum.ibu.edu.tr/> and [Ek C.3.1.4](#)). These points continuously improve their recognition and visibility in and out of the university through activities and events (<https://nrdc.ibu.edu.tr/>: Announcements, Publications, Services and Projects menus; <http://betum.ibu.edu.tr/>: Announcements, Services, and Quality menus; <https://yenigidam.ibu.edu.tr/>: Announcements and General menu). Our university has analyzed the state of expertise in these points to make it sustainable and periodically demonstrated their compliance with the goals ([Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.3-2021 SP değerlendirme raporu.pdf](#) and [Ek C.3.10-BAIBUstratejik plan izleme raporu2021.pdf](#)). Besides the national incentives, our university also employs its own incentive and appreciation mechanism every year to improve the research performance ([Ek C.3.1.2-Teşvik Mekanizmaları.pdf](#) and [Ek C.3.1.3-BAIBU Ar-Ge Vakfı Yayın Teşvik Esasları 2020.pdf](#)). Our university has put a lot of effort for performance evaluation to be more systematic and the norm in recent years. ([Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.3-2021 SP değerlendirme raporu.pdf](#), [Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#), [Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#) (<http://kalite.ibu.edu.tr/hakkinda/kalite-komisyonu/kalite-alt-komisyonu-uyeleri>).

In the areas for further improvement as specified in the 2017 IFR, 2020 IMR and 2021 ISER reports of our R&D subcommission, the action plan to complete the PDCA cycles in R&D predicted to be completed in 6-9 months until a potential IAP evaluation is given at ([Ek C.3.1.14. 2022 ArGe Alt Komisyonu Eylem Planı.pdf](#)).

C.3.2 Evaluation of Teaching Staff/Researcher Performance

The evidence referred in the section is given “C.3. Research Performance and C.3.1 Monitoring and Evaluation of Research Performance”. The teaching staff in our university share their research performance through the incentive method established on unit, institutional and national basis ([Ek C.3.1.2-Teşvik Mekanizmaları.pdf](#) and [Ek C.3.1.3-BAIBU Ar-Ge Vakfı Yayın Teşvik Esasları 2020.pdf](#)). The regulating processes and their visibility by the stakeholders are given at ([Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#), [Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#)) besides the documents given above. In our university, the research performance of the teaching staff is periodically monitored, evaluated and used in line with institutional policies. ([Ek C.3.3-2021 SP değerlendirme raporu.pdf](#) sections and pages given above and <https://kalite.ibu.edu.tr/dokuman-kalite/birimler-faaliyet-rapor-sunumlari>). The outputs of the teaching staff and the average values of the group, and scattering are shared transparently as can be seen from the evidence given above ([Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.3-2021 SP değerlendirme raporu.pdf](#), [Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#), documents as can be seen above). In order for performance evaluations to be systematic and permanent, mechanisms, rules and principles, evaluations and practices are employed at our university. [Ek](#)

[C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#), [Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#), [Ek C.3.32021 SP değerlendirme raporu.pdf](#), [Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#),f and [Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#) sections and pages of the documents given above). In order to further improve and make these studies permanent, our university will start working starting from 2022 and this activity will be of special interest in its next 5-year strategic plan.

Monitoring and evaluation of research performance

Maturity Level: Research performance in the institution is monitored and improved by evaluating it with relevant stakeholders.

Evidence

[Ek C.3.1.1-Bilimsel Araştırma Projeleri Hakkında Yönerge.pdf](#)
[Ek C.3.1.2-Teşvik Mekanizmaları.pdf](#)
[Ek C.3.1.3-BAIBU Ar-Ge Vakfı Yayın Teşvik Esasları 2020.pdf](#)
[Ek C.3.1.4-Bitki Biyoteknolojisi Laboratuvarı.pdf](#)
[Ek C.3.1-Performans Göstergeleri Değerlendirme Tablosu.xlsx](#)
[Ek C.3.2-Stratejik Plan Değerlendirme taslağı.xlsx](#)
[Ek C.3.3-2021 SP değerlendirme raporu.pdf](#)
[Ek C.3.4-BAIBU-Senato sunum şablonu.pdf](#)
[Ek C.3.5-BAIBU-YENİGIDAM yönetmeliği.pdf](#)
[Ek C.3.6-BAIBU-BETUM yönetmeliği.pdf](#)
[Ek C.3.7-BAIBU-Kalite Güvence Sistemleri Yönergesi.pdf](#)
[Ek C.3.8-BAIBU-TTMER.pdf](#)
[Ek C.3.9-BAIBU-SRP Yönergesi.pdf](#)
[Ek C.3.10-BAIBU-stratejik plan izleme raporu2021.pdf](#)
[Ek C.3.11-BAIBU-Paydaş Danışma Kurulları Yönergesi.pdf](#)
[Ek C.3.12-BAIBU-Proje Destek Ofisi \(PSO\) Yönergesi.pdf](#)
[Ek C.3.13-BAIBU-2021 Faliyet Raporları Sunum Haftası Programı.docx](#)
[Ek C.3.1.14. 2022 ArGe Alt Komisyonu Eylem Planı.pdf](#)

Performance evaluation of the teaching staff/researchers

Maturity Level: The research and development performance of the teaching staff is monitored and improvements are made by evaluating them with the teaching staff.

D. SERVICE TO SOCIETY

1. Management of Service to Society Processes and Service to Society Resources

1. Bolu Abant İzzet Baysal University educates qualified generations that will serve the development of humanity by providing learning and teaching at universal standards, produces knowledge and technology that will contribute to the development of the country, and provides information and consultancy services to the society in line with its goals that create added value by considering the local and national needs of the service to society needed by the country. It carries out consultancy and cooperation activities for the development of domestic and national industry. The Service to Society Strategy was created and published by the Service to

Society Quality Policy Strategic Plan Update Commission of our university in 2020 (http://kalite.ibu.edu.tr/images/Kalite/kalite_politikasi.pdf page 4, [Ek D1.1.1. Kalite politikasi.pdf](#) page 4). In the strategies determined by the strategic objectives and goals in the 2019-2023 Strategic Plan of our university, service to society is determined as "to increase the number and quality of service to society activities". This objective serves as a continuation of the goals set. (<http://www.ibu.edu.tr/template/contents/baibu-2019-2023.pdf>, [Ek D1.1.2. baibu-2019-2023 stratejik Plan.pdf](#) pages 32, 33, 63, 73 and 96-99). These goals are defined in the 2021 Administrative Annual Report (<http://ajanda.ibu.edu.tr/wp-content/uploads/2022/03/2021-Yili-Faaliyet-Raporu.pdf> , [Ek D1.1.3. 2021_faaliyet_raporu.pdf](#)) The 2021 strategic plan indicator realization values were evaluated by the subcommission and included in the 2021 annual report. In this context, the aim of the service to society activities offered at our university is to increase the number and quality of the target audience-oriented conferences, panels, workshop activities, expert and consultancy services and health services organized by the units as relevant to their fields, as well as to increase the social benefit by increasing the number and quality of awareness projects and achieving the goals set. The budget allocated to these goals is given in the service to community goal cards. ([Ek D1.1.4. Toplumsal Katkı Hedef Kartları.pdf](#)). In this framework, the aim is to create the activity processes in our university in the most efficient way in order to create social and environmental benefits, to create awareness by carrying out information activities about service to society practices and to increase the number of cooperation and partnership activities with social actors such as local organizations, public institutions, and nongovernmental organizations.

Management of service to society processes

Maturity Level: The results related to the management of service to society processes and the efficiency of the organizational structure in the institution are monitored and actions are taken.

Evidence

[Ek D1.1.1. Quality Policy.pdf](#)
[Ek D1.1.2. baibu-2019-2023 strategic Plan.pdf](#)
[Ek D1.1.3. 2021 annual report.pdf](#)
[Ek D1.1.4. Service to Society Goal Cards.pdf](#)

Resources

Maturity Level: The institution manages service to society resources by considering the service to society strategy and the balance between the units.

2. Service to Society Performance

The financial resource of our university is the budget allocated by the central government. However, in accordance with the Article 9 of the Public Financial Management and Control Law No. 5018 and the provisions in Regulation on the Performance Program to be Prepared by Public Administrations, our university is based on the mission, vision, annual objectives and goals, and performance indicators (page 32, 33, 63, 73 and page 96-99) in the 2019-2023 Strategic Plan (<http://www.ibu.edu.tr/template/contents/baibu-2019-2023.pdf> , [Annex D2.1.1. baibu-2019-2023 Strategic Plan.pdf](#)). In order to provide the services at the desired level and quality, resource allocations were made on the basis of program and project in our budget and "Bolu Abant İzzet Baysal University 2021 Performance Program" was prepared, which includes the activities and projects to be carried out by our institution together with the budgetary needs, performance goals and indicators (https://strateji.ibu.edu.tr/images/documents/2021_performans_prog.pdf, [Appendix D2.1.2. 2021 performans prog.pdf](#); pages 52-53,55). The faculties and other units of our university carry out various

service to society activities with the available physical and technical resources. In this context, the service to society activities carried out within our university in 2021 are summarized and presented below.

Access to the vaccine by establishing a vaccine stand within the scope of the fight against the pandemic in order to benefit all our students and staff <http://ajanda.ibu.edu.tr/aktivite-merkezinde-kurulan-asi-standimiz-personel-ve-ogrencilerimizin-hizmetinde/>

Tobacco and Technology Addiction Seminars were organized by BAIBU Commission for Combating Addiction. (<http://ajanda.ibu.edu.tr/baibu-e-bulten-ekim-2021/>) A stand was opened at Bolu Abant İzzet Baysal University (BAIBU) to inform young people about addiction and the ways to combat addiction (<http://ajanda.ibu.edu.tr/baibudebagimlilikla-mucadele-stanti-acildi/>). Saplings were planted in the Justice Forest located at our university on 11 November as part of the campaign “Breath for the Future: National Afforestation Day” (<http://ajanda.ibu.edu.tr/wp-content/uploads/2022/bulten/sayi2/mobile/index.html>)

In the event organized by the Rectorate of Bolu Abant İzzet Baysal University in order to serve benefits to the society, to inform the local people about these benefits and to contribute to the university-city integration, the Rectorate and the neighborhood representatives came together (<http://ajanda.ibu.edu.tr/rektor-alisarli-muhtarlarla-bir-araya-geldi/> , [Annex D2.1.3 Neighborhood Representatives Meeting.jpg](#)). Western Black Sea Career Fair, coordinated by the Presidential Human Resources Office and hosted by Bolu Abant İzzet Baysal University (BAIBU), attended by 314 employers and more than 35 thousand students with 150 activities and Golden, Silver and Bronze sponsors was held at our university on 25-26 March 2022 after two years of delay due to pandemic (<http://ajanda.ibu.edu.tr/bolgenin-en-buyuk-organizasyonu-batikaf-basariyla-sona-erdi/>) ([Ek D2.1.4.1. Batikaf kapanış \(1\).jpg](#), [Ek D2.4.2. Batikaf\(2\).pdf](#)). As part of the "To the Green Campus with Zero Waste Hand in Hand with University Students" project numbered 56404 supported by The Ministry of Youth and Sports' Youth Projects Support Program 2020-I General Call applications, the students of the Faculty of Sports Sciences hung bird nests on the trees specified in the Gököy Campus as part of their Service to Society course (<http://ajanda.ibu.edu.tr/golkoy-yerleskesinde-agaclarakusyuvulariasildi/#:~:text=Dr.,ku%C5%9F%20yuvalar%C4%B1na%20yenileri%20eklenmi%C5%9F%20oldu.>

Our Rectorate organized sports activities for the International Day of Persons with Disabilities. <https://engelsiz.ibu.edu.tr/component/k2/item/365-rektorlugumuz-dunya-engelliler-gunu-ne-ozel-sportif-etkinlikler-duzenledi>

Bolu Abant İzzet Baysal University organized a seminar on protocol and courtesy rules within the scope of in-service training for its administrative staff in administration positions. <http://ajanda.ibu.edu.tr/baibude-protokol-ve-nezakat-kurallari-semineri-duzenlendi/>

Within the scope of the training and cooperation protocol signed between Bolu Abant İzzet Baysal University (BAIBU) and Bolu Governorship Provincial Disaster and Emergency Management Presidency (AFAD) on what to do before, during and after the disaster, AFAD trainings have been given to all administrative and teaching staff working at our university. <http://ajanda.ibu.edu.tr/baibu-veafad-ibirligi-kapsaminda-egitimler-basladi/>

The "Blood Friend BAIBU" campaign organized by the Rectorate of Bolu Abant İzzet Baysal University (BAIBU) started in order to support the Red Crescent and increase the blood stocks already in decline due to the epidemic period <http://ajanda.ibu.edu.tr/kan-dostum-baibu-kampanyasi-basladi/> 7-14 January White Cane Visually Impaired Week event was held at Bolu Abant İzzet Baysal University. <http://ajanda.ibu.edu.tr/baibude-7-14-ocak-beyaz-baston-gorme-engelliler-haftasi-etkinligi/>

Within the framework of 15 July Democracy and National Unity Day Activities, "We Turn the Pedals for Our Martyrs" event was organized. The route starting from İzzet Baysal Teachers' House ended at the Martyrs' Cemetery <http://ajanda.ibu.edu.tr/pedallari-sehitlerimiz-icin-ceviriyoruz/> BAIBU's "Academician's Hobby Project Carries the Seeds of Ancestors to the Future" " <http://ajanda.ibu.edu.tr/baibulu-akademisyenin-hobi-projesi-ata-tohumlarini-gelecege-tasiyor/> "Wound and Skin Cream Produced from Boron Mine at BAIBU"" <http://ajanda.ibu.edu.tr/baibude-bor-madeninden-yara-ve-cilt-kremi-uretildi/> Within the (<http://ajanda.ibu.edu.tr/gokyuzu-bilim-senligi-1719-agustos-2021/>) "BAIBU Sky Science Festival", the staff of our university were offered the opportunity to organize national and international scientific meetings and participate in these meetings. In 2021, the number of national and international scientific meetings organized by the teaching staff or administrative staff of our university is 261. Examples of studies, many of which have been conducted online, are as follows: "The Concept of Brand City in Bolu and the Importance of Branding in terms of City Identity" Online Conference (<http://ajanda.ibu.edu.tr/bolu-ozelinde-marka-kent-kavrami-ve-markalasma-kent-kimligi-acisindan-onemi/>) "12 Thousand Years of Journey in Time: Göbeklitepe" online panel organized by the Faculty of Tourism of our university. (<http://ajanda.ibu.edu.tr/zamanda-12-bin-yillik-yolculuk-gobeklitepe-cevrimicipanel/> , etc.) In order to increase the professional knowledge and skills of our university personnel, it was ensured that they participated in trainings, seminars, conferences and meetings organized by some institutions and organizations in 2021. 1456 people participated in the training activities, many of which were conducted online. Medico-Social Center / Online Psychological Support Service started. (<http://ajanda.ibu.edu.tr/mediko-sosyal-merkezi-online-psikolojik-destek-hizmeti-vermeye-baslamistir/>)

Köroğlu Writing School of our university was held free of charge and hybrid for the fifth time in order to contribute to the educational and personal development of Bolu Abant İzzet Baysal University students by improving their cultural and artistic skills related to poetry, story, novel, essay, portrait, diction and photography (<http://ajanda.ibu.edu.tr/v-koroglu-yazarlik-mektebi-basvurularibaslati/#:~:text=K%C3%B6ro%C4%9Flu%20Yazarl%C4%B1k%20Mektebi%2C%20Bolu%20Abant,%C3%96zden%C3%B6ren%2C%20Mustafa%Ek%20D2.1.5.%20K%C3%B6ro%C4%9Flu%20Yazarl%C4%B1k%20Mektebi.jpg>).

In 2021, our university's Continuing Education Application and Research Center (SUYAM) planned course programs in many different areas under the title of art activities by continuing (<http://suyam.ibu.edu.tr/component/k2/item/407-baibu-suyam-teni-s-kurslari-covi-d-donemi-nde-de-egi-timlari-ne-ara-vermeden-devam-edi-yor>) with tennis lessons and pilates trainings (<http://suyam.ibu.edu.tr/component/k2/item/413-pi-lates-kursu> , <http://suyam.ibu.edu.tr/component/k2/item/421-sanat-etki-nli-kleri-kayitlari-baslati>) and Semiotic Message Design: Animation and Cartoon training (<http://suyam.ibu.edu.tr/component/k2/item/406-gostergebilimsel-mesaj-tasarimi-animasyon-ve-cizgi-film-yapimi>) were organized. (<https://kalite.ibu.edu.tr/images/faaliyet-sunumlari/sunum2021/SUYAM21.pdf>, [Ek D.2.1.6. SUYAM 2021 Faaliyet Raporu Senato Sözlü sunum slaytları.pdf](#)).

The Women's Family and Community Services Application and Research Center (KATUM) of our university restarted its service (the <http://katum.ibu.edu.tr/component/k2/item/361-iv-anneler-universitede-okulu-27-31-aralik-2021>) with the Mothers at the University event, which was suspended due to the pandemic. ([Ek D2.1.7. Anneler Üniversitede.jpg](#)). At the end of this successful event, the certificates of the mothers participating in the Mothers' University were given by the Rector Prof. Dr. Mustafa Alişarlı.

Nuclear Radiation Detectors Application and Research Center (NÜRDAM) produced domestic solar cell and panel production. At BAIBU NÜRDAM, a biosensor has been developed that will provide early diagnosis with sensors that detect the proteins secreted when lung and lymph cancer are still in the initial stage (<http://ajanda.ibu.edu.tr/baibu-nurdamdaakciger-ve-lenf-kanserini-teshis-edecek-biyosensor-gelistirildi/>).

STEM Children's Workshop was organized within the Preschool Education Research and Application Center (<http://ajanda.ibu.edu.tr/baibu-stem-cocuk-atolyesi-aciliyor/>). Our university hosted the STEM & Makers Fest/Expo event (<http://ajanda.ibu.edu.tr/stem-makers-fest-expobilim-etkinligi-baibude-gerceklestirildi/> , [Ek D2.1.8. Stem Atölyesi.jpg](#))

“A Little Cypriot Tale” group exhibition event was held by Bolu Folk Culture Research and Application Center (BAMER) (<http://ajanda.ibu.edu.tr/bir-kucuk-kibriscik-masali-karma-sergisi/>) “Ezgiler Türküler Bizi Söyler Bolu Türküleri” (<http://ajanda.ibu.edu.tr/bamer-konserleriezgiler-turkuler-bizi-soyler/>) and "Bir Türkü Bir Oyun" activities were organized in order to carry the folk dances to the future in their original forms ([Ek D2.1.9.BAMER.png](#)).

Career Planning and Alumni Tracking Application and Research Center (KARMER) organized a webinar under the title of "Successful Women in Bolu" on March 11, 2021. Online participation certificates were given to 265 participants who participated in this event. Within the scope of the Eastern Marmara Development Agency (MARKA) project, "Step to a Successful Future: Career Planning Consultancy" trainings were held on 21-25 June 2021. ([http://ajanda.ibu.edu.tr/wp-content/uploads/2022/03/2021-Yili-Faaliyet-Raporu.pdf.Ek D.2.1.10. 2021 İdari Faaliyet raporunda Kariyer \(sayfa 81\).pdf page 81.](http://ajanda.ibu.edu.tr/wp-content/uploads/2022/03/2021-Yili-Faaliyet-Raporu.pdf.Ek D.2.1.10. 2021 İdari Faaliyet raporunda Kariyer (sayfa 81).pdf page 81.))

Within the scope of supporting the career planning and development processes of Bolu Abant İzzet Baysal University (BAIBU) students, online career activities were organized by the Career Planning and Alumni Tracking Application and Research Center of our university. On 28-29 and 30 December 2020, our students came together with experts in their fields in 3 separate programs held online. <http://ajanda.ibu.edu.tr/kariyer-etkinliklerine-katilan-iki-bin-ogrenciyesertifika/> The certificate of Participation was sent to 2000 participant students via e-mail.

The conference titled “Servant Leadership” was held by Mefkure Culture, Art ve Thought Association at Mustafa Ericek Conference Hall <http://akimer.ibu.edu.tr/component/k2/item/377-mefkure-kultur-sanat-ve-dusunce-toplulugunun-19-04-2018-tarihinde-saat-12-30-daduzenedigi-onder-bekiroglu-nun-konusmaci-olarak-katildigi-hizmetkar-liderlik-baslikli-konferans-merkezimiz-mustafa-ericek-konferans-salonundagerceklestirildi>. Abant İzzet Baysal University (AIBU) Akşemseddin Islamic Sciences Application and Research Center, named after His Holiness Akşemseddin in Göynük district, the spiritual architect of the conquest of Istanbul, was opened with a ceremony and prayers held on December 23, 2016 (<http://akimer.ibu.edu.tr/component/k2/item/373-aibu-aksemseddin-islami-ilimler-uygulama-ve-arastirma-merkezi-dualarla-acildi>). Akimer annual reports are presented to the senate [Ek D.2.1.11. AKİMER 2021 Faaliyet Raporu Senato Sözlü Sunum Slaytları.pdf](#)).

The Faculty of Fine Arts organized a Glass Days event between 8-10 December 2021 (<http://ajanda.ibu.edu.tr/baibude-camin-sanatadonusturuldugu-etkinlik-duzenlendi/>). The Faculty of Fine Arts also organized the "Neşet Ertaş" concert and exhibition activities “from Plectrum to Canvas” <http://ajanda.ibu.edu.tr/trt-baglama-sanatcisi-hasan-huseyin-genc-ile-soylesi-ve-dinleti/> with the interview and concert program with TRT Baglama Artist Hasan Hüseyin GENÇ. Bolu Abant İzzet Baysal University (BAIBU) Faculty of Fine Arts opened a group exhibition featuring the works of academicians and artists from Hacettepe University, Çorum Hitit University and our university (<http://ajanda.ibu.edu.tr/dagin-arka-yuzu-sis-karma-sergisi-baibude-acildi/>) The electric car “AYVAZ” designed by the students of the Faculty of Engineering qualified for the finals in the Efficiency Challenge Electric Vehicle Races (<http://ajanda.ibu.edu.tr/e-bulten2021/mobile/index.html>, [Ek D2.1.12. Ayvaz elektromobil.jpg](#)).

As part of the Public Health Nursing course of Faculty of Health Sciences at Bolu Abant İzzet Baysal University, the event titled “Gölköy Plantation Areas Project” was organized on 27 November 2021 in Gölköy in coordination with Bolu Forest Management and Planning. The 4th Traditional Spring Festival was held with the cooperation of the intern students at Psychiatric Nursing Department and İzzet Baysal Psychiatry Hospital <http://sbf.ibu.edu.tr/component/k2/item/458-bai-bu-ruh-sagligi-ve-hastaliklari-hemsireligi-i-zzet-baysal-ruh-sagligi-ve-hastaliklari-hastanesi-4-geleneksel-bahar-senligi>

Within the scope of the public health course, 400 students were given eye scans at İzzet Baysal Secondary School, blood pressure of the school staff was taken, and "Technology Addiction and Healthy Nutrition Training" was given to the students by the students of the Department of Nursing, Faculty of Health Sciences. <http://sbf.ibu.edu.tr/component/k2/item/519-hemsirelik-son-sinif-ogrencilerimiz-okul-sagligi-hemsireligi-uygulamalariyla-i-s-basinda>

Students of the Department of Nursing gave training on coping with stress during the Covid period and coping with stress for individuals in quarantine. <http://sbf.ibu.edu.tr/component/k2/item/518-hemsirelik-ogrencileri-ressam-mehmet-yuceturk-kultur-sanat-merkezi-nde>

Within the scope of the public health course of BAIBU Department of Nursing, teachers were given a seminar on Type-1 Diabetes and Insulin Use (<http://sbf.ibu.edu.tr/component/k2/item/517hemsirelik-ogrencileri-ogretmenlerle-el-ele> , [Ek D2.1.13. İnsülin ve Diyabet.pdf](#)). Within the scope of the "European Sports Week", the students of Sports High School were given "Comfort Zone in Sports" training at Bolu Youth Center by the Faculty of Sports Sciences of our University (<http://sporbilimleri.ibu.edu.tr/component/k2/item/553-sporda-konfor-alani>). Covid-19 training was given with the support of BAIBU Faculty of Medicine as part of Turkish Cooperation and Coordination Agency Training Programs. <http://tip.ibu.edu.tr/component/k2/item/587-bai-bu-tip-fakultesidestegiyle-ti-ka-egitim-programlari-devam-ediyor>

Within the body of Bolu Abant İzzet Baysal University Faculty of Medicine, interviews titled (<http://ajanda.ibu.edu.tr/e-bulten2021/mobile/index.html>) "Covid-19 Infection in the Light of Current Information" were published in the bulletin of our university (<http://ajanda.ibu.edu.tr/ebulten2021/mobile/index.html>). A patient satisfaction survey was conducted in three different areas as outpatient, inpatient and emergency for patients who applied to our hospital (https://drive.google.com/drive/folders/1nzK_5azNPvv9tQWLMYjK64EDBrgeUTEL?usp=sharing) Bolu Abant İzzet Baysal University Faculty of Medicine also held symposiums and seminars in cooperation with the student associations of the Faculty of Medicine: How to conduct scientific research? (<http://tip.ibu.edu.tr/component/k2/item/623-bi-li-mseil-arastirma-nasilyapilir>) Coronavirus and Stem Cell (<http://tip.ibu.edu.tr/component/k2/item/622-corona-viru-ve-kok-hucre>). 8th Abant Anesthesia Symposium (<http://tip.ibu.edu.tr/component/k2/item/582-8-abant-anestezi-sempozyumu>). Cardiac Emergencies Symposium (<http://tip.ibu.edu.tr/component/k2/item/527kardiyak-aciller-sempozyumu>). In order to reflect the mission and vision of our university in the best way, BAIBU Bulletin, which includes social, cultural, sportive and scientific activities and current news, was started in 2021. The BAIBU Bulletin meets the readers in two-month periods and now has three issues (<http://ajanda.ibu.edu.tr/e-bulten2021/mobile/index.html> , [Ek D2.1.14. BAIBU BÜLTEN ilk sayı kapağı.pdf](#)).

Advising was given to the following institutions on the following themes:

To Nature Conservation Center Foundation Commercial Enterprise: Creating a list of grasshoper species all over Türkiye and checking the literature review (scientific articles, M.A and PhD theses) for project team.

To Arçelik Inc.: Product Test and Product Development

To Ministry of Environment and Urbanization, Directorate General of Environmental Impact Assessment, Permit and Inspection, Northern Central Anatolia Clean Air Directorate: Sources of air pollution and determination of actions ([Ek D.2.1.15. TTMER-2021 Danış manlıklar listesi.pdf](#))

Protocols:

Cooperation Protocol in Science, Art, Sports and Cultural Fields Protocol with Bolu Provincial Directorate of National Education and "I Learn to Protect My Oral and Dental Health" Project Protocol

Protocol on Cooperation in Education between BAIBU Faculty of Theology and Bolu Provincial Directorate of National Education

Cooperation Protocol in Education with Bolu Provincial Directorate of National Education and Altındağ Municipality Girls' Anatolian Imam Hatip High School

Cooperation Protocol on Culture, Arts, Sports and Education between Bolu Provincial Directorate of Youth and Sports and BAIBU Youth Office

Cooperation Protocol on National Society of Social and Applied Gerontology 60+ Refreshment University Project

Cooperation Protocol with Bolu Association of Physically Handicapped and Volunteers

Bolu Municipality Bolu Science Festival 2020 protocols

have been signed ([Ek D2.1.16 2021 yılı devam eden Rektörlük imzalı protokollerin listesi.xlsx](#))

In line with the activities carried out in 2021 as mentioned above, meetings were held to increase communication with external stakeholders ([Ek D.2.1.17. Başoğlu Kablo Toplantı tutanağı.2022.pdf](#)) and new ones are planned. The feedback received from these interviews is important for the development of projects and determining their dissemination impact and thus increasing the quality. An assessment tool has been developed to evaluate the opinions and expectations of stakeholders regarding trainings and trainers in service to society projects, and this tool will be administered in social activities as of 2022 ([Ek D2.1.18. Toplumsal Katkı Komisyonu Eğitim Sonuç Değerlendirme Formu.pdf](#) .) The data received in the current activities are analyzed. In addition, an Action Plan has been determined for 3 and 6-month periods for increasing the number, variety and quality of social activities with newly established centers ([Ek D2.1.19. Toplumsal Katkı Alt Komisyonu 2022 3-6 aylık eylem planları.pdf](#)).

In 2021, our student associations carried out 63 activities on the basis of conferences, training, interviews and social activities, and the 2021 Annual Report of the Department of Health, Culture and Sports ([Ek D.2.1.20. SağlıkKültürSporDB 2021 Faaliyet Raporu.pdf](#) , [Ek D.2.1.21. BAIBU.Öğrenci Toplulukları ve 2021 Faaliyetleri.pdf](#)) has been shared with the public on its website (https://sksdb.ibu.edu.tr/images/Dosyalar/Faaliyet_Raporlari/2021.pdf).

Monitoring and evaluation of service to society performance

Maturity Level: Mechanisms established to monitor and evaluate service to society performance are used throughout the institution.

Evidence

[Ek D2.1.1. baibu-2019-2023 Stratejik Plan.pdf](#)

[Ek D2.1.2. 2021 performans prog.pdf](#)

[Ek D2.1.3 Muhtarlar Buluşması.jpg](#)

[Ek D2.1.4.1. Batıkaf kapanış \(1\).jpg](#)

[Ek D2.4.2. Batıkaf\(2\).pdf](#)

[Ek D2.1.5. Köroğlu Yazarlık Mektebi.jpg](#)

[Ek D.2.1.6. SUYAM 2021 Faaliyet Raporu Senato Sözlü sunum slaytları.pdf](#)

[Ek D2.1.7. Anneler Üniversitede.jpg](#)

[Ek D2.1.8. Stem Atölyesi.jpg](#)

[Ek D2.1.9.BAMER.png](#)

[Ek D.2.1.10. 2021 İdari Faaliyet raporunda Kariyer \(sayfa 81\).pdf](#)

[Ek D.2.1.11. AKİMER 2021 Faaliyet Raporu Senato Sözlü Sunum Slaytları.pdf](#)

- [Ek D2.1.12. Ayvaz elektromobil.jpg](#)
[Ek D2.1.13. İnsülin ve Diyabet.pdf](#)
[Ek D2.1.14. BAIBU BÜLTEN ilk sayı kapağı.pdf](#)
[Ek D.2.1.15. TTMER-2021 Danış manlıklar listesi.pdf](#)
[Ek D2.1.16 2021 yılı devam eden Rektörlük imzalı protokollerin listesi.xlsx](#)
[Ek D.2.1.17. Başoğlu Kablo Toplantı tutanağı.2022.pdf](#)
[Ek D2.1.18. Toplumsal Katkı Komisyonu Eğitim Sonuç Değerlendirme Formu.pdf](#)
[Ek D2.1.19. Toplumsal Katkı Alt Komisyonu 2022_3-6 aylık eylem planları.pdf](#)
[Ek D.2.1.20. SağlıkKültürSporDB 2021 Faaliyet Raporu.pdf](#)
[Ek D.2.1.21. BAIBU.Öğrenci Toplulukları ve 2021 Faaliyetleri.pdf](#)

E. CONCLUSION AND EVALUATION

A. Leadership, Management and Quality

Strengths

Our university, which will celebrate the 30th anniversary of its establishment in 2022, has continued its development despite the separation of some of its units with the establishment of Düzce University in 2006, adding new faculties, schools, vocational schools, and graduate schools to its structure. It continues its learning and teaching and research activities with 1553 academic, 741 administrative staff and 31,763 students in 1 Graduate School, 17 faculties, 8 Vocational Schools and 19 Research and Application Centers.

Quality Assurance at our university started with the directive issued in 2015 and the Quality Commission established in 2016, and the directive was updated twice afterwards. In line with our current THEQC regulation and our directive, our Quality Commission is given the task of '... establishing the internal and external quality assurance system for the relevant institution in line with our strategic plan and goals and within the framework of the procedures and principles determined by THEQC to evaluate, monitor and improve the quality of learning and teaching, research, service to society activities and administrative services'. Learning and Teaching, Research and Development, Service to Society, Management Systems, and Internationalization subcommissions established under the Quality Commission evaluate and interpret the ISER report data in the relevant fields, prepare an action plan for monitoring the results and enter the data in the THEQC web-based system. In addition, it monitors the strategic plan in the relevant areas, and full integration will be ensured by performing the new term strategic plan preparation tasks through quality subcommissions. The learning and teaching subcommission examine the program information packages for student admission and curriculum change decisions before they come to the senate, and ensures that they are sent to the senate after the problems are fixed. The R&D subcommission functions on behalf of the "Research Coordination Board" suggested to be established in 2020 IMR. All subcommissions work as expertise commissions in their fields and play key roles in strategic management cycles, and thus the work on establishment of internal/external quality assurance system will serve as the strong point differentiating us from other universities as the relevant activities are conducted.

The location of Bolu between Ankara and Istanbul continues to be a strength of our university for student and teaching staff preferences.

There are the following positive identifications with the Quality Coordination in 2020 IMR: it has been observed that efforts are being made to ensure synchronization between the senior governing body of the university and the relevant academic and administrative units in order to mature the quality culture. The most important of these activities, in which the Quality Coordination is at the center, are listed below:

Restructuring the quality commission to regularly monitor the processes within the university within the scope of 5 subcommissions, trainings and dissemination presentations carried out by the Quality Coordination within the university in relation to the quality and self-evaluation processes, raising awareness of the process through collection of quantitative and qualitative data from all academic units through a web-based software called "Quality Registration" developed by the university during the preparation of the 2019 ISER report, the

possibility of executing the first stage of the self-evaluation/peer evaluation process of programs in 2020 due to the status of the web-based self/peer evaluation module (University Management Information System: Program Evaluation Module) developed by THEQC as a pilot module, assignment of self-evaluation teams in all academic units for web-based Program Evaluation Module and ISER preparation and providing comprehensive training to all teams in question.

In 2020 IMR, there are the following positive identifications about the Quality Commission: it is important for the university to start collecting qualitative and quantitative data from academic units (through self-evaluation teams of 3-5 people formed in each academic unit) through the software called "Quality-Registration" developed by the university in the process of preparing the 2019 ISER report with a view to formation of sustainable quality assurance system. In this way, it will be possible to raise awareness of quality processes in all academic units and to systematically determine the situation within the university, and to make different analyses and improvements on the basis of units in the future. The efforts of the Quality Commission to make the quality assurance system sustainable are satisfactory. As a result of the detailed examination of the ISER report of the university and the additional information requested from the university before the visit, the Quality Coordination has been understood to have been carrying out intensive activities on contact meetings, education and systematic organization since the beginning of 2019. The Quality Coordination clearly states the necessity of its mission and maintains regular contact with almost all relevant commissions and units. Determining the revision needs in the Strategic Plan, establishing the Strategic Plan Update Commission and providing detailed information to the commission, collecting and evaluating the necessary data in interaction with the self-evaluation teams assigned in all academic units and research centers by establishing a web-based Quality-Registration system, restructuring the quality commission and giving information and stating the expectations to all subcommissions enabling those subcommissions to carry out their activities in coordination, handling the workflow in a motivating way through regular quality commission meetings, providing comprehensive training to the self-evaluation teams established on the basis of academic units and research centers are noteworthy in spreading the awareness of quality culture in the university and systematically improving the institutional quality processes. In addition, the transparent attitude of the University Senior Governing Body and the Quality Coordination in determining the condition of the university in all self-evaluation criteria and revealing its deficiencies clearly are promising for the sustainability of the ongoing work.'

In 2020 IMR, there are the following positive identifications about the internalization activities "...The organized efforts of the International Relations Office to monitor and update the goals in the Strategic Plan and to develop different strategies to achieve these goals are appreciated. It is also pleasing that the International Relations Office works in close cooperation with the Quality Commission. Therefore, it is understood that some results have been achieved by putting the management and organizational structure of the internationalization processes in the institution into practice in the direction of institutional preferences. It is seen that the results are being systematically monitored at a certain level and the process of taking actions has been reached with the necessary strategies devised.'

Areas for Further Improvement

Since the strategic plan preparation calendar ends before the announcement of the national development plan, during the 2019-2023 strategic plan, it was only possible to make plans based on the results of the 2014-2018 'National Development Plan' (Tenth Development Plan) policy analysis. 6 months after our 2019-2023 strategic plan came into effect in January 2019, when our country's 2019-2023 strategic plan (11th Development Plan) was announced, our top policy analysis has become out of date for the remaining 4.5 years. In order to overcome this, it is planned to work on the analysis of the 12th Development draft plan and the 'United Nations Sustainable Development Goals', although it has not been yet announced while the 2024-2028 strategic plan is being prepared. In order to establish a healthy and functional relationship between the strategic plan, the performance program and the budget, there are plans to give training to the 2024-2028 strategic plan preparation team on this subject.

In the current strategic plan period, although the need for indicator update was determined, it could not be realized, which is another area for further improvement. The time specified in 2020 for the 'update need' that

emerged in the strategic plan monitoring and evaluation with the Strategic Plan Update Commission and Quality Subcommissions could not be met, and although the need for updating continued in 2021, the pandemic and the related meeting made it difficult to predict the changes in some indicators due to the change in face-to-face class conditions. Instead of updating the remaining 2023 indicators due to the preparations for the new period strategic plan that will start in 2022, it has been decided that it would be better to monitor the value change in the remaining period and plan accordingly in the new period.

Insufficient evidence of PDCA cycle in ISERs is one of the areas for further improvement identified in 2017 IFR, and, the first round of self/peer assessment was held in associate, undergraduate, graduate degrees in order to achieve this in learning and teaching in 2020. Self-evaluation teams were formed with the slogan of 'transform self-evaluation process to improvement process' for faculties and programs which are the accreditation institutions of 2021 THEQC. These faculties and programs are asked to improve the deficiencies in line with the available criteria. In a similar vein, a self-evaluation team is formed in accordance with the pilot study of the "THEQC IHS Accreditation Label" in the Graduate School, and evaluation and improvement are planned according to the available criteria. In R&D, service to society and other subcommissions, evaluations are made partially through the oral presentation of the annual reports in 2020 and 2021. However, plans are under way for constant "annual self-evaluations and improvements in the failing sides by all quality subcommissions" as of 2022. The activities of the unit-stakeholder and university-stakeholder advisory boards in all units are also planned to be evaluated by the Quality Commission.

Due to the pandemic that started in March 2020, there were problems in the implementation of the University-Stakeholder Advisory Boards directive which was put into effect on 19 December 2019 in order to make interaction with internal and external stakeholders continuous and dynamic. These boards were updated with our Quality Directive that was changed in 2021. With the new Quality Directive, the inclusion of the meeting reports of the unit-stakeholder advisory boards to the evaluation of the Learning and Teaching Quality Subcommission was requested for the demands of admitting students to the program or changing the curriculum, through which the stakeholder-advisory boards will be activated. It is planned to activate the R&D unit-advisory boards by asking them to discuss and record the annual self-evaluation reports of the R&D centers. In the Service to Society Subcommission, there are two members from the Neighborhood Representatives Association and an external stakeholder. For the preparations of the 2024-2028 strategic plan to be made in 2022, a calendar is also being worked on in order to consult a wide range of external stakeholder views on stakeholder analysis, prioritization and strategic plan objectives and goals.

B. Learning and Teaching

Strengths

The presence of a well-established Faculty of Education, the support of the faculty members from the Educational Sciences department of this faculty to the Bologna Coordination Commission and the Learning and Teaching Subcommission are the strong points. These commissions were formed in December 2020. This commission organized training for the staff in charge of the Bologna process of the unit for the problems in the Bologna Information packages. The members of this commission also organized the certified program of Training of Trainers. In addition, the Bologna Information package was made more accessible on the web. Our learning and teaching subcommission supported the self/peer evaluation processes and the process of 'transforming self-evaluation report writing process into improvement' initiated for program accreditation.

With the decision taken at the end of 2021, student admission or curriculum change applications are to be evaluated by the Learning and Teaching Commission before being sent to the Senate to overcome Bologna Information Package problems. In this way, the programs to admit students for the first time are given the chance for making improvements and corrections.

Although student satisfaction rates have been over 80% for the last two years, action plans have been made to increase it further.

There are the following positive identifications about students with disabilities and who require a special approach in 2020 IMR: *The Disabled Students Counseling and Coordination Unit was established in 2014 in*

order to make the campus life of students with disabilities easier. In addition, the "Audio Library" application, was launched in the university library for the students with disabilities in 2013. The institution's nomination for the "Access in the Place" and "Access in Socio-Cultural Field" awards given by CoHE emphasizes the importance it attaches to work for disabled individuals. In this context, Gököy Campus received the Orange Flag in the scope of "Access in the Place" and the Blue Flag in the socio-cultural activities category. In addition, it is understood that necessary measures have been taken and practices are being carried out in order to prepare a sustainable academic environment for students with disabilities and to support their participation in learning and teaching processes. Therefore, the university's efforts and activities in the field of Barrier-Free University are considered as strengths.'

Areas for Further Improvement

Despite the ongoing efforts for accreditation since 2018, no program or faculty has been accredited so far, which is an important area for further improvement. It is envisaged that more than one accredited programs will be achieved synchronically when the extensive work on this subject bears its fruit. In addition, according to THEQC's warnings that 'establishing a system is more important than evaluation' and 'with the change and new trends in higher education in the world from program accreditations to more flexible and simpler institutional/university accreditations', we will be closer to the achievement of the goal once periodical self/peer evaluation system becomes the norm in all programs (associate, undergraduate, graduate).

Although the 60-hour "Training of Trainers" certified program has been maintained for two years in total, only 300 trainers have attended the training until the date of this report. Possibilities such as the obligation to have received this training in PhD teaching fellow appointments or reappointments are being worked on. Such trainings are also planned to be included in the update of "promotion and appointment" criteria.

Plans are under way to hold a 'student workshop' in the Spring or Summer months of 2022 to get opinions on student-centered learning to raise awareness about student-centered learning and teaching. A workshop on the same subject, which will be attended by academic and administrative staff, is also being worked on.

A one-year action plan was planned with the updated Disabled Students Counseling and Coordination Unit to meet more of the criteria of CoHE's barrier-free university. In addition, special activities on special days such as 21 March Down Syndrome Day and 2 April Autism Day are being planned with non-university and nongovernmental organizations to increase social awareness.

In terms of alumni tracking, KARMER has increased the rate of alumni registered in the tracking system to 26%. Implementation of action plans on areas for further improvement by conducting an alumni satisfaction survey is significant and the findings will be analyzed in 2022.

According to CBIKO university data analysis, action plans have been made and implemented in order to increase the rate of job placement and shorten the time to find a job after graduation, but the results have not been checked yet.

There are plans to continue with the checks and trainings to complete the deficiencies of the HQF-HETR x PO matrix in the Bologna information packages, and to complete the questionnaires in the units which cannot achieve real ECTS values.

C. Research and Development

Strengths

We have academicians who can cooperate and have research potential. We provide R&D and consultancy services through TTMER especially with teaching staff of the Faculty of Agriculture, and we have various application and research centers that will serve high technology such as NÜRDAM, and we are also in coordination with OIS, Chamber of Commerce and Industry, KOSGEB, and MARKA. Our good relations and good relationship and cooperation with these organizations. The charity organizations like R&D Foundation

of our university and İzzet Baysal Foundation regularly give incentives to our successful researchers every year. These points can be regarded among our strengths.

One of our strengths is that there are a total of 136 programs, including 39 PhD, 83 M.A with thesis and 14 M.A without thesis within the body of our Graduate School, and that we have a total of 2470 graduate students, including 566PhD, 1820 M.A with thesis and 84 M.A without thesis.

TÜBİTAK ARDEB project writing training activity was carried out by the Project Support Office in 2021 and the online video recordings of this activity are still followed by internal and external researchers. The PSO e-bulletin, which is published bimonthly, is a significant publication for announcing R&D announcements to stakeholders.

Areas for Further Improvement

The Quality R&D Subcommittee job descriptions are specified in the 9th article and 1st paragraph of the current BAIBU Quality Assurance Systems Directive relevant to 'Research Coordination Board' planned to be established in the 2020 IMR. These job descriptions are: *Making proposals to the Quality Commission by developing policies and strategies (aligned with local/regional/national development goals of the university) related to the university's research and development activities; putting effort to determine the integration of R&D activities with other activities, evaluating the sufficiency of the physical infrastructure and resources of the university for research and assessing whether they are distributed in accordance with research policies and strategies of the university, determining the completion rates of research and development activities, planning improvements by investigating the reasons for uncompleted research, encouraging the external supports for the university's research and development activities, assessing the competence of the research staff, making plans for the development of this competence, improving the publication incentive methods of the research staff and submitting the new methods to the commission, developing incentive mechanisms especially for the establishment of infrastructures to carry out interdisciplinary studies, evaluating the statistics of the scientific studies produced from TÜBİTAK, SRP, EU projects, articles, patents, etc., examining the results of the university based on the evaluation made by the national and international rating institutions, assessing the achievement of the research goals, evaluating the research performance and conveying the actions for improvement to the upper commission.*

With the R&D Subcommittee working as a 'Research Coordination Board' in 2022, it will be possible to accelerate the improvement of the areas for further improvement: Re-evaluation of the structure and components in the R&D ecosystem (with 5Ws-1H; who is doing it?, who should do it; what is being done? what should be done?; how is it being done? how should it be done; how long does it take?, how long should it take ...), updating the main/sub-activity processes of R&D units (SRP, PSO, TTMER, Technocity, Application and Research Centers,...) and strengthening their relations with each other to ensure the establishment of a more effective and integrated strategic management system in R&D, preparing annual self-evaluation reports in all units and components participating in R&D, including the views of internal and external stakeholders in research and development more, monitoring the areas for further improvement in R&D self-evaluation reports and transforming them into annual action plans after the opinions of stakeholder advisory boards are taken, and identifying focus/priority areas in research.

In addition, plans are under way in Graduate school for self/peer evaluation with THEQC IHS Accreditation criteria (transforming the self-evaluation writing process into an improvement process), ensuring more KOSGEB support for PhD theses, forming a “pool of theses addressing industrial problems” similar to the case in some other universities in order to increase the PUIC and encouraging graduate theses from this pool (<http://agenda.ibu.edu.tr/uygulama-ve-arastirma-merkezleri-teknokent-ve-ttmer-mudurleri-ile-kosgeb-toplantisi/>).

D. Service to Society

Strengths

The application and research centers such as BAMER, KATUM, SÜYAM that provide can make direct service to society, and "Mothers at the University" project, which led to the establishment of the "Lifelong Learning Application and Research Center" to bring individuals of all ages together with the university are the strengths of our university in service to society.

The bimonthly BAIBU Bulletin, which was started in 2021, includes social, cultural, sportive and scientific activities and current news. BAIBU bulletin has been published in three issues so far. It will be a good tool to announce service to activities more systematically.

There are the following positive identifications in the field of service to society in 2020 IMR: *The activities held at the Bolu Folk Culture Research and Application Center (BAMER) can be cited as examples of service to society activities carried out in line with the local, regional and national development goals of the university. BAMER was established in 2008 to compile the folk culture elements of Bolu and its surroundings to ensure that historical, architectural, archaeological, ethnographic and cultural values are scientifically researched, documented, promoted, protected and kept alive, to create a city archive, specialized library, visual urban memory, to establish exhibition centers, to take sound and video recordings of tangible and intangible cultural assets, and to be in cooperation with the institutions involved in such endeavors. The fact that the center is active and that it creates a service to society bridge through education and research activities are considered among the strengths of the institution. In the 2019 Strategic Plan Realization Report of the institution, it is stated that sufficient performance has not been achieved in the goal of "increasing the number and quality of awareness projects". The awareness of the institution has increased following the evaluation of the "service to society" as a separate title. It is understood from the strategic plan realization report that the participation of the academic units in the social sciences branches is limited in the awareness projects of the institution and that the units related to the social sciences fields should be supported to develop projects especially in the field of service to society. However, with the aim of strengthening the family, the training and workshops of the "Mothers in the University" project, which was organized for mothers who could not get a university education, were completed with the participation of the local people, and the project in question was exemplified by CoHE and recommended to be expanded in universities across the country. The fact that sports, health, artistic, cultural and educational facilities are open to the public is considered one of the strengths. It is seen that certified training programs are organized by different units of the institution and conferences, panels, workshops, symposiums, exhibitions and concerts and various sports events are held. Cultural and artistic activities were carried out by giving courses in line with the local needs. As an example, the cultural and artistic activities related to poetry, stories, essays, portraits, short films and photography within the scope of the "Koroğlu Writing School" are organized by the Institution with the involvement and contribution of the Governorship and Municipality. It has been observed that the institution also creates annual self-evaluation reports in some units related to service to society processes (for example, Faculty of Communication).*

Areas for Further Improvement

There are plans under way for 2022 to ask the units for analysis of service to society practices by taking stakeholder opinions in the planning and realization of these practices and to ask for SWOT analyses besides extending the annual monitoring of the results of service to society activities to all units. It is planned that the service to society commission will take a more active role in the annual monitoring of the service to society activity results and in the creation of action plans.

The protocol prepared for Bolu Altındağ Imam Hatip students to get to know the university and the protocol signed for BİLSEM (Science and Arts Center) students and teachers to take some courses at the university have increased the number of cooperations and plans are under way for further protocols as a result of the proposal specified in 2020 IMR 'to increase the number of cooperation protocols signed in the field of Service to Society, to monitor and improve the existing ones'.