INSTITUTIONAL INTERNAL EVALUATION MANUAL

RECEP TAYYİP ERDOĞAN UNIVERSITY

2020
ABSTRACT
1. Abstract

This report has been written by Recep Tayyip Erdogan University in order to submit to the Turkish Higher Education Quality Council as a part of Internal Evaluation activities based on the "Institutional Internal Evaluation Manual” (IIEM). This report includes examples of quality assurance, education, research and development, social contribution, administrative system and evaluations in this context.

Sub-committees of Quality Assurance Awareness, Education, Research and Development, and Administrative System, which consist of administrative and academic staff that are experts in their fields, have been assigned to write this report. Each sub-committee has contributed to writing and evaluating the parts related to their area of specialization. Topics in these parts have been presented to the Quality Commission and evaluated by the Quality Commission. The document that has been drafted has also been proofread and put into its final form.

Each sub-criteria has been explained comprehensively and separately and graded according to institutional practices in the Institutional Evaluation Report written by our University. Special attention has been paid to show the evidence unambiguously in the report. Evidence numbers have been sorted starting with number 1 in each part, and documents used as evidence have been entitled to reflect their content. Each piece of evidence has been enumerated, and they have been referred to through these numbers within the document.

ABOUT THE INSTITUTION
About the Institution

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History of Recep Tayyip Erdoğan University
Our university was founded under the name of “Rize University” on 17th March 2006 with the Law No 5467, which was published in the Official Gazette. Rize University was renamed as “Recep Tayyip Erdoğan University” with the Law No 6287 on 11th April, 2012.

Recep Tayyip Erdoğan University conducts academic activities with 14 faculties, 1 graduate school, 4 schools, 6 vocational schools, 17 research and application centers. 1200 academic staff, 3 foreign nationals, and 395 administrative staff work in these academic units.
### Number of Academic Staff

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>31</td>
<td>33</td>
<td>38</td>
<td>50</td>
<td>52</td>
<td>52</td>
<td>62</td>
<td>71</td>
<td>91</td>
<td>96</td>
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<tr>
<td>Associate Professor</td>
<td>38</td>
<td>47</td>
<td>54</td>
<td>64</td>
<td>76</td>
<td>77</td>
<td>73</td>
<td>78</td>
<td>110</td>
<td>111</td>
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<tr>
<td>Assistant Professor</td>
<td>152</td>
<td>181</td>
<td>217</td>
<td>234</td>
<td>261</td>
<td>262</td>
<td>302</td>
<td>315</td>
<td>296</td>
<td>301</td>
</tr>
<tr>
<td>Professors in Total</td>
<td>221</td>
<td>261</td>
<td>309</td>
<td>348</td>
<td>389</td>
<td>391</td>
<td>437</td>
<td>464</td>
<td>497</td>
<td>508</td>
</tr>
<tr>
<td>Instructor</td>
<td>107</td>
<td>124</td>
<td>137</td>
<td>153</td>
<td>152</td>
<td>147</td>
<td>146</td>
<td>209</td>
<td>222</td>
<td>212</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>142</td>
<td>157</td>
<td>210</td>
<td>319</td>
<td>332</td>
<td>338</td>
<td>305</td>
<td>331</td>
<td>405</td>
<td>480</td>
</tr>
<tr>
<td>Academic Staff Other than Professors</td>
<td>314</td>
<td>344</td>
<td>413</td>
<td>537</td>
<td>550</td>
<td>551</td>
<td>520</td>
<td>540</td>
<td>627</td>
<td>692</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>535</td>
<td>605</td>
<td>722</td>
<td>885</td>
<td>939</td>
<td>942</td>
<td>957</td>
<td>1.004</td>
<td>1.124</td>
<td>1200</td>
</tr>
</tbody>
</table>

By the end of the 2020 academic year, 4608 vocational, 11792 undergraduate, 1504 graduate and 17904 students in total received education in Recep Tayyip Erdoğan University. Of all the students in our school, 26% receive vocational education, 66% receive undergraduate education, and 8% receive a graduate education. There are 102 vocational, 520 undergraduate, 45 graduate and 667 international students in total. 24% of international students are Syrian, 20% Azerbaijani, 7% Georgian, 7% Turkmen and 42% are from 52 countries.

### Distribution of Students by Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Degree</th>
<th>Bachelor’s Degree</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6.799</td>
<td>6.682</td>
<td>646</td>
<td>13.982</td>
</tr>
<tr>
<td>2013</td>
<td>6.790</td>
<td>7.191</td>
<td>887</td>
<td>15.031</td>
</tr>
<tr>
<td>2014</td>
<td>7.191</td>
<td>8.057</td>
<td>1.293</td>
<td>16.140</td>
</tr>
<tr>
<td>2015</td>
<td>7.838</td>
<td>8.800</td>
<td>1.530</td>
<td>17.521</td>
</tr>
<tr>
<td>2016</td>
<td>7.870</td>
<td>9.754</td>
<td>1.831</td>
<td>19.423</td>
</tr>
<tr>
<td>2017</td>
<td>5.657</td>
<td>10.447</td>
<td>2.002</td>
<td>20.319</td>
</tr>
<tr>
<td>2018</td>
<td>5.367</td>
<td>11.226</td>
<td>1.722</td>
<td>18.605</td>
</tr>
<tr>
<td>2019</td>
<td>4.608</td>
<td>11.559</td>
<td>1.355</td>
<td>18.281</td>
</tr>
<tr>
<td>2020</td>
<td></td>
<td>11.792</td>
<td>1.504</td>
<td>17.904</td>
</tr>
</tbody>
</table>

Overall, Recep Tayyip Erdoğan University has 17 campuses: 6 in the city center and 8 outside the city center, in towns such as Fındıklı, Ardeşen, Pazar, Çayeli, Güneysu, Derepazari, İyidere. The area in these campuses is 531503 m² in total. There is 334549 m² indoor space on these campuses. There are 3 indoor sports facilities and 9 outdoor sports fields.

336 residences have been completed and allocated in Güneysu by Recep Tayyip Erdoğan University Development Foundation. There are other residences and recreational facilities that are under construction. There are also 92 residences in Ardeşen, Çayeli, Derepazari and Rize city center.

### Mission, Vision, Values, and Objectives

**Mission:** Raising qualified individuals who embrace national and moral values through people-oriented educational practices, providing medical service of high quality, making contributions to the economic, social, cultural, scientific and technological progress of the country and the region by undertaking research and social activities in accordance with the universal standards.

**Vision:** Being a prestigious university with competitive power in science and technology, providing education on the universal level, being preferred by local and international students, and being known for its original studies.
Core Values:
- Support for Local and National Development: Contributing to the development of the Rize province and country and increasing competitive power by producing original knowledge.
- Participation and shareability: Collaborating with external and internal stakeholders based on transparency, honesty, productivity, rationality, mutual trust and respect, and sharing the outputs, values and profits by appreciating the opinions and suggestions from all the stakeholders.
- Innovativeness and Entrepreneurship: Focusing on discovering, producing and commercializing original knowledge which has commercial and scientific impact and importance; enhancing the production of new ideas and creative thinking; and making contributions to the national competitive power by innovative and entrepreneur approaches.
- Commitment to Ethical Values: Considering the legal, scientific, humanitarian and moral values in work and scientific activities.
- People Orientedness: Developing good relationships with the students and employees, contributing to their personal growth and prioritizing them in such activities.

Academic Units
Recep Tayyip Erdoğan University provides education to 17904 students, 667 of whom are international students.

"Directives for Recep Tayyip Erdoğan University Double Major and Sub-Major Programs" has been issued and published as part of double major/sub-major practices in our university by 2019. Including 18 bachelor's and 3 associate degree programs, 21 double major and 17 sub-major programs opened in the 2020-2021 academic year. By the end of 2020, there will be 76 students in double-major programs and 2 students in sub-major programs in our university.

While the medium of instruction in our university is Turkish, foreign languages are used in four different programs as well, including 100 % English in English Language and Literature Department and 100 % Georgian in the Georgian Language and Literature Department in the Faculty of Science and Letters; 30 % English in the Department of Maritime Transportation and Management Engineering in the Faculty of Maritime; 30 % Arabic in the Faculty of Theology.

Research Units
Research activities in Recep Tayyip Erdoğan University are carried out by Research and Application Centers, Coordinatorship of Scientific Research Projects, satellite laboratories, and Technology Transfer Office. There are 16 Research and Application Centers in our university.

These Centers are listed below:
- Soil and Plant Research and Application Center
- Animal Testing Research and Application Center
- Blacksea Strategic Research and Application Center
- Career Development Research and Application Center
- Blueberry Research and Application Center
- Central Research Laboratory Research and Application Center
- Assessment and Evaluation Research and Application Center
- Psychological Counselling and Guidance Research and Application Center
- Health Research and Application Center
- Continuing Education Center
- Fisheries Application and Research Center
- Turkish Language Teaching Application and Research Center
Established with the decision taken at the meeting of our University Senate dated August 26, 2015 and numbered 89, Recep Tayyip Erdogan University Technology Transfer Office (RTEU-TTO) consists of Vice-Rector, the Coordinator and the Executive Board. Recep Tayyip Erdogan University Technology Transfer Office carries out its activities in order to support studies that add value to the national economy by "Using the knowledge produced by the university in the industry, benefiting from national and international support programs, transferring the produced information to the society and transforming it into commercial products, managing intellectual and industrial property rights and encouraging academic entrepreneurship". Since its establishment, The Technology Transfer Office, which carries out activities within the scope of R&D and innovation, serves under 5 modules.
A. QUALITY ASSURANCE SYSTEM
1. Mission and Strategic Goals
1.1. Mission, vision, strategic goals and objectives

Our current strategic plan (2018-2022) (Evidence 1) was stated in detail in the Institutional Internal Evaluation Manual of 2019 (IIEM-2019)(Evidence 7), prepared in line with our mission and vision considering (Evidence 2: mission and vision) stakeholder opinions (Evidence 3, 4, 5, 6). While our previous strategic plan (2013-2017) (Evidence 8) focused on infrastructure, priority is given to increasing quality and R&D activities in our current strategic plan. 23 targets were defined for the 5 main objectives of the strategic plan (Evidence 9). 69 performance indicators (Evidence 10) were determined to monitor the level of achievement of the goals. The Strategic Plan Evaluation System (Evidence 11) provides monitoring regarding the goals connected to the institutional Performance system, under the Strategic Management Information System Module accessed via Recep Tayyip Erdogan University Information Management System (REBIS). Target monitoring within the scope of the strategic plan is presented in detail "1.3. In the "Corporate Performance Management" section of this report.

Our university participated voluntarily in the Institutional External Evaluation Program, organized by the Council of Higher Education (CoHE) in 2017. The Institutional Feedback Report (IFR-2017) (Evidence 12) prepared as a result of the evaluation, was published in December 2017. Extensive studies have been carried out by our University Quality Commission for the issues identified as "Aspects for Improvement" (Evidence 13) in this report, and the Quality Action Plan (QAP) (Evidence 14) was published in October-2018 and put into practice. In 2020, our institution was re-evaluated by the Turkish Higher Education Quality Council (THEQC) for issues defined as the "strengths" and "areas for improvement" in IFR -2017 and Institutional Monitoring Report (IMR-2020) was published (Evidence 14). In overall evaluation, it has been revealed in IMR-2020 that "20 strengths stated in IFR -2017 are sustainable, 18 of 29 areas open to improvement have been developed, and corrective measures have been taken to improve the remaining 11, but there are some shortcomings in terms of putting them into practice". In addition, Our process of obtaining the KEP (Evidence 15) and TS EN ISO 9001:2015 Quality Management System (KYS) quality certificate (Evidence 16,17), which we explained in detail in our previous report (IIEM-2019), is also mentioned as essential steps (Evidence 18).

When the findings related to the Quality Assurance System in IMR-2020 are examined in more detail, the distance we have covered in a short time is clearly seen. In the Table 1 section of the report, there are evaluations for each of the 5 aspects open to improvement regarding the Quality Assurance System in IFR -2017. For 4 of them that have improved, it is stated that quality policies are determined and practices are made, quality culture is adopted as a whole, there are accreditation studies that are concluded and ongoing, and training for quality processes are planned and implemented (Evidence 19). The only issue where the deficiency persists is the inability to adequately transform stakeholder views into corrective actions (Evidence 20). We anticipate that our Stakeholder Feedback System or Erdogan Communication Center (E-IMER) application, which we have made it available to our stakeholders and is mentioned in detail in the "3rd Stakeholder Engagement" section, will make a significant contribution in eliminating this deficiency. E-IMER is an internal software created by our University in order to receive, evaluate and respond to stakeholder feedback, and to increase stakeholder satisfaction by carrying out corrective actions in the work process for these feedbacks (Evidence 21).
1.2. Quality assurance, education, research and development, social contribution and management system policies

Quality assurance (Evidence 22); education-training (Evidence 23), research-development (Evidence 24), community contribution (Evidence 25) management system (Evidence 26), and internationalization (Evidence 27) policies are complementary (Evidence 28) and have been formed by taking stakeholder views into account (Evidence 29, 30, 31). Some minor changes are dynamically made in our policy documents based on relevant stakeholder opinions and practical experience. An example of this is the update made in the internationalization policy in line with the recommendations of our University's Foreign Relations Unit (Evidence 32, 33, 34). Our current strategic plan (2018-2022) aims at reflecting our commitments in policy documents to business and processes. The first of the 5 main objectives in the strategic plan (Evidence 35) is related to education; the third (Evidence 36) is related to quality assurance and management system, and the second, fourth and fifth (Evidence 37) are related to our research and development and social contribution policies (Evidence 38). In pandemic-ridden 2020, our Quality Coordination Unit accelerated the efforts to determine the distance education policy in order to carry out the distance education process in a controlled and effective way. In this context, our distance education policy was created by integrating our primary policy documents and taking into account the views of all our stakeholders, including the Distance Education Application and Research Center, other academic units and our students (Proof 39, 40, 41, 42). We aim to make the distance education process an essential component of our education process after the pandemic. In this respect, the Distance Education Action Plan (DEAP), a detailed guide for implementing our distance education policy, was also created and started to be implemented (Evidence 43). Many parameters such as the actions that will serve to implement the provisions in the policy document, the unit/units responsible for these actions, the related unit/units and the realization schedule are included in UZEP (DEAP). According to the data to be obtained from the units, the annual realization monitoring of the action plan will be carried out by the Quality Coordinator.

"PUKO Cycles" is the primary mechanism we operate in the detection and solution of deficiencies in the implementation process of our university's QMS policies. Similar to our main objectives in the strategic plan, the QMS processes (Evidence 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54) fully meet our quality policies. As stated in detail in 2019 IIEM, our University's policy documents, Strategic Plan and QMS are fully integrated. The strategic plan serves to implement the policies, while the QMS ensures continuity. This integration is a unique approach and application developed in line with the needs of our institution in terms of ensuring and assuring total quality.

1.3. Institutional performance management

As detailed in the previous report (IIEM-2019), data entries for the 69 performance indicators (Evidence 10) in the Strategic Plan (2018-2022) are made to the Strategic Plan Evaluation System (Evidence 55), which is accessed via REBIS by the responsible units. The unit-specific or institution-wide tracking of the data entered for the indicators is conducted through the system, and strategic plan monitoring reports and strategic plan evaluation reports are created. The data we currently have are the realization data for the first and second 6 months of 2019 and 2020. Evaluations for 2019 are presented in the Strategic Plan Evaluation Report prepared at the end of the year (Evidence 56). In July 2020, a strategic plan monitoring report (Evidence 57), and in March 2021, a Strategic Plan Evaluation Report (Evidence 58) was...
prepared and published on the website of our Strategy Development Department. In the Strategic Plan monitoring reports, the performance indicators determined for each target within the scope of the Strategic Plan are monitored on a unit-specific basis and evaluated over their realization rates. As a result of these evaluations, some indicators of our strategic plan are needed to be updated. These changes, which were discussed by the strategic plan evaluation commission and made in November 2020, were reported to the Presidential Strategy and Budget Directory. While some of the updates/changes aimed to clarify the indicator, some were made as the indicator was not suitable for tracking the process (Evidence 59, 60).

For example, “2.5.1. The indicators “Number of technopark development zones to be announced in our province” and “2.5.2 Number of Technoparks to be established in partnership with our University” were respectively updated as “2.5.1. Completion rate of Technoparks construction” and “2.5.2. The number of companies operating in the Technopark”. These changes constitute a concrete example for the operation of control and precautionary processes after the planning and implementation process.

The 2020 year-end realization data was entered into the Strategic Management Information System module, and the Strategy Development Department is evaluating the data. As of 2021, the progress monitoring within the scope of the strategic plan and possible preventive corrections (PUKO cycles) will continue through the Strategic Plan Monitoring Reports.

Mission, vision, strategic goals and objectives

Maturity Level: Implementations carried out in line with strategic goals and objectives have been monitored, and necessary measures have been taken by evaluating them with the stakeholders.

Evidence
- Evidence 2 - RTEU.MV.0001 Recep Tayyip Erdogan University Mission and Vision.pdf
- Evidence 3 - Strategic Plan Administrative Staff Questionnaire.pdf
- Evidence 4 - Strategic Plan Student Questionnaire.pdf
- Evidence 5 - Strategic Plan External Stakeholder Survey.pdf
- Evidence 6 - Strategic Plan Academic Staff Questionnaire.pdf
- Evidence 7 - RTEU IIEM 2019.pdf
- Evidence 9 – Strategic Goals and Objectives.pdf
- Evidence 10 - Performance Indicators.pdf
- Evidence 11 - Strategic Plan Evaluation System - Introduction.pdf
- Evidence 12 - RTEU IFR 2017.pdf
- Evidence 13 – RTEU IIEM 2017 - Aspects open to Improvement.pdf
- Evidence 18 - RTEU IMR 2020 - Evaluation of University Development.pdf
- Evidence 19 - RTEU IMR 2020 - Table 1 Item 1, 2, 3, 5.pdf
Quality assurance; education and teaching; research and development; social contribution and management policies

Maturity Level: Internalized, systematic, sustainable and exemplary practices exist.

Evidence

- Evidence 22 - RTEU.PT.0001 Quality Policy.pdf
- Evidence 23 - Education and Teaching Policy.pdf
- Evidence 24 - Research and Development Policy.pdf
- Evidence 25 - Social Contribution Policy.pdf
- Evidence 26 - Management System Policy.pdf
- Evidence 27-RTEU.UP.0001 Internationalization Policy - Pre-Revision.pdf
- Evidence 28 - Holistic Relationship in Policy Documents.pdf
- Evidence 29 - Feedback after Policy Drafts have been Discussed at Unit Quality Commissions
- Article on Provision.pdf
- Evidence 30 - Opinion Examples from Unit Quality Commissions on Policy Drafts.pdf
- Evidence 32 - Internationalization Policy Proposal by the International Relations Office.pdf
- Evidence 33 - Foreign Relations Unit Internationalization Policy Proposal Letter.pdf
- Evidence 34 - RTEU.UP.0001 Internationalization Policy - Revised.pdf
- Evidence 35 - Strategic Plan - Purpose 1.pdf
- Evidence 36 - Strategic Plan - Purpose 3.pdf
- Evidence 37 - Strategic Plan - Purpose 2,4,5.pdf
- Evidence 38 - Strategic Objectives and Objectives.pdf
- Evidence 39 -Letter of Request for Proposal from the Quality Coordinator for Distant Education Policy pdf
- Evidence 40 - Distance Education Policy Proposal.pdf
- Evidence 41 - RTEU.UE.0001 Distance Education Policy.pdf
- Evidence 42 - The Holistic Relationship with Distance Education Policy Documents.pdf
- Evidence 43-Distance Education Action Plan and Commission Decision.pdf
- Evidence 44 - RTEU.PK.0001 1.1. Program Design, Approval, Continuous Monitoring and Updating Process.jpg
- Evidence 45 - RTEU.PK.0002 1.2. Student-Centered Learning, Teaching and Evaluation Process.jpg
- Evidence 46 - RTEU.PK.0003 1.3. Student Admission and Development, Recognition, Certification and Education Staff Process.jpg
- Evidence 47 - RTEU.PK.0004 1.4. Learning Resources, Accessibility and Support Process.jpg
- Evidence 48 - RTEU.PK.0005 2.1. Research Sources and Objectives.jpg
- Evidence 49 - RTEU.PK.0006 2.2. Monitoring and Improving Research Performance.jpg
- Evidence 50 - RTEU.PK.00083.2. Outsourced Services, Information Management System and Resources Management.jpg
Institutional performance management

Maturity Level: The efficiency of performance indicators and performance management in the institutional mechanisms have been monitored, and improvements have been made according to the results of the monitoring.

Evidence
- Evidence 10 - Performance Indicators.pdf
- Evidence 55 - Strategic Plan Evaluation System - Introduction.pdf
- Evidence 57 - Strategic Plan Monitoring Report - July 2020.pdf
- Evidence 59 - Pre-Revision of Indicators Revised in the Strategic Plan.pdf
- Evidence 60 - Post-Revision Status of Revised Indicators in the Strategic Plan.pdf

2. Internal Quality Assurance

2.1. Quality Commission

Our University's Quality Commission and the formation, duties, procedures and principles of the Unit Quality Commissions were determined in the Quality Assurance Directive, which came into force with the Senate decision dated 14th December 2017 and numbered 110 (Evidence 61, 62). In the following period, we identified the need for changes in the directive regarding the number and quality of commissioners, in particular, based upon the experience we gained in the activities of the commission. In this context, with the recommendation of the Quality Coordinatorship (Evidence 63) and the decision of the University Senate, the "e" clause of the Article 4 of the Quality Assurance Directive, which regulates the Establishment and Working Principles of the Quality Commission, was arranged as follows: "Not more than one from the same faculty, two each representing the health, social, science and engineering fields and head of departments, one each representing the institute, college, vocational school, research centres, scientific research projects coordination / technology transfer office and legal consultancy, and members determined by the University Senate as many as in the number and branch required by the quality coordinator" (Evidence 64). The new amendment paved the way for expanding the number and qualifications of the Quality Commission members to meet the needs. In the Senate meeting of our university, in addition to the reappointments of the committee members whose term of office expired, additional appointments were made to the Quality Commission in accordance with the amendment made in the Quality Assurance Directive and the number of members was increased (Evidence 65, 66). The primary purpose of this study which has been carried out to expand the number and quality of members, is to ensure that the workload of our Commission members, who take part in all processes, has been distributed in a balanced way according to their fields of expertise, and to increase the efficiency and productivity of the process management. Thus, at the first Quality Commission meeting, which was held right after the change in the members of the Quality Commission, the members of our Sub-Working Groups, who also took part in
the writing of the Internal Evaluation Reports of our University, were updated and the number of members taking part in the sub-working groups, in general, was increased (Evidence 67, 68).

2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

Our university has a Quality Management System (KYS-TS EN ISO 9001) covering all its units (General Secretariat and affiliated units, Faculties, Institutes, Schools, Vocational Schools) (Evidence 69, 70, 71, 72, 73). The four main processes of our QMS are "Education", "Research-Development and Community Service", "Management and Administrative Support", and "Measurement and Improvement" (Quality Assurance). Our university's QMS was established based on five main titles (Quality Assurance System, Education, Research and Development, Contribution to Society and Management Systems) that the Higher Education Quality Board monitors universities (Evidence 74). It is evident that the QMS is a unique approach and implementation in that all processes can be tracked and documented with the internal software developed in our university's information management system (REBIS), and the plan is open to all our stakeholders (Evidence 75).

Within the scope of QMS studies at our university, it has been foreseen to implement an "Internal Audit Program" every year, and the first internal audit was carried out in 2019 by face-to-face method, and the second internal audit was conducted in 2020 by remote access and face-to-face methods. Inspection teams (Evidence 78) consisting of academic and administrative personnel who have the necessary certification within the scope of internal audit studies carried out according to RTEU.PR.0003 Internal Audit Procedure (Evidence 76) and RTEU.PR.0002 Nonconformity and corrective action procedure (Evidence 77) visited the units and conducted the internal audit within the framework of RTEU.LS.0001 Internal audit question list (Evidence 79). The strengths, improvable aspects and the detected nonconformities of the inspected unit are recorded. Nonconformity and corrective action forms are also prepared for detected nonconformities (Evidence 80), and the process of eliminating nonconformities is monitored by the Quality Coordinators. Within the context of the Internal Audit Program carried out in 2019, 42 units were visited, and 108 strengths, 111 improvable aspects and 110 non-compliances were identified during these visits (Evidence 81). In the internal audit of 2020, 41 units (Faculty of Engineering and Faculty of Fine Arts, Design and Architecture were combined under the name of Faculty of Architecture and Engineering) were visited, and 104 strengths, 72 improvable aspects and 39 non-compliances were found out (Evidence 82). Employing the Stakeholder Feedback System, all non-conformance forms can be tracked electronically. The relevant unit performs the necessary activity planning and personnel assignment through the system to eliminate the nonconformity and can close these activities over the system when the process is completed. (Evidence 83) Through the stakeholder feedback system, the Quality Coordinatorship can monitor all process steps simultaneously and views all evidence of corrective action.

As the inferences we obtained from our two internal audit programs held in 2019 and 2020 considering IMS are evaluated in general;

- It was found out that the number of strengths identified in the units was 108 in 2019, 104 in 2020, the number of aspects open to improvement was 111 in 2019, 72 in 2020, and the number of detected nonconformities was 110 in 2019 and 3 in 2020 (Evidence 82, 83),
- The units have made an effective effort to eliminate the Corrective Actions initiated by the audit team. However, deficiencies in initiating their own corrective actions have
been identified in line with the internal functioning of the units and the expectations of their stakeholders.

- Based on the finding that the internal audit question list was simplified in line with the field experience of our auditor personnel, it was examined and revised in this document (Evidence 79, 84).
- It was found out that the process could be managed more effectively and productively and prevent the waste of time and consumables by ensuring that non-conformance forms were followed electronically instead of printed documents.

2.3. Leadership and quality assurance culture

Our university monitors the leadership characteristics and competencies of administrators by following their performance (realization rates) in the actions associated with their units within the framework of the Strategic Plan and Quality Action Plan and by evaluating the satisfaction levels of our stakeholders (Evidence 58, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99).

Moreover, many other leadership-related issues, especially the accessibility of our academic and administrative staff to the University administrators (rector, vice-rectors, general secretary, heads of departments) and the managers of the units (dean, manager, department head), have been tracked with "Satisfaction level regarding leadership and motivation factors" surveys regularly carried out by our Quality Coordinatorship and unit-specific evaluations have been made. (Evidence 100) If the stakeholder satisfaction is not at the desired level, leadership training programs are organized, and the PDCA cycle is operated (Evidence 101, 102, 103, 104, 105).

Our university was particularly keen on the external institutional evaluation of CoHE and was audited in 2017 (Evidence 12). One of the few issues specified as Improvable Aspects (Evidence 13) in the Institutional External Evaluation Feedback Report of CoHE (IFR-2017) was "disseminating the quality culture, raising awareness to include all stakeholders, including academic and administrative staff and students. As stated in our 2019 report, a comprehensive "Quality Action Plan" (QAP) (Evidence 14) has been prepared by our Quality Commission for all of the Improvable Aspects" specified in IFR-2017. In the "A.1.1" section of this action plan, seven actions, the responsible unit for each activity, measurement tools for the output/results of the actions, and the reporting frequency of the action were put forward to increase the quality culture (Evidence 106).

Based on this plan, as mentioned in our previous report, many activities were carried out to internalize the quality culture in our Institution by the leaders and employees. In addition to these initiatives, throughout the year 2020, which was under the threat of a pandemic, efforts to establish a quality culture in the Institution as a whole continued. "Quality awareness level" has been one of the issues especially questioned in our Internal Audit Programs we conducted in 2019 and 2020 (Evidence 107). When the 2019 audit results were examined, Non-Conformance and Corrective Action Forms were opened in many of our units to establish the unit's quality culture (Evidence 108). However, the awareness activities conducted by the units in the following period yielded the desired results, and the Nonconformities were discontinued (Evidence 109). We can show the THEQC Institutional Monitoring Report-2020 as the most important proof that we could increase the quality culture at the level of students as well as our academic and administrative staff (IMR-2020). IMR-2020 basically focuses on the institutions' studies regarding the issues specified as "Improvable Aspects" in IFR-2017. The introduction of the report includes the following expression: "It has been observed that a
culture of quality has been embedded in all stakeholders of the institution, varying from the senior management of Recep Tayyip Erdogan University, to the academic and administrative staff, to the students.” The 2nd and 3rd items of Table 1 in the Quality Assurance System section covers that "It has been observed that the institution continues its developmental studies by planning, implementing, controlling and measuring what it does in terms of staff, students and external stakeholders, with innovative practices developed by our university, a strict quality culture dissemination study, survey applications in order to establish, maintain and develop the quality culture of the institution" and "It has been observed that quality coordinatorships have been established in the units in order to disseminate the quality culture in academic units." In addition, it contained the expression "it has been evaluated that 2 undergraduate programs have been accredited and the accreditation process has been continuing for 13 programs as an indicator of the importance given to quality by the Institution and its efforts to disseminate quality.” Finally, the Conclusion section of IMR-2020 involves the following statement: "As a result, the institution has been notified in the IFR-2017 report and has fulfilled all the items reported in terms of the Quality Assurance System" (Evidence 110). Although it has been documented in IMR-2020, the planned activities specified in the QAP, aimed at keeping the motivation of our organization at a high level and routinizing the quality culture, will continue.

In CoHE IFR-2017, comprehensive and planned actions have been identified for each issue specified as "An improvable direction". It can be shown as an original approach and practice that the progress made in terms of following these actions with determination and adopting the quality culture as a whole in our Institution is clearly revealed in THEQC IMR-2020.

Quality Commission

Maturity Level: The quality commission's working style and functioning have been monitored, and related improvements have been made.

Evidence

- Evidence 62 - Recep Tayyip Erdogan University Quality Assurance Directive.pdf
- Evidence 65 – Senate Decision to Update Quality Assurance Directive and Quality Committee Members.pdf
- Evidence 66 - Quality Commission Member List.pdf
- Evidence 67 - Pre-Update Sub-Working Groups Member List.pdf
- Evidence 68 - Post Update Sub-Working Group Member List.pdf

Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)
Maturity Level: Internalized, systematic, sustainable and exemplary practices exist.

Evidence

- Evidence 69 – TSE Certificate Delivery Ceremony- Photo 1.jpg
- Evidence 70 – TSE Certificate Delivery Ceremony- Photo 2.jpg
- Evidence 71- Script of TSE Certificate Delivery.pdf
Leadership and quality assurance culture

Maturity Level: The institution has internalized, systematic, sustainable and exemplary practices.

Evidences

- Evidence 12- RTEU IFR 2017.pdf
- Evidence 13- RTEU IIEM 2017- Aspects which are open to improvement.pdf
- Evidence 85- BAP.pdf.
- Evidence 86- DIT..pdf
- Evidence 87 – DMPPR.pdf
- Evidence 88- GS.pdf
- Evidence 89- DAFA.pdf
- Evidence 90- DLD.pdf
- Evidence 91. DSA.pdf
- Evidence 92- DP.pdf
- Evidence 93- DHCS.pdf
- Evidence 94-DSD.pdf
- Evidence 95- DCTW.pdf
- Evidence 98- Academic Staff Satisfaction Survey.pdf
- Evidence 99- The Survey of Perception and Expectation related to Quality.pdf
- Evidence 100 – Questions Related to Leadership and Motivation- Exemplary Comparative Evaluation.pdf
- Evidence 101- Notification Script of Leadership Training.pdf
- Evidence 102- Official Report signed by Participants in Leadership Training I.pdf
- Evidence 103 – Photos of Leadership Training I.pdf
- Evidence 104- Official Report signed by Participants in Leadership Training II.pdf
2. Stakeholder Participation

In the previous report (IFR-2019), who our internal and external stakeholders are, and their degree of impact, as well as priorities with regard to our institution with direct references to the Strategic Plan and QMS (Evidence 111), are elaborated in detail. Considering the opinions, demands and suggestions of all stakeholders has been aimed at in the process of determining the goals specified on the strategic plan. In this context, surveys that ask questions about the level of satisfaction, expectations and suggestions of internal stakeholders as well as our alumni, public agencies in our city, professional organizations and non-governmental organizations have been prepared (Evidence 3,4,5,6).

Our university has access to the opinions, suggestions and complaints of internal and external stakeholders, whom the university either renders service to or receives it from, in accordance with "Stakeholder Satisfaction Process" and "Stakeholder Feedback Administration Procedure" both of which are sub-processes of "Assessment and Improvement Process" (the main process number 4) as part of QMS. Many mechanisms have been provided for stakeholders to make use of in order to be able to achieve efficient communication with internal and external stakeholders. Accordingly, contact with internal stakeholders is maintained in compliance with "Directive for Signature Authorities, Delegation Authority and Official Correspondence Procedures at Recep Tayyip Erdogan University" and through system documentation, meetings, announcements, announcement boards, electronic boards, electronic mails, land phones, messaging applications designed for smartphones and webpages of institution and units. As for the contact with external stakeholders of our university, correspondences, telephone, telefax, face to face meetings, webpages, meetings, events and Alumni Information System (AIS) are used. Additionally, the related explanations have been presented with evidence at IIEM-2019 (Evidence 112).

Achieving to make our most important external stakeholders, the alumni, participate in processes is our priority. 2695 people, which accounts for about 8.5 % of all alumni, are registered to AIS. Given that the current situation of AIS was not enough to meet our expectations, this issue was discussed in utter detail in Quality Commission meeting number 2021/3 on March 25th, 2021. Scrutinizing practical implementations done by other universities, it was decided to prepare a comprehensive "Action Plan" to establish an original and dynamic system; a team to prepare a plan was appointed (Evidence 115).

In addition to all these means, E-CC (Erdogan Contact Centre – Stakeholder Feedback System), which has been put into service for all internal and external stakeholders of our university, is a peculiar approach and practice to achieve coordination and gathering of all stakeholders' feedback notifications under one roof (Evidence 116, 117). With the introduction of E-CC, the contact information parts on the main web pages of all units at university have
been standardized. Also, they have been designed to easily reach stakeholder feedback systems. All stakeholders (student, student's guardian, staff, project associate, et cetera) can convey their feedback such as wishes, opinions, satisfaction and complaints as part of the right to information. All applications are centrally collected at the Quality Coordination Unit. Applications that can be directly replied are quickly done by the Quality Coordination Unit. Applications specific to our units are directed to the related units. All applications through E-CC to units are directly sent to the unit chief and representative of the Unit Quality. Unit chiefs and representatives of the Quality Unit receive notifications through e-mail for each application; thus applications are replied to quickly. After applications are replied, the applicants are informed through email and can view the response by means of a system to which they can get access by typing their national ID and application numbers.

If any inconvenient applications are identified, by preparing a form of inconvenience, the unit chief can make a process planning and appoint staff. Besides, the Quality Coordination Unit can prepare a form of inconvenience and add related units to the form by evaluating the applications. In case of any inconvenient applications identified on E-CC, firstly, the unit chief determines the activities to be done, schedules when to complete activities, chooses the staff to do activities, gets the staff to view the appointed activities, and informs the unit chief about the activities they have completed. After the unit chief follows these steps and processes, the chief responds to the feedback-sender with evidence for activities. All these operations, including the representative of the Quality Coordination Unit's serving as the control mechanism at all levels, are done on electronic media. Also, the Quality Coordination Unit can view all these operations synchronously and thus may prevent the process from being blocked.

The use of a stakeholder feedback system and each application to various units at our university are followed in a common centre. In this way, in case of a different or the same application to any unit, the application is followed by the Quality Coordination Unit, and expressions of satisfaction or reasons for complaints can be examined. The stakeholder feedback system is actively used now. Furthermore, since this report was prepared, 127 wishes, 99 opinions, 17 expressions of satisfaction and 81 complaints have been recorded and responded to by the units in charge. Also, 132 of our stakeholders asked for information through the system, and these demands were responded to. In addition, preparations about how to conduct surveys are still in progress in order to identify not only how the system works and problems are solved but also the levels of satisfaction and expectations of our stakeholders who have used E-CC.

Our institution, which has established its own QMS after all its units were accorded the certificate of TS EN ISO 9001, is aiming to obtain the certificate of "TSE ISO 100002" and to complete the process designed by the Turkish Standards Institute for "Stakeholders satisfaction" in a short time (Evidence 118). The feedback module of E-CC is an integral part of the preparations regarding the involvement of internal and external stakeholders in the quality assurance, education, research and development, governance and internationalization processes.

**Maturity Level:** The operation of the involvement mechanisms of stakeholders are observed, and related improvements are made.

**Evidence**
4. Internationalization

4.1. Internationalization Policy

It was indicated in our previous report (IIEM-2019) that the internationalization policy of our university has been formed in accordance with stakeholders' opinions and the Certificate of internationalization Strategy (2018-2022) (Evidence 27). Some changes and simplifications have been made in our policy paper in accordance with recommendations by the International Relations Office and evaluations by the Quality Commission in the subsequent term (Evidence 32, 33, 34). In the updated policy paper, particular emphasis has been laid on such points as "international programme accreditation" and "institutionalization and branding". "Internationalization Action Plan (IAP)", which serves as a detailed guide to carry out our internationalization policy, has been formed by the Quality Commission (Evidence 119). Such parameters as calendar, criteria to realise (succeed), units to collaborate with, units in charge of each subordinate action have been specified. These actions are related to points as drawn within the general framework of the IAP policy paper. In this regard, IAP, which our institution has developed to meet the needs and to assure that our internationalization policy be precisely put into practice, is an original approach and practice. The Quality Commission is responsible for following IAP and starting possible preventive activities.

4.2. The Management and its Organizational Structure of Internationalization Processes

The International Relations Office (ERU) is the central organizational unit in charge of coordinating international relations in our university (Evidence 120). The formation of ERU and its interdependent coordination units are described in detail in the former report (IIEM-2019). Besides, there is comprehensive information about the Accreditation Consultancy Unit which is in charge of coordinating accreditation activities and providing support for units and Representatives of the Accreditation Unit and Department/Programme, who coordinate activities carried out at units in the previous report. A great deal of progress has been made in the subsequent term at our units and programme as far as accreditation is concerned: Department of Biology of Faculty of Science and Letters has completed the accreditation process (Evidence 121). Accreditation applications of Departments of Science Teaching and Mathematics Teaching of the Faculty of Education and virtual programme visits are still in progress. The application process of Departments of Physics, Chemistry, Mathematics, History and Turkish Language and Literature of Faculty of Science and Letters (Evidence 122), Departments of Guidance and Psychological Counselling, Social Sciences Teaching, Turkish Teaching and Primary School Teaching of Faculty of Education, and ordinary and evening education programmes of Faculty of Theology (Evidence 123) have completed, and their
evaluation programmes are expected to take place. Application preparations for the School of Foreign Languages have started. As for the Faculty of Medicine, a briefing meeting for accreditation has been held.

As an objective sign of how much progress our fifteen-year-old university has made on national and international platforms, Times Higher Education's (THE) denoting World University Rankings report (2021) can be shown. Accordingly, our university has managed to be listed as one of 43 Turkish universities out of 1500 universities across 93 countries. Considering Turkish universities, in particular, the only university from the Eastern Black Sea region to be listed is RTEU. Leaving out universities located in Ankara, İstanbul and İzmir, our university has been one of 16 listed Turkish universities and has succeeded in being one of 7 universities to be listed among 95 universities founded after 2000 in Turkey.

4.3. Internationalization Resources

Human resources who have taken direct or indirect roles in the process of internationalization include all of our academic and administrative staff. In addition to the External Relations Unit, Turkish Language Teaching Application and Research Centre, Department for Student Affairs, Department of Strategy Development and Quality Coordination Unit have taken part in the internationalization process.

Pecuniary resources used in our internationalization policy are various. A great deal of the budget used by ERU consists of resources allocated for student exchange programmes. There are 3 institutional (Evidence 124) and 4 individual (Evidence 125) projects in progress at present (Evidence 126, 127). As mentioned in IIEM-2019, the budget allocated for goals related to internationalization in the strategic plan is one of these resources and is allowed to be used to the extent of resources (Evidence 128, 129). Besides, in order to promote the international preferability of our university, an education grant is provided for foreign-national students by Recep Tayyip Erdogan University Development Foundation. This practice can be shown as an original approach and practice which our university has developed in line with its needs (Evidence 130).

4.4. Observation and Improvement of Internationalization Performance

It was comprehensively explained in IIEM-2019 that our internationalization policy in the strategic plan and tracing performance indicators related to goals were registered to the Strategic Plan Evaluation System (Evidence 131, 132, 133, 134, 135, 136, 137) through data entry by units in charge.

In the subsequent term, data entry about the first semi-annual of 2020 related to these goals has been completed (Evidence 138), and a comprehensive evaluation of corrective activity needs and convenience for goal-realization of these data have been made in the Strategic Plan Observation Report-2020 (Evidence 139).

“Aspects to be improved” (Evidence 140) as detected about internationalization process in the IFR -2017 are as follows:

-To start preparations for programme accreditation and to set targets related to this,
To increase students’ participation in such international exchange programmes as Erasmus and Mevlana so that they will gain experience, and to provide facilities so that students can develop their foreign language proficiency,

- To activate the webpage of the Institution in foreign language/s, which will contribute to the university’s internationalization.

Actions have been determined and scheduled in QAP-2018 for each of these deficiencies (Evidence 141). We can show IMR-2020 as an objective evidence of the progress we have made after operations conducted by units in charge under the observation of the Quality Coordination Unit. Corrective operations by our institution are detected in line with IMR-2020, which is mainly based on IFR-2017. In this report, three points to be improved which are mentioned above, are as follows (Evidence 142);

- It is understood that the institution speeded up accreditation operations after IFR -2017. It is also observed that two programmes have been accredited, and another thirteen programmes have completed official applications by having started the accreditation process.

- It is seen that the institution has made enough efforts to increase students’ participation in such exchange programmes as Erasmus+, Mevlana, Farabi; but considering the pandemic, student/staff exchange is not possible to in Turkey as in the rest of the world

- The website of the institution has been activated in four different languages in order to make a contribution to internationalization of the university.

In line with the objectives set out in the Strategic Plan and Quality Action Plan (QAP), the accreditation efforts of our university's academic units at the national level have gained significant momentum in the last two years. Accreditation studies are continuing rapidly in all our units, especially in the Faculty of Arts and Sciences and the Faculty of Education. Currently, 2 of our programs have been accredited, and the accreditation processes at the national level in 13 of our programs continue at various stages. We anticipate that the gains achieved in the national accreditation process will form the basis of accreditation studies at the international level.

In its 15th year, RTEU has been registered as a "University that Produces Knowledge and Value" by the Turkish Patent and Trademark Office. The ongoing studies to increase the international recognition of the university were mentioned in detail in Institutional Internal Evaluation Manual-2019 (IIEM-2019). In addition to these, the official promotional video has been prepared in 8 different languages (Arabic, Persian, Azerbaijani, French, German, Russian, Georgian and Chinese) besides Turkish and English and posted on the official YouTube channel of the university. In addition, Our university actively participated in "Discover Your University CoHE Virtual Fair 2020" organized by CoHE in order to enable students to know about the universities to choose during the pandemic period.

Internalization Policy
Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

- Evidence
- Evidence 27 - RTEU.UP.0001 Internationalization Policy - Pre-Revision.pdf
- Evidence 32 - Internationalization Policy Proposal of Internal Relations Unit.pdf
- Evidence 33 - Internationalization Policy Proposal Letter of Internal Relations Unit.pdf
- Evidence 34 - RTEU.UP.0001 Internationalization Policy - Revised.pdf
- Evidence 119 - Quality commission decision report.pdf

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

**Evidence**
- Evidence 120 - Units Carrying out Internationalization Activities - Foreign Relations Unit Directive.pdf
- Evidence 121 - Biology department accreditation document.jpg
- Evidence 122 - Faculty of Arts and Sciences Accreditation Payment Receipt.pdf
- Evidence 123 - Faculty of Theology accreditation application document.pdf

**Internationalization resources**
**Maturity Level:** There are internalized, systematic, sustainable and exemplary practices.

**Evidence**
- Evidence 124 - Our Projects that are Active and Still Ongoing in 2020 - Corporate.pdf
- Evidence 125 - Projects That are Active and Still Ongoing in 2020 - Individual.pdf
- Evidence 126 - University International Study Resources.pdf
- Evidence 127 - Erasmus budget allocated and used.pdf
- Evidence 128 - Strategic Plan 2018-2022 - Internationalization Goals and Performance Indicators.pdf
- Evidence 129 - Internationalization Items in 2019 under the Strategic Plan Expenses.pdf
- Evidence 130 - International Students Receiving a Scholarship.jpg

**Internationalization performance**

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

**Evidence**
- Evidence 131 - Strategic Plan 2018-2022 - Internationalization Goals and Performance Indicators.pdf
  - Evidence 132 - Internationalization Performance - Target 1.3.png
  - Evidence 133 - Internationalization Performance - Target 1.4.png
  - Evidence 134 - Internationalization Performance - Target 2.1.png
  - Evidence 135 - Strategic Plan Evaluation System - Internationalization Target 1.3.pdf
  - Evidence 136 - Strategic Plan Evaluation System - Internationalization Target 1.4.pdf
  - Evidence 137 - Strategic Plan Evaluation System - Internationalization Target 2.1.pdf
  - Evidence 138 - Strategic Plan Monitoring Report - July 2020 - Internationalization Goals.pdf
  - Evidence 139 - Strategic Plan Evaluation Report - March 2021 Internationalization Evaluation of Performance by Unit.pdf
  - Evidence 140 – IFR-2017 - Aspects for Improvement in the Field of Internationalization.pdf
  - Evidence 141 - Quality Action Plan - Articles Related to Internationalization.pdf
  - Evidence 142 - RTEU IMR-2020 - Improvements indicated in Articles Related to Internationalization.pdf
B. EDUCATION

1. Design and Approval of Programs

1.1. Design and approval of programs

The design and approval of teaching programs at the university are carried out within the scope of CoHE and regulations and directives of the university (Evidence 1, 2, 3, 4, 5, 6, 7, 8). The program proposal is prepared using the Program Opening Proposal File according to the principles and format determined by CoHE. In the Program Opening Proposal File, issues such as the similarity/difference with the programs currently being run at the university, the adequacy of the number of faculty members in terms of quality and quantity, the sustainability of the program, the targeted student profile, the adequacy of the Department / Department opportunities, the targeted learning outcomes, the employment of the graduates are stated (Evidence 9, 10, 11, 12, 13). The Program Opening Proposal File prepared by the unit is submitted to the Senate together with the decision of the unit board through the Registrar's Office. The Program Opening Proposal File for the programs accepted by the Senate is sent to CoHE with the relevant cover letter. With the proposal of the university, programs that CoHE approves are opened, and student admission begins after the student admission conditions are met. All information about the programs that are deemed appropriate to be opened with the approval of CoHE is shared explicitly with internal and external stakeholders on the webpage of the RTEU Course Information Package.

Existing programs are updated in accordance with the mission and goals of academic units by considering National Qualifications Framework For Higher Education in Turkey, national, international and sectoral trends and also considering the feedbacks from respective commissions (evidence 14), internal and external stakeholders (evidence 15, 16, 17, 18, 19, 20), student preferences and the relevant studies for the evaluation of the program (Evidence 21, 22, 23, 24, 25). Stakeholder opinions are received through meetings and e-mail correspondence and reflected in the program designs. Stakeholders are informed about the designed programs by meetings, web pages, etc. (Evidence 18, 26). Information meetings are held about the execution of the designed and approved programs (Evidence 22, 27, 28, 29).

In addition, the objectives and learning outcomes of the English preparatory program, which is carried out in some of our units at two different levels, have been arranged, have been arranged in accordance with the Common European Framework of Reference for Languages (CEFR). The procedures and principles have been determined by the directive, and both the instructions and the Orientation Booklet (Evidence 23) are available to students on the official website. In the design of the program, the views of students and instructors are taken into consideration as a priority.

While determining the qualifications of the programs, compliance with National Qualification Framework for Higher Education (NQF-HETR) is taken into consideration. In the programs of the university, course learning outcomes are determined separately for each course. While determining the program qualifications at Recep Tayyip Erdogan University, a correlation is made for all programs of the university in the Student Information System in order to show the compatibility of the qualifications (Basic Field Competencies) at the associate, undergraduate and graduate levels of National Qualification Framework for Higher Education NQF-HETR and the qualifications required by the relevant profession (Evidence 30).

Lesson plan updating processes in the designed and approved programs are also carried out by the relevant commissions (Evidence 31, 32, 33, 34, 35) within the framework of
The correlation of the program qualifications of the courses available in our university's programs and the courses newly added to the lesson plans with the course learning outcomes is carried out by using a scale of 1-5 for the level of coverage. Correlation of course learning outcomes with program competencies is done for each course (Evidence 36). These associations are posted on the website named "Course Information Package".

1.2. Course distribution balance of the program

The curricula of our university allow students to turn to different disciplines with compulsory and elective courses and offer the opportunity to take courses from non-field faculties. Related courses are distributed within the framework of regulations (Evidence 1, 2, 3, 4, 5, 37). Provided that 25% of the courses in the curriculum are planned as electives, the program can be offered as elective course groups, in-field and non-field courses. As an example; various courses, which are expressed as university elective course groups in the Computer Engineering program whose number are reaching 150, are included in the lesson plans of the students (Evidence 38).

University Common Elective Courses (UCEC), which provide students with the opportunity to get to know different disciplines and gain social responsibility and cultural awareness, have been added to the undergraduate curriculum at the university. It is aimed through UCEC that students gain qualifications such as community service practices, culture, art, sports and health activities, communication and foreign language skills, developing environmental awareness, disseminating science, and developing general culture and historical culture. The dissemination of the UCEC practice was identified as one of the aspects open to improvement in IFR-2017. As a result of the university's efforts to disseminate the UCEC application, the expression is included in IMR-2021 as "It has been determined that the UCEC practice has been expanded in the monitoring report prepared within the scope of our University Monitoring Program". Our university students are required to take two UCEC courses in order to graduate (Evidence 39). In the curriculum, students are allowed to choose courses such as entrepreneurship outside the field and personal development, and opportunities have been created where they could participate in different cultural activities (Evidence 40).

The Nursing National Core Education Program (NNCEP) is taken into consideration while preparing the curriculum of the Department of Nursing, which provides education in the School of Health (Evidence 41).

Course distributions of the Faculty of Education are created within the scope of CoHE Teacher Training Undergraduate Programs prepared in 2018. In the course distributions, group courses of Teaching Profession, Field Education and General Culture are adhered to. Course schedules were left to the Education Faculties based on the decision taken at the CoHE General Assembly meeting on 10 August 2020. In line with this decision, courses, curricula and credits are formed by paying attention to the distribution balance.

1.3. Compatibility of course outcomes with program outcomes

At the beginning of each semester, a correlation is made between the competencies of the programs and the learning outcomes of the course. For this, a harmonious process is planned, considering the curriculum, coursework and program outputs. In the programs of the university, course learning outcomes are determined separately for each course. The correlation between
the qualifications of the programs and the learning outcomes of the courses is made for each course. It is aimed that students who enroll in programs and receive education services have the ability, knowledge and skills to effectively reflect their theoretical and practical gains in their professional work within the framework of the program they prefer (Evidence 42, 43). Survey studies are also conducted in the units to monitor and improve the compatibility of course outcomes with program outcomes. Reminders required for each course to keep the course information packages up-to-date are notified in an official letter to the instructors conducting the relevant course. The association of program outputs and course outcomes is carried out and updated by the department heads and lecturers in line with the objectives of the program (Evidence 44).

Detailed information about the programs, especially the educational objectives and achievements of the programs (application conditions, purpose, importance, achievements of the program, graduation status, curriculum, teaching of the courses, course materials, etc.) are announced on the RTEU Course Information Package webpage.

1.4. Design based on student workload

The credit values of the courses in Associate, Undergraduate and Graduate Programs based on student workload (European Credit Transfer System, ECTS) are determined by the units preparing the program in accordance with the "Recep Tayyip Erdogan University Associate and Undergraduate Education and Examination Regulations (Evidence 1) based on the article 12 and also in accordance with Recep Tayyip Erdogan University Postgraduate Education Regulation (Evidence 2) based on the article 16 for all courses (Evidence 45, 46, 47, 48) including internship, practice, graduation studies and is announced for all degree programs on the "Course Information Package" (Evidence 36) webpage. In the calculation of the student workload, the weekly course hours, extracurricular study time, if any, the time to be allocated for preparations such as homework, projects, presentations, and the required study time for exams are taken into account, and the total workload is determined for each course (Evidence 49). Internship and professional applied learning opportunities are evaluated within the framework of student workload and ECTS credits. In IFR-2017, "Reviewing the calculation of ECTS credits based on learning outcomes and workload and all other elements of the Course Information Package" was identified as one of the aspects to be improved. Improvement studies have been carried out in this area by the university, and this progress is stated in IMR-2021 as follows: "It is understood that the ECTS credit calculation based on learning outcomes and the workload was completed by taking the opinions of internal stakeholders". Due to the pandemic, different educational practices suitable for distance education were carried out within the framework of the Senate decisions in 2020, adhering to the ECTS credits of the course.

1.5. Measurement and evaluation system

Education-training and assessment-evaluation activities at our university are carried out within the scope of Associate, Undergraduate and Graduate Education-Training and Examination Regulations (Evidence 1, 2, 3, 4). These teaching and evaluation activities, which were carried out face-to-face until the 6th week of the Spring Semester of the 2019-2020 Academic Year, were carried out with distance education through the online platform, which was primarily preferred by the institution due to the outbreak of the Covid-19 pandemic. Measurement and evaluation activities in distance education processes were implemented in the Spring Semester of the 2019-2020 Academic Year and in the Fall Semester of the 2020-2021 Academic Year, in accordance with the Principles of Practice on Educational Processes (Evidence 50). In the relevant periods, with the decision of the academic board, it was decided
to teach all of the courses through distance education in the departments of our university (Evidence 51, 52). In this context, the measurement and evaluation activities have also been determined to be carried out through synchronous examination (Evidence 53), presentation, homework, report, research, project, oral, clinical practice, etc., with the opinion of the relevant lecturers and the decision of the scientific committee. In addition, with the board's decisions, faculty members have been given the opportunity to choose options such as synchronous or asynchronous exams and assignments in accordance with their courses. Examination methods for these courses have been prepared and announced to the students in the student information system.

Exams and assignments are carried out online through Google applications (Gmail, classroom, meet, drive, calendar, etc.) in accordance with the agreement between our University and Google company (Evidence 54, 55). Students can submit their work related to homework and exams without any data loss by uploading them under the relevant heading in their virtual classrooms. It is aimed to ensure that the students follow the lesson and their learning is permanent with the feedbacks given about their works. In addition, in the execution of the measurement and evaluation processes, the Exam Preparation and Application and Evaluation Guide (Evidence 56) prepared in line with the needs of the institution in various units of our university was taken as a basis. The guide includes information about the exam preparation process, the application of the exams, the item analysis process and possible problems that may be encountered.

In the distance education evaluation processes, homework, simultaneous and multiple-choice exam applications are included with a wide variety of tools. In this context, the evaluation of the knowledge covering the whole and the evaluation of the knowledge, in general, are carried out with application-oriented courses. It is planned to continue the laboratory courses by transferring them to the following term in accordance with the rules to be considered during the Covid-19 pandemic period (Evidence 57, 58). In addition, homework control forms determined by the instructors contribute to the evaluation of the homework prepared by the students (Evidence 35). Although the method of conducting the exam was carried out remotely instead of face-to-face, the students were graded out of 100. The student grades recorded in the system were converted to letter grades automatically with 40% midterm grade and 60% final grade calculation (Evidence 1).

Assessment and evaluation activities conducted as distance and face to face education in our university depend on the use of the exams that are created considering the table of specifications, which are prepared by using programme and class outputs in the name of content validity (Evidence 59). By observing the results of the assessment and evaluation system prepared in this context and by considering the item analysis (Evidence 56, 60, 61, 62) prepared by the lecturers for each course, studies are carried out to overcome the deficiencies. In addition, charts of question types, showing the distribution of the questions asked by the lecturers in the question forms, are also prepared. Likewise, to observe and evaluate the exams in general, an Academic Evaluation and Quality Development Committee have been established (Evidence 63).

Interactive environments where students and lecturers can obtain information have been established by our university's Distance Education Centre, and an active database has been provided for all units to get access (Evidence 64). Through this constitution, checklists about the way the online exams are taken have been announced, and sample videos about the application of the exams have been uploaded.
In the direction of the decision made by the Council of Higher Education, our students have been given a right to benefit from computer and internet facilities (Evidence 55). Hardware and internet problems experienced during the process of distance conduct of academic year and assessment and evaluation system are constantly followed through student counsellors and concerning committees. Furthermore, at some units of our university, test security is provided by using the KEYP S (Institutional Education Management and Planning System) system (Safe Testing) for the exams with theoretical content (Evidence 65, 66). Each activity conducted at KEYP S System is checked by the Committee of Assessment and Evaluation, and necessary arrangements are requested after constantly submitting the shortcomings to the founders of the system. In this context, the politics concerning the process of distance education and evaluation conducted by Recep Tayyip Erdoğan University show continuity at the proper level and are taken as an example by the other higher education institutions.

The Design and Confirmation of the Programmes:

Maturity Level: The processes of the Design and Confirmation of the Programmes are systematically observed and enhanced along with the evaluation of the relevant stakeholders.

Evidence:
- Evidence 1 - RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf
- Evidence 2 - RTEU Academic Rules and Regulations Governing Graduate Studies and examination.pdf
- Evidence 3 - RTEU Academic Rules and Regulations Governing Faculty of Medicine and Examination.pdf
- Evidence 4 - RTEU Academic Rules and Regulations Governing Faculty of Dentistry and Examination.pdf
- Evidence 5 - RTEU Academic Rules and Regulations Governing School of Foreign Languages and Examination.pdf
- Evidence 6 - Academic Rules and Regulations Governing Education and Examination of Seafarers and Maritime Pilots.pdf
- Evidence 7 - Undergraduate Programmes of Teacher Training at Faculty of Education,.pdf
- Evidence 8 - Clinical Practise Programmes at Faculty of Dentistry.pdf
- Evidence 9 - New Department (Undergraduate) Request.pdf
- Evidence 10 - CoHE Criteria for a New Graduate Department.pdf
- Evidence 11 - New Department Programme Workflow Process.pdf
- Evidence 12 - Organization Chart.pdf
- Evidence 13 - Programme and Course Outcomes Relevance.pdf
- Evidence 14 - Programme of Physics Committees .pdf
- Evidence 15 - Surveys for Internal Stakeholders.pdf
- Evidence 16 - Surveys for External Stakeholders.pdf
- Evidence 17 -Proceeding for External Stakeholders.pdf
- Evidence 18-Notifying the Stakeholders.pdf
- Evidence 19- General Survey of Student Satisfaction .pdf
- Evidence 20- Student Opinion Survey Concerning Distance Education.pdf
- Evidence 21- Reasons for the Update of the Programmes.pdf
- Evidence 22- The Process of the Design, Confirmation, Continuous Monitoring and Update of the Programmes.pdf
Course Schedule Balance of the Programme

**Maturity Level:** Course Schedule balance is followed and enhanced in the programmes.

**Evidence:**
- Evidence 3- RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf
- Evidence 4- RTEU Academic Rules and Regulations Governing Faculty of Dentistry and Examination.pdf
- Evidence 37- Considering Course Schedule Balance in the Course Information Package.pdf
- Evidence 38- RTEU Computer Engineering Programme Schedule.pdf
- Evidence 39- RTEU Selective Course Transcript.pdf
- Evidence 40- Course Schedule.pdf
- Evidence 41- National Core Education Programme for Nursing (HUÇEP).pdf
- Evidence 1- RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf
- Evidence 2- RTEU Academic Rules and Regulations Governing Graduate Studies and examination.pdf
- Evidence 5- RTEU Academic Rules and Regulations Governing School of Foreign Languages and Examination.pdf

The Congruity of Course Acquisition and Programme Outcomes

**Maturity Level:** Course acquisition has been harmonized with programme outcomes throughout the programmes and is shared through an information package.

**Evidence:**
- Evidence 42- Programme and Course Outcomes Relevance.pdf
- Evidence 43- Physics Programme -The Harmony of Course Acquisition with Programme Outcomes.pdf
- Evidence 44- Official Writing for the Updating of Course Information Package.pdf
Course Design Based on Student Workload

**Maturity Level:** Courses have been designed, announced and made applicable in accordance with the student workload.

**Evidence**
- Evidence 2- RTEU Academic Rules and Regulations Governing Graduate Studies and examination.pdf
- Evidence 45- Undergraduate Course Schedule.pdf
- Evidence 47- Master’s Degree Course Schedule.pdf
- Evidence 48- PhD Course Schedule.pdf
- Evidence 49- Determining the Workload.pdf
- Evidence 36- Information Package Course Schedule.pdf
- Evidence 1- RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf

Assessment and Evaluation System

**Maturity Level:** In the institution, assessment and evaluation applications are followed, and enhancements are being made in the assessment and evaluation system according to the inspection results.

**Evidence**
- Evidence 1- RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf
- Evidence 2- RTEU Academic Rules and Regulations Governing Graduate Studies and examination.pdf
- Evidence 3- RTEU Academic Rules and Regulations Governing Faculty of Medicine and Examination.pdf
- Evidence 50- 2020-21 Fall Semester Implementation Fundamentals Education Processes.pdf
- Evidence 51- Maritime Transportation and Management Engineering Proceeding 1.pdf
- Evidence 52- Maritime Transportation and Management Engineering Proceeding 2.pdf
- Evidence 53- 2020-21 End of Fall Semester Methods of Examination.pdf
- Evidence 54- Operations to be Held Concerning Distance Education.pdf
- Evidence 55- Distance Education Sample Class Photos.pdf
- Evidence 57- Senate Decision Concerning 2019-2020 Academic Year Spring Semester Course Assignment.pdf
- Evidence 58- 2020-2021 Fall Semester Board Decision Concerning Implementation Fundamentals.pdf
- Evidence 59- Sample for Table of Specifications.pdf
- Evidence 60- Item Analysis File.pdf
- Evidence 61- Chart for Question Type.pdf
- Evidence 62- Exam Analysis of Lecturers.pdf
- Evidence 63- Academic Evaluation and Quality Development Committee.pdf
- Evidence 64- Interactive Environment Provided by Distance Education Centre.pdf
- Evidence 65- KEYPS Safe Testing.pdf
- Evidence 66- KEYPS Rules of Assessment and Evaluation.pdf
- Evidence 4- RTEU Academic Rules and Regulations Governing Faculty of Dentistry
2. Student Admission and Development

2.1. Student admission, accepting previous education and crediting

Student admissions to undergraduate programmes in Recep Tayyip Erdoğan University are made by special talent exam, and central placement system carried out by OSYM (Student Selection and Placement Centre). In the admission of the students outside the group of central placement; the registration, testing and evaluation processes are conducted according to the law of higher education and to decisions and regulations of the higher education council based on this law and to concerning regulations of our university (Evidence 1, 2, 3, 4, 5). In these regulations/instructions and guides, details about terms of application, quotas, documents necessary for application and how the applications are evaluated are extensively and perspicuously announced in detail, updated every year. Receiving the applications and the announcement of the results are done through the website, and objection processes are conducted within the frame of legal provisions.

Practises concerning the acceptance of previous formal education; are conducted within the scope of relevant items (Evidence 67, 68, 69, 70) of CoHE and our university’s regulations (Evidence 1, 2, 3, 4, 5) for the students who registered through lateral/vertical transfer and who completed their bachelor education with the education taken within the scope of national/international exchange programmes. In this context, final grades of the courses students have taken in their previous higher education programmes are considered valid for the equivalent courses and these marks are added into the grade point average.

The admission processes done by our university (student transfer, exchange programmes, special talent, special student, international student, graduate student) are conducted according to the following regulations, directives and guides:

Student admission via transfer (according to the success status and additional clause 1); Transfer between programmes on the undergraduate level in higher education institutions, Double Major, A Minor Program with Regulations Concerning the rules of credit transfer between institutions (Evidence 71) and RTEU Senate Decisions on the Undergraduate Transfer (Evidence 72) are applied.

Student admission to the Double Major/Minor programmes is made according to the RTEU Double Major and Minor Programme Regulation (Evidence 73). As of 2020, there are 21 double major programmes (Evidence 74, 75) and 17 minor programmes (Evidence 81), comprising 18 Bachelor's and 3 associate degrees. Based on these programmes, 76 students receive education in double major programmes while 2 students receive education in minor programmes.

For the admission of International Students who want to study through their own means, RTEU International Student Application for Undergraduate Programmes, Acceptance and Registration Regulation (Evidence 77) and RTEU Academic Rules and Regulations Governing Graduate Studies (Evidence 2) are applied.
For the student admission at special talent exam, RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination (Evidence 1), for the School of Physical Education and Sports, national and international student admission to the Physical Education and Sports Teaching is run according to the 2020 BESYO (School of Physical Education and Sports) Special Talent Exam Guide (Evidence 78) and 2020 BESYO International Student Special Talent Guide (Evidence 79). For admission to the Faculty of Education, Art Teaching Programme, 2020 Art Teaching Online Special Talent Exam Guide (Evidence 80) and Online Special Talent Exam Principals are considered.

In addition, in the event of students' documentation of the fact that they have worked in the field, they study or related sector for the time specified, it is guaranteed with the relevant unit's regulations (Evidence 82) that this will be substituted as their compulsory or voluntary internship (Evidence 81). By operation of the law of the item 16 entitled Course Exemption and Adaptation in our university’s Academic Rules and Regulations Governing Undergraduate Studies and examination, "Students who have been placed by OSYM and have done final registration can demand to be exempt from the courses that they have taken and been successful in previous higher education institutions", the previous studies of the students who have applied are evaluated, and exemption is applied (Evidence 83). For the common compulsory foreign language course taught in the undergraduate programmes, the foreign language proficiency exam (Evidence 84) is held according to the item number 17 of Academic Rules and Regulations Governing Undergraduate Studies and examination (Evidence 1). Students who get at least 60 out of 100 in this exam are exempt from the foreign language course. The grades taken in the foreign language proficiency exam are added to the semester and grade point average (Evidence 85). If students demand to be exempt from the courses that they have taken and passed before in their previous studies at other higher education institutions, it is evaluated by the Course Exemption, and Adaptation Committee and decisions are made based on the regulation (Evidence 86).

The action and process taken concerning the education are defined in Recep Tayyip Erdoğan University Academic Rules and Regulations Governing Undergraduate Studies and examination, Recep Tayyip Erdoğan University Academic Rules and Regulations Governing Graduate Studies and examination, RTEU Academic Rules and Regulations Governing Faculty of Medicine and Examination and RTEU Academic Rules and Regulations Governing Faculty of Dentistry and Examination (Evidence 1, 2, 3, 4, 5). Success assessment and evaluation methods for the courses are specified and shared with the students on the Student Information System. The instructional plan of the programmes, course learning outcomes, course contents and ECTS credits are on the internet page, “RTEU Course Information Package”.

2.2 The certification of the proficiency and diploma

The diploma, certificate, and document types to be given according to the programme degree are defined in items 3 and 4 of the regulation concerning RTEU Diploma, Diploma Supplement, Temporary Graduation Certificate and Organization of Other Documents (Evidence 87). When the student provides the necessary conditions for graduation, graduation is processed, and a diploma is issued within the scope of specified regulation (Evidence 1,2). Along with the diploma, a diploma supplement (Evidence 88,89) is given containing information concerning the aims of the programme they are studying at, the duration, their competence, courses they have taken, grading system, and the top-grade programmes they can continue once they graduate. Students’ academic and career developments, diploma approval and competencies are followed by the Registrar's Office. Students can follow their state of education on REBIS and related web pages.
The students can graduate once they have met the necessary conditions specified in the relevant regulations (Evidence 1, 2) for their courses at Recep Tayyip Erdoğan University. In this context, recognition is provided with the courses students take, the course codes, names and credits converted to ECTS. The ECTS credits of the courses they have taken in international Exchange programmes are used as the ECTS value of the matching course on the student's course schedule. All these recognition processes are realized through student's or concerning higher education institution's transmission of the Transcript to the university's concerning unit (Evidence 90, 91, 92, 93, 94). The competence of our students who graduated from our departments/programmes, graduation requirements, graduation decision processes are clearly, apprehensibly and extensively stated in the contents and is shared with the public on the relevant unit's web page (Evidence 95). For some units, if students demand, a certificate showing their competencies is prepared (Evidence 96). In this regard, in line with the accreditation studies carried out in the relevant units, an update is predicted for the following academic year.

**Student admission, recognition of the previous education and crediting**

**Maturity Level:** Processes concerning Student admission, recognition of the previous education and crediting are followed, enhanced, and updates are announced.

**Evidence**

- Evidence 1- RTEU Academic Rules and Regulations Governing Undergraduate Studies and examination.pdf
- Evidence 2- RTEU Academic Rules and Regulations Governing Graduate Studies and examination.pdf
- Evidence 3- RTEU Academic Rules and Regulations Governing Faculty of Medicine and Examination.pdf
- Evidence 4- RTEU Academic Rules and Regulations Governing Faculty of Dentistry and Examination.pdf
- Evidence 5- RTEU Academic Rules and Regulations Governing School of Foreign Languages and Examination.pdf
- Evidence 67- The decision of the recognition of the previous education (Vocational School of Technical Sciences).pdf
- Evidence 68- The decision of the recognition of the previous education (School of Foreign Languages).pdf
- Evidence 69- Transcript-Exempt Courses.pdf
- Evidence 70- Applied in international mobility programs.pdf
- Evidence 71- Associate and Undergraduate Degree in Higher Education Institutions.pdf
- Evidence 72- RTEU Senate Principles for Student Transfer at Associate and Undergraduate Levels.pdf
- Evidence 73- RTEU Double Major and Minor Programs Directive .pdf
- Evidence 74- Double Major Programs and Applicable Programs.pdf
- Evidence 75- Courses to be taken by the students who will apply to the double major program.pdf
- Evidence 76-Minor Programs and Applicable Programs.pdf
- Evidence 77- RTEU Application, Admission and Registration Directives for International Students.pdf
- Evidence 78- 2020 BESYO (School of Physical Education and Sports) National Student Special Talent Exam Guide.pdf
- Evidence 79- 2020 BESYO (School of Physical Education and Sports) International Student Special Talent Exam Guide.pdf
- Evidence 81-Internship exemption.pdf
3. Student-Centered Learning, Teaching, and Assessment

3.1. Teaching methods and techniques

In our university, a student-centered education approach is adopted. In this context, our institution's quality policy includes statements such as "To ensure the effective participation of our stakeholders in the Quality Assurance System and to meet the needs and expectations of our internal and external stakeholders in all processes with a participatory, sharing and dynamic management approach " and " To raise qualified individuals by updating the programs to an international level in accordance with the changing and evolving needs with a student-centered education approach." (Evidence 97). Based on these statements, activities on student-centered education are carried out through face-to-face and distance education processes (Evidence 50). After the Covid 19 pandemic outbreak, our university endeavoured to carry out the student-centered education-teaching approach during the distance education processes, especially in the applied courses that should be carried out effectively. For instance, teaching practices carried out by pre-service teachers in online classes in educational institutions affiliated with the Ministry of National Education enabled them to develop their professional skills and use different teaching methods and techniques in active and interactive teaching environments. In this context, within the scope of Teaching Practice and School Experience courses conducted at the Faculty of Education, it is aimed to ensure the active participation of teacher candidates in online courses held in schools affiliated to the Ministry of National Education (Evidence 98).

Various seminars, conferences, and training are organized for the teaching staff to carry out their teaching activities related to distance education processes effectively. As our university regards students' active participation in classes as significant, it is thought that
ensuring the use of current teaching methods and techniques will improve student motivation and focus (Evidence 99). In this context, due to the Covid-19 pandemic, it is encouraged to enrich the courses with individual and collective activities to continue the courses conducted during the distance education process effectively. For the instructors to adjust to online education and maintain student-centered education practices in online settings, external stakeholder meetings were organized according to the Professional Development Commission’s advice (Evidence 100, 101). Apart from this, a 40-hour Training of Trainers Program was organized in our university for the instructors to have theoretical and practical knowledge about educational approaches, practices, and instructional processes, and the participants were given certificates (Evidence 102). Training of Trainers Program, carried out by the faculty members of the Faculty of Education, presents information about the student-centered learning-teaching approach.

Course information packages are updated to include distance education processes. To ensure active student participation in the course, question-solving for the final exam and practical activities are carried out at the end of the lesson. Through the homework or presentation activities given weekly or during the term, the participation of the students is aimed to be increased in the lesson with extra-class activities.

Credits based on student workload to identify prior learnings are given under the heading of course information packages. Stakeholders are informed through the REBIS information system, paid Google student platforms, and websites. To ensure the retention of the student’s attention during lessons, the instructors are expected to use the survey feature of Google Forms, prepare and present different types of files in class, and share websites, news, and videos related to the topic with the students. For the students to interact during the lesson, the instructors are asked to watch the videos prepared by the distance education center for interactive Web 2.0 tools and apply them in their lessons. Apart from this, instructors are expected to use the question feature of Google Classroom so that students can exchange ideas both during and after the lesson. On this platform, a chat menu, where students can share their questions and opinions during the lesson, is also used. Online course contents have been prepared for each course, valid from the 6th week of the 2019-2020 Academic Year Spring Semester. In the 2020-2021 Fall semester, the courses were conducted concurrently online. DEC (Distance Education Center) videos and the groups created by the units significantly contribute to developing teaching materials and applying different teaching methods.

Lecture notes are uploaded to KEYPS (Corporate Training Management and Planning System) and Google Classroom applications to enable flipped classes at our University's Faculty of Medicine. In the KEYPS application, a survey application will provide student participation and motivation, and it has been introduced to the faculty members (Evidence 65, 103).

The IT department of our university has the technical infrastructure to fulfil the distance education processes. Students are supplied with application examples that provide remote access and on-site application advantages for applied courses and software that includes training modules or does not require a license for individual use and are ensured to follow the necessary application activities simultaneously with the course supervisor through the distance education system (Evidence 103). In addition, to keep student motivation and interest alive in the teaching process, some questions are asked during the lesson, and questionnaires are applied during and at the end of the lesson (Evidence 104).
In the Faculty of Medicine, it is possible to practice in laboratories of basic sciences such as medical biochemistry, microbiology, histology and embryology, and anatomy, according to the subjects of the course committees. The fact that the Faculty of Medicine 4th, 5th, and 6th term students actively follow up patients in clinics, taking into account patient rights and patient safety, can be shown as the best example of active learning. In addition, the 6th term students of the Faculty of Medicine have the opportunity to present and discuss cases from different clinics with the case meetings held every 15 days. Also, having changed from a master-apprentice system to a learner-oriented medical education, starting from the first semester, all classes now have the opportunity to practice one-to-one in hospital-like environments with mannequins, models, and simulators available in the simulation training center. Virtual patient scenarios and case studies in which the latest technology systems are used also contribute to the active learning of learners at a very significant level. Distance learner-centered training is given at world standards in the RTEU Clinical Simulation Training Center (RSIM), a replica of a real hospital. At RSIM, a comprehensive program consisting of issues focused on emergencies and chronic diseases is implemented before the students start their careers by applying the SIM-KAMP program, organized as a 2-week program within the Family Medicine internship for interns.

For learner-oriented learning, the Faculty of Medicine curriculum commission plans to implement active learning methods such as problem-based learning (PBL), learning with simulated/standardized patients, learning with multi-disciplinary scenarios. Per the decision taken by the Faculty of Medicine curriculum development commission, panel sessions were placed in the academic calendar in the 1st and 2nd semesters. With this method, students can develop inter-clinical communication and multi-disciplinary perspectives. Events organized by student societies such as SIHAT, RTEUBAT, and RİZETOB also play an essential role in student-centered learning.

### 3.2. Assessment and Evaluation

In our university, the total amount of time students will spend for weekly theory and/or practice, studying for the midterm, quizzes, and final exam, and preparing the reports and presentations is used to determine the credit values based on the student workload (ECTS). Thus, the relevant articles of our university regulations (Evidence 1, 2, 3, 4) are used to calculate ECTS credits. The assessment and evaluation activities carried out are also determined within the scope of the relevant processes based on the course’s theoretical and/or practical nature, that is, the workload. Although a result-based approach, which is based on midterm and final exams, is applied to evaluate the success of students in our university, a process-based assessment-evaluation approach is becoming increasingly common, especially with distance education processes, and tools and methods such as projects, applications, assignments, clinical practice. (Evidence 105, 106). Instructions are required to be followed in remote online exams (Evidence 107). Student success is evaluated with different evaluation methods such as midterm, final exam, homework, research, project, and practice (Evidence 108, 109, 110, 111). Information about this process is announced to students via RTEU Course Information Package and Student Information System. Student participation is also required in determining the student workload in the programs (Evidence 112). Examples of course information packages showing that assessment and evaluation practices are associated with course achievements and program qualifications (Evidence 113) and based on student workload are presented in Evidence 114.

To standardize the assessment and evaluation process and to maintain it objectively, there is an Exam Preparation, Application, and Evaluation Guide that specifies the predefined
processes for assessing and evaluating student achievement. In this context, exams, projects, assignments, and similar practices that support student success and development are carried out according to criteria determined previously and announced to students (Evidence 56). This guide draws attention to considering student characteristics and students' learning levels in the preparation, implementation, and evaluation of exams in student-centered programs. In addition, the table of specifications (Evidence 59) as the objective-content chart is thought to be beneficial in ensuring and maintaining the consistency of program outcomes and course outcomes and in evaluating the targeted learning outcomes of each course. These documents are also requested from each instructor as evidence of the exams and assignments they have made in the courses they are conducting. This situation is seen as essential for documenting the practices made for accountability and quality assurance. In this context, in addition to standard practices and regulations, item analysis form (Evidence 60) and rubrics prepared for each course and instructor are used to meet the needs for the evaluation of teaching and to provide professional development. Thus, the use of processes that enable the students to seek their rights at every evaluation stage is made possible. In addition to these practices, the instructors are encouraged to diversify the questions they prepare (Evidence 115), that is, to use tests with more than one type of question in each exam instead of using only multiple-choice or open-ended questions, and practices made in the process are closely monitored with outputs such as the question type charts (Evidence 61) for the exams of the instructors.

In addition, for the evaluation of education in the Faculty of Medicine, digital exam practices (Evidence 116) are applied with Learning Space software in several primary and clinical sciences (cardiology, pediatrics, and diseases, anesthesia, etc.) and positive feedback (Evidence 117) is received from the students. Likewise, for the first time, Objective Structured Clinical Examination (OSCE) applications were started to be performed by the Department of Otorhinolaryngology (Evidence 118).

3.3. Student feedback

Different methods are used to receive feedback on academic and administrative issues from students at the university. The first one is the "Course and Instructor Evaluation" (Evidence 119) questionnaire and the "Student Satisfaction" (Evidence 19) questionnaire applied to the students at the end of each semester. Another feedback method is the surveys (Evidence 20) conducted by various administrative departments of the university (Distance Education Center, Library Directorate, Health, Culture, Sports, etc.) to measure stakeholder satisfaction. Satisfaction with the education and other services provided by the university is aimed to be measured with these surveys. By getting feedback on the courses and the instructors from the students, it is checked whether the institutional objectives are reflected in the students. After the practices aimed at ensuring sustainability are examined, student feedback is forwarded to the relevant stakeholders, and required actions are taken to eliminate the deficiencies and provide improvements (Evidence 120, 121, 122). Accordingly, student participation in the decision-making processes regarding the course contents and the teaching methods used is ensured.

Academic and technical student counselling mechanisms in distance education are coordinated by commissions formed by the units.

Students can reach their advisors via the Student Information System (REBIS) and submit their requests. Also, other communication tools such as face-to-face meetings, e-mails, stakeholder feedback systems, social media (Evidence 123) are kept open, and necessary improvements (Evidence 124) are made in line with the requests from the students.
Furthermore, Whatsapp/BIP groups and Google Classroom counselling classes are created by the students' advisors to carry out direct communication and to monitor and improve the feedback mechanism. Apart from this, the interaction between students and instructors is carried out actively through Classroom and corporate mail. In addition, there is a student representation system for each semester, and the representative of each class communicates with the semester coordinator and conveys their requests.

3.4. Academic Consultancy

Academic consultancy services are effectively conducted to help students in the education-training process and enable them to increase their professional capabilities. Especially, when courses are selected, and registration is renewed, consultancy service is provided within the framework of the university's regulations and RTEU Academic Consultancy Guidelines (Evidence 1, 2, 3, 125, 126). Support is given to students from the first day of registration to graduation. Consultants who have been appointed by the units help students to select courses, observe their improvement at courses, try to help students with their problems, conduct recognition and observation forms and evaluate them, and make contributions to increasing students’ professional skills.

Advisors continue these duties until students graduate. At the meetings organized by the Unit Quality Assurance Commission in different units at our university, all academic staff are informed about keeping effective communication with students during the semester (Evidence 127). However, within the framework of the RTEU Academic Counseling Directive (Evidence 128), advisors can monitor the success of students via the Student Information System with the "Student Monitoring and Evaluation Form" (Evidence 127) in order to ensure more effective use of the counselling service.

The defined processes in the student counselling system have been defined with Evidence 128. The mechanisms of academic and technical student counselling in distance education are coordinated by the committees created by the units (Evidence 125). Students can reach their counsellors and follow the processes through the Student Information System created by our university. Moreover, students can reach their counsellors through specified classes on Google Classroom and WhatsApp groups (Evidence 130).

Within the framework of the Right to Information Act (Evidence 131), in accordance with the relevant regulations (Evidence 132), students have the right to demand for information about the legislations and applications from their advisors. Advisors can access students' curriculum information, courses they take in the current term and transcripts over the system. Also, advisors can contact students via direct message and email over the system (Evidence 129). Furthermore, the efficiency of the advisory system is evaluated through student questionnaires, and advisors are provided with feedback (Evidence 133, 134).

Teaching Methods and Techniques

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

Evidence:
- Evidence 19- Student Satisfaction Survey.pdf
Assessment and Evaluation

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

Evidence

- Evidence 1- RTEU Associate and Undergraduate Education-Training and Examination Regulations.pdf
- Evidence 2- RTEU Graduate Education and Training Examination Regulations.pdf
- Evidence 3-RTEU Faculty of Medicine Education and Examination Directive.pdf
- Evidence 4-RTEU Faculty of Dentistry Education-Training and Examination Directive.pdf
- Evidence 56 - Exam Preparation, Application and Assessment Guide.pdf
- Evidence 59 - Example Table of Specifications.pdf
- Evidence 60 - Substance Analysis File.pdf
- Evidence 61 - Question type chart.pdf
- Evidence 105- Senate Decision on Education Processes in the Coronavirus (COVID-19) Epidemic.pdf
- Evidence 106- 2019-20 Spring Semester Academic Units' exam and internship applications.pdf
- Evidence 107- Distance Online Exam Administration Instructions.pdf
- Evidence 108- Biology Program Homework Evaluation Form.pdf
- Evidence 109- Student Assignment .pdf
- Evidence 110- Internship Assignment.pdf
- Evidence 111- Exam examples used in formal distance blended courses.pdf
- Evidence 112- Student participation in determining student workload in programs.pdf
- Evidence 113- The relationship between measurement and evaluation practices and course outcomes.pdf
- Evidence 114- Example of course information pack based on student workload.pdf
- Evidence 115- Preparing Alternative Question and Increasing Student Success.pdf
- Evidence 116- Digital exam applications with the Learning Space software program.pdf
- Evidence 117- 2019-20 Evaluation of the spring semester midterm by internal stakeholders.pdf
- Evidence 118- Objective Structured Clinical Examination Practice.pdf

Student Feedback

Level of Maturity: In all programs, practices regarding receiving student feedback are monitored and improved based on student participation. Feedback results are reflected in decision-making processes.
Evidence
- Evidence 19 – General Student Satisfaction Survey .pdf
- Evidence 20 - Student Opinions on Distance Education Survey.pdf
- Evidence 119 - Evaluation of Courses and Instructors by Internal Stakeholders.pdf
- Evidence 120- School of Physical Education and Sports Student Satisfaction Survey.pdf
- Evidence 121- Evaluation of student feedback from Ardeşen Faculty of Tourism .pdf
- Evidence 122- Graduate School of Natural and Applied Sciences Student satisfaction survey report.pdf
- Evidence 123- Options for Communication.pdf
- Evidence 124- Internal Stakeholder feedback via REBIS.pdf

Academic consultancy
Level of Maturity: Academic advisory services are monitored in the institution and improved with the participation and feedback of students.

Evidence 1 - RTEU Associate and Undergraduate Program and Examination Regulations.pdf
- Evidence 2 - RTEU Graduate Program Examination Regulations.pdf
- Evidence 3 - RTEU Faculty of Medicine Program and Examination Directive.pdf
- Evidence 126- RTEU Faculty of Dentistry Counseling Directive .pdf
- Evidence 127- Student monitoring and evaluation form.pdf
- Evidence 128- Associate-Undergraduate Students’ Advisor Appointment Procedures Workflow Process.pdf
- Evidence 129- Advisor page screenshot from Student Information System .pdf
- Evidence 130- Academic consulting Google classroom screenshot.pdf
- Evidence 131- Right to Information Act.pdf
- Evidence 132- About the Principles and Procedures regarding the Implementation of the Right to Information Act Regulation.pdf
- Evidence 133- Faculty of Education Advisor evaluation survey report.pdf
- Evidence 134- Faculty of Arts and Sciences Advisor evaluation survey report.pdf

4. Academic Staff
4.1 Appointment, promotion, and assignment
In order to identify the needs (appointment and promotion) of the academic staff, the university rectorate first sends the academic units a written form as a requisite of the Regulations Concerning the Specification and Deployment of Minimum Number of Academic Staff in State Higher Education Institutions (Evidence 135). The boards of academic units then convene to validate the written forms that come completed from departments and issue resolutions (Evidence 136) for them to be forwarded to the relevant deaneries or directorships. Upon announcement of the vacant positions, candidates can apply for these positions in person by filling in the application forms, which are available on the university's website.

The criteria for appointing and promoting academic staff are set out in the RTEU Directive on the Appointment and Promotion of the Academic Staff (Evidence 135)—a set of rules which the university senate lays down following the authorization which is accorded to the universities by the relevant sections of the Law of Higher Education (Numbered 2547) (Evidence 137). These rules must meet the minimum requirements specified by the
Interuniversity Council. Once announced, vacant academic positions can be openly accessed via the website of the CoHE, national press agencies, the website of the Institution of Press Announcement, and our university's website (Evidence 138).

The files containing the studies and works of the candidates who apply to the positions announced for appointment or promotion are first sent to the preliminary evaluation commission consisting of at least 4 people, under the chairmanship of a vice-rector, according to the 5-e article of our university's Appointment and Promotion Directive. After the commission makes a preliminary examination on whether the candidates meet the minimum requirements, the studies of the candidates who meet the minimum requirements are sent to the jury members, who are determined according to the CoHE Framework Regulation, together with our university's Appointment and Promotion Directive and its annexes (Evidence 139). An appointment is made by the rector in accordance with the reports from the jury.

Course assignments in associate degree and undergraduate programs of our university are carried out according to the principles determined in the relevant articles of our university's associate degree and undergraduate regulation (Evidence 1), and course assignments for graduate programs are carried out according to the relevant articles of our university's graduate education regulation (Evidence 2). Faculty courses are determined as sub-department - department - faculty courses, and assignments are made by the relevant boards.

In graduate education, the courses to be offered in a semester and the proposals about the lecturers who will teach these courses are submitted to the Department Board by filling in the YOKSIS field of expertise info section for the relevant lecturer in addition to the course they want to teach in the "Semestrial Course - Instructor Appointment Proposal Form" (Evidence 140). With the decision of the Department Board, the proposals are sent to the relevant institute with the form for the final decision by the board of directors.

If an academic unit does not have a faculty member who will conduct a course offered during the term, the relevant academic unit sends a written request to the academic unit that has a faculty member to teach the course. Provided that the academic unit receiving the request has a faculty member who can conduct the course and his/her course load is appropriate, the name of that faculty member is stated in written form to the requesting unit. If the proposed faculty member is approved in the incoming document, the proposal is decided on, and the course assignment is completed.

Our university encourages and supports the participation of the academic staff of our university in scientific activities (congress, symposium, conference, etc.) related to their fields of expertise. The academic staff who want to participate in a scientific activity apply to the academic unit they are affiliated with filling out the Application Form for the Support Program for National and International Scientific Activities. Upon receiving the required permissions from the relevant boards, the academic staff participates in those events. The academic staff's participation in scientific events is also financially supported by Recep Tayyip Erdogan University Development Foundation.

Each student enrolled in associate and undergraduate programs is assigned an academic advisor with the approval of the dean/director or the unit's board of directors to deal with the
problems related to education and training. In this process, the assignment of the academic advisor, the roles and the responsibilities of the academic advisor, the relevant roles of the Faculty Dean/School/Vocational School Director, the responsibilities of students are elaborately defined in ‘RTEU Academic Counseling Directive for associate and undergraduate degree students’ accepted in our university senate.

While determining the faculty members to be assigned as thesis supervisors for graduate students, every student who is registered within the frame of the rules designated in the graduate directive (Evidence 2) is given a Supervisor Choice Form. In this form, in addition to the title and name information, YOKSIS area of profession of the faculty members who can execute the position of supervision in the graduate program in which student registered are given. Students submit the form to the head of the department after choosing three of the faculty members in the form according to the area they want to study and their titles. The chairmanships of the department prepare supervisor proposals by taking into consideration the preferences of the student in the supervisor choice form and supervision loads of the faculty members regarding the upper limit determined in the directives giving the student's preference priority and sends them to the related institutions' board to be decided. The board assigns a supervisor for the student by controlling the student's preference and the assignment proposal of the department within the boundaries of the rules determined in the directive.

4.2 Training Competence

To provide teaching and training opportunities in better conditions, our university organizes various activities in order to increase and improve the training competence of the academic personnel that it is embodying. Certificate for Education of Educators can be regarded as one of these activities. As a part of the Certificate for Education of Educators (Evidence 102), academic personnel in our university are being instructed with regards to adult characteristics and adult education, training programme, efficient methods and techniques for teaching, presentation techniques and developing materials, assessment methods and techniques by lecturers from Education Faculty. The programme mentioned above is conducted for 40 hours/5 days. As such, academic personnel in our university will gain skills to pursue the education periods with students that they are in constant interaction within a more efficient way. It can be stated that increasing the digital content and this kind of skill, particularly in pandemic situations, has enabled students to adapt themselves to the situation more easily.

Academic staff who participated in the Training of Trainers Certificate Program are asked to evaluate the mentioned program, and surveys are applied to the participants in order to improve the process by using the data acquired as a result of these evaluations (Evidence 141). The distance education process performed in our university is carried out according to the Distance Education-Teaching Programs Application Principles (Evidence 142). In addition to this, briefings regarding the distance education process and application processes (Evidence 143) are also held by UZEM (Distance Education Application and Research Center) (Evidence 144). Various technically informative educational films about these processes have been prepared and made available for the instructors on the DEC webpage. Again, informing processes are carried out through training films offered by contracted commercial platforms. Supervision of the educational performance of the teaching staff is monitored with Appendix-2 form of the Appointment and Promotion Directive. Furthermore, the performances are monitored by the Strategy Development Department and announced on the unit page as a report.
Unit accreditation commissions carry out monitoring and improvement processes, and these commissions make improvements when necessary.

It is ensured that the students fill out the questionnaires for the faculty members of our university. With these questionnaires, the education and training performances of the academic staff are evaluated, and the analysis reports are sent to the relevant stakeholders. In this context, faculty members can receive feedback on the courses they have given, and they can endeavour to maintain and improve their performance in this direction (Evidence 146). In addition, a performance report for 2020 has been requested from all academic staff at the end of the academic term (Evidence 147, 148).

With recommendations of the professional development commissions in different units of our university, in-service training and external stakeholder meetings are held regularly. An in-service training consisting of two sessions, "How to Teach Productive Skills Online" and "How to Teach Receptive Skills Online", was organized by Oxford University Press to enable educators' adaption to online education and to maintain student-centered practices in the online environment as well. (Evidence 100). In addition, external stakeholder meetings regarding 'online language education practices in Canada' were organized in collaboration with Waterloo University (Evidence 101).

One of the other activities of our university to increase and improve teaching competence is the Erasmus Staff Mobility program, where academic staff benefit from teaching and training activities.

4.2. Teaching Competence

Our university carries out various activities to increase and improve the teaching competence of the academic staff in order to provide education and training in better conditions. One of these activities is the Training of Trainers Certificate Program. Within the scope of the Training of Trainers Certificate Program (Evidence 102), the academic staff of our University is informed about adult characteristics and adult education, curriculum, effective teaching methods and techniques, presentation techniques and material development, evaluation methods, and techniques by the faculty members of the Faculty of Education. The program is carried out for 40 hours / 5 days. Thus, with the Training of Trainers Certificate Program, the academic staff of our University has the competence to carry out the education processes for the students more efficiently. It can be said that increasing such competencies with digital content, especially in pandemic conditions, enables students to adapt to the process more easily. Academic staff participating in the Training of Trainers Certificate Program are requested to make evaluations about the program. With the data obtained from these evaluations, questionnaires are applied to the participants to improve the process (Evidence 141). The distance education process in our university is carried out according to the Principles of Application of Distance Education-Teaching Programs (Evidence 142). In addition, information meetings are held by UZEM regarding implementation processes (Evidence 143) and the distance education process (Evidence 144). Various informative, educational videos regarding these processes have been prepared and made available to the instructors on the page. Also, informing processes are performed through educational videos offered by contracted commercial platforms. The processes of monitoring the educational performance of the teaching staff are controlled by the Appointment and Promotion Directive Annex-2 form. Moreover, the performances are monitored by the Department of Strategy Development and
announced on the unit page as a report. Monitoring and improvement processes are carried out by unit accreditation commissions (Evidence 145).

It is ensured that the students fill in the questionnaires regarding the faculty members of our university. With these surveys, the education and training performances of the academic staff are evaluated, and the analysis reports are sent to the relevant stakeholders. In this context, faculty members receive feedback on the courses they teach and work to maintain and improve their performance accordingly (Evidence 146). In addition, a performance report for 2020 is requested from all academic staff at the end of the academic term (Evidence 147, 148).

In-service training and external stakeholder meetings are held regularly in line with the recommendations of the professional development commission in different units at our university. An in-service training consisting of two sessions, "How to Teach Productive Skills Online" and "How to Teach Receptive Skills Online", was organized by Oxford University Press in order for trainers to adapt to distance online education and to maintain student-centered practices in the online environment (Evidence 100). Additionally, external stakeholder meetings on online applications in Language Education in Canada were organized in cooperation with the University of Waterloo (Evidence 101).

Another activity implemented by our university to increase and improve teaching competence is teaching and taking courses within the Erasmus Staff Mobility program, which academic staff can benefit from. In this context, academic staff can interact with faculty members and students at a contracted university abroad by using the financial means of Erasmus, Farabi Programs, and related academic units. Moreover, academic staff is supported to increase their competencies by participating in scientific activities such as seminars and conferences related to their field of study.

The Library and Documentation Department meet resource requests that academic staff can use in their working areas. Furthermore, attempts are constantly being made to increase the competence of academic staff, to reach studies in the international as well as national field, and to provide access to more comprehensive databases in order to support their studies (Evidence 149).

### 4.3. Incentives and rewards for educational activities

Different units within our university provide support services in order to provide appreciation, recognition, and reward in the fields of education and research for the qualitative development of the academic study, education, and research activities. Examples of these units are given below:

**Scientific Research Projects Coordination Unit (BAP) Incentives:** Scientific Research Projects prepared for the purpose of regulating the procedures and principles regarding the evaluation, acceptance, support of scientific research project proposals proposed by faculty members and researchers who have completed their doctorate, speciality in medicine, speciality in dentistry or proficiency in art, execution, and monitoring of related services, and evaluation of the results. Support is provided within the scope of the directive.

**RTEU Technology Transfer Office (TTO):** Recep Tayyip Erdoğan University - Technology Transfer Office, which was established as a result of the decision of our University Senate's meeting dated August 26, 2015, and numbered 89, “Using the knowledge produced within the university in the industry, benefiting from national and international support
programs, transferring the produced knowledge to the society and commercializing it, managing intellectual and industrial property rights, and promoting academic entrepreneurship”.

Project Support Office (PDO): It is an administrative unit established to promote the support opportunities of academic research projects at the academic level, providing all kinds of support in all processes from the application stage to the conclusion of the project with information activities. Performance data regarding the planning, implementation, and improvement activities carried out in order to appreciate, recognize and reward the educational performance of the education staff are kept and announced on the relevant unit page and promoted and appreciated. Awards are also provided based on academic performance criteria by the Academic Incentive Regulation (Evidence 150) and the Recep Tayyip Erdoğan University Development Foundation, based on academic performance criteria.

In addition to standard applications, there are incentive systems developed specifically for Recep Tayyip Erdoğan University. An example of this situation is the Recep Tayyip Erdogan University Development Foundation. The development foundation, which contributes to the academic development of faculty members and students (Evidence 151, 152), provides incentive payments at the rate of 2 times the state incentives. In this context, the Recep Tayyip Erdoğan University Development Foundation supports the scientific activities of our faculty members, such as projects, books, patents, and journal editorial. In addition, the development foundation, which makes significant contributions to meeting the physical infrastructure needs, contributes to the institution's pioneering activities in many fields. These contributions are offered under the RTEU Development Foundation Scholarship and Incentive Directive (Evidence 153). In addition, our successful students have the chance to gain national or international experience by benefiting from Erasmus+, Mevlana, and Farabi student exchange programs (154). Expanding the use of exchange programs was registered as a direction open to improvement in IFR-2017 with the statement, "Increasing the participation of students in international exchange programs such as Erasmus+ and Mevlana in terms of gaining international experience and providing opportunities for students to improve their foreign language proficiency". These efforts of our University, which has made many initiatives for the active use of exchange programs, were included in IMR-2021 with the following statements: "It is understood that the institution has made the necessary effort to increase its participation in student exchange programs such as Erasmus+, Mevlana, Farabi, but during the global epidemic we are in, it is not possible to exchange students/staff with exchange programs in our country as all over the world."

Appointment, promotion, and assignment criteria

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

Evidence
- Evidence 1- RTEU- Associate Degree and Undergraduate Education and Examination Regulations.pdf
- Evidence 2- RTEU- Postgraduate Education and Training Regulation.pdf
- Evidence 135- Regulation on Graduate Education and Teaching Staff Norm Staffs in State Higher Education Institutions.pdf
- Evidence 136- Board Decision on 2020 Norm Staff Planning.pdf
- Evidence 137- Higher Education Law.pdf
Teaching Competence Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Evidence

Evidence 139- Instruction for Promotion and Appointment to Faculty Membership.pdf
Evidence 140 - Instructor Appointment Proposal Form.pdf

Incentives and rewards for educational activities

Maturity Level: There are internalized, systematic, sustainable, and exemplary practices.

Evidence

Evidence 19 - Student-General Satisfaction Survey.pdf
Evidence 20 - Student Opinions Survey on Distance-Education.pdf
Evidence 100 - Oxford In-Service Training.pdf
Evidence 101 - External Stakeholder Meeting University of Waterloo.pdf
Evidence 102 - Training of Trainers Program.pdf
Evidence 139 - Instruction for Promotion and Appointment to Faculty Members.pdf
Evidence 142 - Application Principles of Distance Education Programs.pdf
Evidence 143 - Recep Tayyip Erdogan University Distance Education Application and Research Center Regulation.pdf
Evidence 144 Training meetings held by the Distance Education Unit.pdf
Evidence 145 - Unit accreditation commissions for monitoring and improvement processes.pdf
Evidence 146 - Instructor evaluation questionnaire.pdf
Evidence 147 - Defined Annual Reports.pdf
Evidence 148 - Performance report.pdf
Evidence 149 - RTEU Library and Documentation Department Publication Application Request.pdf

5. Learning Resources

5.1. Learning environment and resources

Our university shows maximum effort to raise its 17,960 students as individuals with the competencies of the age its 1.121 Academic and 394 Administrative staff, 380 classrooms with a closed area of 21,593 m², 21,301 m² indoor and outdoor sports facilities, 15 conference halls, 3 mobile cinemas, 40 meeting rooms, 194 laboratories, 143,601 books present in the library (Evidence 155, 156, 157), and 14 subscribed databases. In this context, our university provides education and research services to our students with 27 computer laboratories and 167 laboratories, and the printed and visual publications needed by our students are purchased within the framework of budget possibilities in order to ensure adequate and accessible learning opportunities. We are trying to improve our library collection by accepting donations from various public institutions and organizations, and individuals within the framework of certain
rules. Access to learning resources is maintained by RTEU’s open science policy, and proxy settings are provided for both on-campus and off-campus remote access (Evidence 158). Procedures regarding learning management system applications are carried out within the framework of education policy (Evidence 159, 160, 161). Relevant sections are separated as student feedback tools regarding the learning resources offered to students (Evidence 162). Learning resources are constantly updated according to the needs and problems encountered (Evidence 163).

At the Tomurcuk Incubation Center, which was opened on January 5, 2019, our students have the opportunity to work in groups on 18 different ideas with high commercialization potential on computer software, alternative energy, and energy efficiency, as well as the production of various machines, different-purpose robots, and laboratory devices. Our university provides significant support to our students, especially in software and prototype production, so that the works or ideas of these groups, formed by students from different departments, can reach the level of commercialization and become a corporation. In addition, students are provided with free consultancy on the formation and maturation of business ideas and researching the market potential of the products they plan to produce. Besides, the main priority of Tomurcuk Incubation Center is to support and motivate our students in the process of creating a business idea and/or in developing their current ideas, where they have the most difficulty and need support, and to cope with the obstacles they may encounter in establishing their own business. Weekly lesson planning is done through the ASC Timetables software licensed by our university (Evidence 164). Due to the epidemic that has spread in the last year, the educational activities in our University have been moved to virtual classrooms, and syllabuses, course materials, course videos, exam answer keys, and such materials were shared with students in the created virtual classrooms (Evidence 165, 166). By creating a Google classroom, the instructor indicating the given code on REBIS enables the students who take the course to participate in the virtual classroom (Evidence 167). The department heads were defined as instructors in these classes, and the adequacy of the course materials was followed weekly (Evidence 159, 168). Our University's Distance Education Application and Research Center provides the necessary information about distance education for both students and faculty members in this new process. Our university evaluates the distance education process carried out throughout the semester with the survey it organized (Evidence 117). Due to the epidemic, almost all of the universities have opened all their learning resources to other university students, allowing them to benefit from these resources everywhere. Google classroom is used as a learning management system throughout our university. In order to increase student-content interaction during the lesson, applications such as "Poll Everywhere" are used in the lessons of some of our units. In the KEYPS module used in the Faculty of Medicine for distance education under pandemic conditions, the synchronous lessons are recorded and archived for later viewing, and presented to the students. In addition, the relevant course materials are uploaded to the archive by the trainer before the course (Evidence 103).

Mobile applications of Google Classroom and Google Meet tools used in the distance education process are also available. Educational videos and documents prepared for their use are also shared with both students and instructors to ensure that they have information. In addition, in the distance education process, some appointments to be responsible for the technical support needs of students and lecturers are made to the units as determined by the university administration.

In this way, students and instructors communicate with the unit supervisor regarding the technical problems. In addition, in order to keep the interaction high in the lessons, it was
expected that the instructors would turn on their cameras, use the survey feature of Google Form, prepare presentations for the lessons, use the question feature of Google Classroom (Evidence 169) and implement interactive Web 2.0 tools. Google Classroom and Google Meet used in this process are software for which our university pays license fees, and other Web 2.0 tools recommended by the distance education center are free software. In addition, lecturers are requested to prepare their course presentations and documents by paying attention to copyright and ethical rules. Exams for common courses in different units are carried out simultaneously via Google forms (Evidence 169) within the scope of the relevant directive (Evidence 170). Exam application principles are taken into account in the context of the principles and regulations applied in face-to-face education (Evidence 1, 2).

Our university students can access 143,601 books and 14 databases in the library 24 hours a day in an interactive environment via the website. Electronic Resource (database) Training and Library Usage Training are provided within the scope of training activities for students and users in our library. In addition, the learning opportunities of our students are increased with the facilities, which are unique to our University, such as group study halls, individual study rooms, multimedia hall, and the social area created within the library, and the quality of service is tried to be improved day by day by evaluating the satisfaction surveys applied for library users.

Due to the transition to distance education at our University as a result of the Covid-19 pandemic, the "My Electronic Library" application has been started in order to ensure that our students and faculty members are not deprived of our library facilities and that they can access information while they are at home (Evidence 157).

Thanks to the My Electronics Library application, 6,510,382 electronics resources are presented to our students and instructors. Besides, our users have the opportunity to access course books included in over 90 thousand collections of our University Central Library via email. In this way, it will be provided for our students to access course materials more easily and they will be able to prepare for exams in a better way. My Electronics Library includes 71,431 e-journals, 17,645 of which have open access, 234,980 e-books, 32,363 of which have open access, various 1,178,099 open access publications (article, dissertation, paper), 499,1202 electronics dissertations, 28,332 courses of lectures, 4,184 standard and 2,154 reports (Evidence, 155, 157).

Apart from the common practice mentioned above, as a result of the measures taken by our country due to the Covid-19 pandemic affecting the whole world in 2020, distance education program started in our University, besides following studies were carried out in order to enable our students to get benefit from the library with uninterrupted remote access:

1. **Book Scanning Service:** page ranges that the users' demands are scanned from the printed resources in the library collection in accordance with the copyrights and sent to the concerned people's email addresses. To carry out this service, a book scanner was bought, and personnel was assigned.

2. **E-book Service:** considering the online education process, it was focused on purchasing electronics books. For this purpose, in 2020 total 6543 electronics books on various disciplines was purchased and added to the collection. Thus, the number of electronics books that were bought and put into service rose to 13,534. With the
number of electronics books in the subscribed database, the total number of electronic books put into service has become 252,675.

3. **Coronavirus Research Point Service**: in order to contribute to the studies on Covid-19 pandemics, a research guide named "Coronavirus Research Point (Everything on Covid-19)" was established by our library. By using the link on our library website, all journals, studies, guides, maps etc., can be followed (Evidence 156).

4. **Online User Training**: online education and working conditions shaped by pandemics affecting our county and the whole world make it important to use electronic resources. During this period, 28 online training sessions were held in total by both our library and ULAKBİM about the usage of electronic resources.

5. **Studies on cleaning and hygiene of the library service area**: social distance and hygiene warning signs were hanged on proper places, disinfectant was placed on the entrance and on each floor, circulation desk was organized in accordance with the social distance order, the personnel were provided with mask and visor.

5.2. **Social, cultural and sports activities**:

   In our University, social, cultural and sports activities for students were carried out by the Department of Health, Culture and Sports (Evidence 171). Significant studies were done within the scope of "increasing the social, cultural and sports opportunities of the students who study in units outside of the main campus and their interaction with those who study in other units", which is one of the sides open to improvement in IFR (2017) (Institutional Feedback Reports-2017). It was presented in IMR-2021 as follows: "It was observed that despite the distributed campus structure, close service delivery in each unit of the University is tried to be carried out (regularly transporting students from remote campuses to the main campus via vehicles, offering the same dish with the same price in each campus). As seen in the follow-up report, the distributed campus structure of our University does not pose an obstacle for all students to benefit from the social, cultural, and sports activities equally. However, it is tried to head off the disadvantages by making arrangements on the dining hall, transporting students to the main campus for the activities held in our University.

   Another important factor in organizing social, cultural and sports activities is student societies. Student societies are established with the resolution of the Student Societies, Control and Coordination Committee, which is composed within the scope of the RTEU Student Society Directive (Evidence 172, 173). The applications that are done by students are evaluated by Student Societies Control, and Coordination Committee in every February and October and those which are appropriate are admitted, and student societies inform their activities to the department of Health Culture and Sports with the event result notification form (Evidence175, 176). All result notification forms of the events that are realized until the end of the academic year by a society are evaluated, and they are graded by using the Event evaluation form, and those which get less than 5 points are taken under review.
Due to the Covid-19 pandemic in 2020, face to face community activities for our students and staff could not be held. However, in 2020 various courses for our students and personnel were opened in accordance with the demands coming from the students and personnel in cooperation with our Rectorate and Provincial Public Education Centre. Totally 11 courses, including Turkish Folk Music, Folk Dances, Baglama, Guitar, Art, Photography, Piano, Ney, Theatre, Drama, and Violin, were opened, and totally 674 personnel and students trainee attended them (Evidence 177, 178, 179). Besides, in 2020 two new communities were established, and none of them was closed. By the year 2020, there will be 85 active student societies in our University. Apart from them, activity commissions in units/departments organize events that can contribute to the students' social, cultural and sports activities. Attending annual sports activities is provided in the company with the unit supervisor (Evidence 180) in various branches (Evidence 177). In order to provide equality and accessibility for activities, the event calendar is announced on the "announcements" part on the unit's website (Evidence 178). Cultural activities were diversified under the roof of student clubs. These clubs carry on their activities under the charge of the relevant department (Evidence 181). Within the Health Culture and Sports department, 85 student communities carry on their activities by 2020 (Evidence 181).

In line with the student communities' demands or other students' expectations, in 2020, no course was opened due to the Covid-19 pandemic and 36 social, cultural and sportive events were held, and after March 2020, the events were held as synchronous online.

5.3. Facilities and infrastructure: (Cafeteria, dormitory, technology-equipped study areas, medico etc.)

The cafeteria, dormitory, technology-equipped study areas, transportation, information services, distance education infrastructure offered to our students are suitable for their needs in quality and quantity. It is emphasized to increase the physical spaces for our students who are studying in the units located outside the main campus to perform their social, cultural and sports activities, and in parallel with the increasing number of students, the existing physical spaces are also improved every year.

The principles and rules for using the facility and infrastructure are maintained with the current laboratory and device usage instructions (Evidence 182).

Access to usage and application in the unit laboratories is provided under the supervision and control of the responsible lecturer (Evidence 183, 184). In some units, as departments and research activities, needs are determined in line with the mission and vision statement (Evidence 185). The number of facilities and laboratories is being increased and diversified, and these laboratories and facilities are equipped with the necessary devices (Evidence 186). With the pandemic process, distance education activities have started and are being carried on in the units. Related activities are carried out with the program infrastructure that the University has contracted with. In addition, the IEMPS (Institutional Education Management and Planning System- KEYPS) application is used for distance education in the Faculty of Medicine. Synchronous and asynchronous education can be carried out in the system. Classes can be held in all places where internet access is available, and 6 synchronous training classrooms have been established on the 1st floor of the Clinical Simulation Center to provide all kinds of convenience. Lecturers can give lessons here if they wish, in accordance with the pandemic
conditions. The Faculty of Education, located in the Çayeli campus of our University, has 23 classrooms, 6 laboratories and 65 offices in 2 separate buildings. In addition, the additional building, which will be put into service in 2021, will include a dining hall, library, conference hall, 10 classrooms and 45 offices.

Although social and cultural activities could not be carried out face to face due to the pandemic, the Congress and Culture Center (it includes physical spaces such as foyer-exhibition areas, 2 mobile movie theatres with a capacity of 85 people, a conference hall with a capacity of 550 people, a dining hall, a study hall, mini-golf, squash hall, Turkish bath-sauna, fitness and pilates hall, indoor gym, carpet, field, tennis court, mini basketball court, outdoor chess playground etc.) with a closed area of 25,000 m² on the main campus is allocated to our students so that our students can carry out all these activities (Evidence 187, 188, 189, 190, 191, 192, 193, 194). The cafeterias and canteen facilities established on the campus have the capacity to meet the needs of the students quickly. The coordination of these units is carried out by the Health, Culture and Sports Department of our University. In order to meet the distance access needs of the students, the computer laboratories are active and open to the use of our students (Evidence 60). Workshops and applied laboratories are also used by taking Occupational Health and Safety measures under the supervision and control of the responsible lecturer.

5.4. Barrier-free University

In our University, a Disabled Student Coordination Unit (Evidence 195) has been established under the Vice-Rectorate. In the academic units, a lecturer is assigned as the Disabled Student Academic Unit Coordinator. This unit aims to provide services to identify the educational activities and other personal problems and needs of our disabled students, determine and implement what needs to be done to meet these needs, and evaluate the results. Guidelines are added to the floors of open and closed areas for the visually impaired, and voice guidance panels are placed at the building entrances and activated. Our University has the Orange Flag (Evidence 198) award, which is the "Accessibility in Space" Evidence award. In addition, as a result of the examinations carried out in our University Zihni Derin Campus by the Accessibility Monitoring and Inspection Commission of Rize Province, it was determined that the buildings of our University were designed for students with physical disabilities (Evidence 199, 200) and Accessibility Certificates issued by the Ministry of Family and Social Policies, Disabled and Elderly Services Directorate were provided. For our disabled students who are studying in different departments of our University, applications specific to our University such as exam papers prepared in large print, test applications, taking the exam alone, having an assistant supervisor, sitting in the front, exiting the exam whenever he wants, and a substitute supervisor doing the coding are provided. In addition, the needs of international students regarding education and training activities are followed by the Registrar's Office. Other personal problems and needs are followed by the Foreign Relations Office, and the International Student Office and the necessary support is provided.

Physical arrangements are made for disabled people on the campuses of various units of our University. Besides, the methods and materials used in teaching the lessons in the Distance Education Process are diversified. Within this context, the lessons are tried to be enriched with visual and auditory materials by being processed with videos and presentations. In this way, it is ensured that the disadvantaged situation of students with special needs does not turn into an inadequacy. Structural deficiencies regarding the unhindered accessibility of our University
have been eliminated under the supervision of the Department of Construction Affairs (Evidence 201). Certifications and qualifications received in this regard are available on the website of the relevant department.

5.5. Guidance, psychological counselling and career services

Guidance and psychological counselling services are provided by the Guidance and Psychological Counselling Application and Research Centre (RTEU GPCARC). A psychologist employed by the Department of Health, Culture and Sports and two research assistant psychological counsellors working in the education faculty are assigned to the centre two days a week. In accordance with the principles of GPCARC (Evidence 202), consultancy services are provided to solve our students' individual, social and educational problems in a confidential and secure environment.

Our staff and students can make their appointments from the "Psychological Counselling Service" title in the Information Management System (REBIS) field on the website of our University or from the appointment tab in the upper right corner of the "Psychological Counselling and Guidance Application and Research Centre" page (Evidence 203). It was observed that the number of appointment requests decreased in 2020 due to the measures taken due to the Covid-19 pandemic, and during this year, individual psychological counselling services were provided to 11 different clients, 4 (3 male, 1 female) of whom were staff, and 7 were students (2 male, 5 female) (Evidence 204).

In addition, by RTUE PDRM, the "Orientation Program", which includes the promotion of the social and physical facilities of the academic units of our University, and the presentation of introductory information about the education and training activities, for the Faculty of Dentistry students who got into our University in the 2019-2020 Academic Year, was organized online via Google Meet (Evidence 205, 206). Also, online career days and career services in some units are carried out in coordination with CRDAC (Career Research, Development and Application Centre).

In line with the decision taken by the university administration, in the units, some personnel have been charged with providing support and finding a solution to the communication problems that students or academic staff may experience during the distance education process, in the distance education process. Students and lecturers can find solutions to their problems by directly communicating with those responsible for the problems they experience. Thanks to this support offered to students and lecturers, it is possible to prevent students and lecturers from disconnecting from distance education processes due to the problems they experience. Besides, instructors' use of Google Classroom's question feature and live lectures with Google Meet enable students to concentrate on the lessons and feel themselves as part of the process. The correspondence addresses to which the problems encountered in the communication tab of some of our units can be forwarded have been activated in the E-IMER tab. Opinions, satisfactions and complaints are conveyed to the relevant units and people.

In addition to them, a gown-wearing ceremony is held in our units with laboratory practice to create career development motivation for students.
Learning environment and resources

Maturity Level: Internalized, systematic, sustainable, and exemplary implementations are available.

Evidence
- Evidence 1- Regulation on Associate Degree and Undergraduate Education and Examination.pdf
- Evidence 2- Regulation on Postgraduate Education.pdf
- Evidence 117- Evaluation of 2019- 2020 Fall term examinations by the internal stakeholders.pdf
- Evidence 149- RTEU Department of Library and Documentation Publication Application Request.pdf
- Evidence 155- Library Resources.pdf
- Evidence 156- Library Coronavirus Research Point.pdf
- Evidence 157- My Electronic Library application.pdf
- Evidence 158- Proxy settings for in-campus and off-campus remote access facilities.pdf
- Evidence 159- Learning Management System applications.pdf
- Evidence 160- Educational policy.pdf
- Evidence 161- Procedure for planning education and training services.pdf
- Evidence 162- Design and Development of education and training services.pdf
- Evidence 163- Accessibility to Learning Resources.pdf
- Evidence 164- Automatic Weekly Lesson Planning.pdf
- Evidence 165- Access to Google Classroom.pdf
- Evidence 166- Transfer of Class Recordings to the Classroom Folder.pdf
- Evidence 167- Mass Enrolment of Students to the Classroom.pdf
- Evidence 168- Distance Education Academic Checklist.pdf
- Evidence 169- Creating Tests in Google Forms.pdf
- Evidence 170- Administration of the Exams for the Common Courses.pdf
- Evidence 103- KEYPS Online Courses.pdf

Social, cultural and sporting facilities

Maturity Level: Internalized, systematic, sustainable, and exemplary implementations are available.

Evidence
- Evidence 172- Community Directive.pdf
- Evidence 173- RTEU Student Societies Regulations.pdf
- Evidence 174- Student Societies Board of Auditing and Coordination Workflow Process.pdf
- Evidence 175- Organization update request form.pdf
- Evidence 176- Founder member notification form.pdf
- Evidence 177- Distribution of annual sports activities.pdf
- Evidence 178- Annual event calendar.pdf
- Evidence 180- Unit supervisor for the participation in the Annual Sports Activities.pdf
- Evidence 181- Society list and advisor information.pdf
Facilities and Infrastructure

Maturity Level: The use of facilities and infrastructure is monitored and improved in relation to the needs.

Evidence
- Evidence 55- Distance education sample classroom pictures.pdf
- Evidence 182- Instructions on how to use the laboratories and devices.pdf
- Evidence 183- Instructor in charge of the unit laboratories- 1.pdf
- Evidence 184- Laboratory Supervisor Job Definition Form.pdf
- Evidence 185- Statement of mission and vision.pdf
- Evidence 186- Device inventory.pdf
- Evidence 187- Multipurpose Sports Facilities.pdf
- Evidence 188- Football Pitch.pdf
- Evidence 189- Conference Halls.pdf
- Evidence 190- Tennis court.pdf
- Evidence 191- Pilates Studio.pdf
- Evidence 192- Fitness Center.pdf
- Evidence 193- Miniature Golf Course.pdf
- Evidence 194- Squash Court.pdf

Barrier-Free University

Maturity Level: Internalized, systematic, sustainable, and exemplary implementations are available.

Evidence
- Evidence 195- Directive on Disabled Students Unit.pdf
- Evidence 196- Spatial Accessibility Application Form.pdf
- Evidence 197- Accessibility Document.pdf
- Evidence 198- Orange Flag.pdf
- Evidence 199- Applications for Barrier-Free University Awards.pdf
- Evidence 200- Accessible Elevator.pdf
- Evidence 201- Disabled Students Unit Coordinator.pdf

Psychological Counseling and Career Services

Maturity Level: Internalized, systematic, sustainable, and exemplary implementations are available.

Evidence
- Evidence 219- Graduate Tracking Survey.pdf
- Evidence 220- Graduate Survey Evaluation Form.pdf
- Evidence 221- RTEU Social Media Platform.pdf
- Evidence 222- Online Graduation Ceremony.pdf
- Evidence 223- Introduction of the Graduate System.pdf
6. Monitoring and Updating the Programs
6.1. Monitoring and updating the program outcomes

Our University became qualified to get the TS EN ISO 9001: 2015 Quality Management System Certificate upon completing the quality management process successfully. Within the scope of quality management systems, in academic board meetings held at the beginning of every semester by different units of our University, arrangements related to the courses that will be offered are taken into consideration (Evidence 22, 36, 44). The arrangements mentioned above are analyzed on REBIS Information Management System in terms of program outcomes, course learning outcomes, weekly course contents, course evaluation, course workload, and the correlation between program and learning outcomes of the related courses, and necessary arrangements are made. (Evidence 207). As well as the courses offered by the units within our University, double major and minor programs were put into practice in various departments to let students take courses that support their different fields of interest and contribute to their development. (Evidence 74, 76, 208). In IFR (KGBR)–2017, for the double major and minor program implementations, "Making and applying arrangements that support transfer between majors, double major (DD) and minor (MD)" was started as an aspect open to improvement. In IMR-2021, the following statements were given related to this aspect: "It is determined that the institution offered and ran 18 double major and 16 minor programs. It is recommended that these practices should be increased and extended." Our activities aimed at increasing the extent of double major and minor practices will gradually be scaled up and continued.

Accreditation studies were put into practice to standardize education, training and research facilities in all the units of our University in relation to global quality standards. Within this scope, firstly, the Faculty of Arts and Sciences Department of Biology applied for accreditation studies in 2019 and started the studies in 2020. Turgut Kran Faculty of Maritime Department of Maritime Transportation and Engineering carried out accreditation studies with the aim of improving the competence of the seamen they train and meeting global proficiency standards (Evidence 209). In the Faculty of Education, two programs of the Department of Maths and Science Education have completed the evaluation process, but they have not taken their certificate yet (Evidence 209). In addition, accreditation applications were completed in 4 programs in the Faculty of Education and 5 programs in the Faculty of Arts and Sciences, and the applications are in the evaluation stage (Evidence 210, 211).

Meanwhile, within the scope of accreditation studies, the Faculty of Economics and Administrative Sciences Departments of Business Administration and Economics participated in a workshop on social, human and basic sciences held by an accreditation association acknowledged by THEQC (Evidence 212). In IFR-2017, "Initialization of studies for the program accreditation and identification of relevant goals" was stated as an aspect open to improvement. Our University has been in an endeavour to extend the accreditation studies within the institution, and these studies were reflected on IMR-2021 as in the following statements "It is evident that the institution has speeded up the accreditation studies, and 2 programs were already accredited. Moreover, in 13 programs, the accreditation process has been initialized, and their official applications are completed."

As part of the quality studies, stakeholders’ opinions have gained significance for the sake of improving institutional administration. Therefore, students, who are acknowledged as
internal stakeholders, are given surveys evaluating the courses they take during the term and the course instructors. The survey results are sent to the relevant units, and satisfactory and unsatisfactory points are identified in academic boards. In this way, improvements that will meet the stakeholder needs have been made for the functioning of the courses and fulfilment of the needs (adding courses to the course repository, etc.) (Evidence 213). At the same time, in a more general sense, feedback from stakeholders is collected on whether course goals are reached, or the needs of internal and external stakeholders are addressed, and thus, course curricula are discussed in relevant academic boards and updated accordingly (Evidence 214, 215). The program outcomes of the faculties are activated on our university website, under the Bologna Procedures tab within the student information system tab. The correlation of each course with the program outcomes was evaluated by the responsible lecturer, again within the Bologna Procedures tab, under the Course Plans subtab, under the title of Program and Learning Outcomes Correlation of the given courses. Besides, in Google Classroom, under the Classwork tab, the accordance between class recordings and homework assignments and program outcomes can be evaluated.

The cycle related to the monitoring and update of the programs (annual and at the end of the program duration), principles, rules, indicators, plans, and applications is created with the study processes presented within the course procedures (Evidence 44). Program Course Information Packages are updated in accordance with the mission and vision (Evidence 185) of the faculty (Evidence 22). Programs are self-evaluated both academically and strategically. Program outcomes can be accessed over the Information Management System (REBIS) by the interested units and individuals (Evidence 207). Interested stakeholders are informed about the improvements over our web page and REBIS system (Evidence 207). Moreover, feedback can be obtained over the stakeholder feedback system (E-İMER) (Evidence 216). Polls that are prepared with this aim are conducted according to a schedule, and the results are analyzed and reported. These polls and result reports are presented on the web pages of the relevant units.

Training is provided by the Continuous Education Center of our University for both staff and students within the University and individuals outside the University in accordance with their needs by faculty members who are experts in their fields. Also, certificate programs in various fields are provided (Evidence 217). An important point taken into consideration for the accreditation studies is to assist our students with their first steps to their work-life from the moment they graduate from our University. For this reason, we benefit from the graduate information system to keep informed about our graduates and maintain contact with them. (Evidence 218).

6.2. Graduate tracking system

Within the scope of accreditation studies, our University does its best to keep in contact with our students both during education and training processes and after their graduation within the framework of the graduate action plan. Therefore, the Graduate Information System is in action to assist our graduate students with employment opportunities. With this system, a database about our graduate students was established, and we can gather information about them in this way (Evidence 218). The users are provided with easy access to the system easily over the e-government system. Meanwhile, to guide our graduate students properly, graduate tracking surveys are conducted (Evidence 219, 220). By taking part in social media platforms,
communication with our graduate students is also facilitated (Evidence 221). Due to the Pandemic process, at the end of the 2019-2020 Academic year, face-to-face graduation ceremonies could not have been performed; however, online graduation ceremonies have been held (Evidence 222). In some of our units, during the meeting held by the Quality Assurance Commission, creating unit-specific Instagram pages to keep in contact with our graduate students was considered appropriate, and to initialize the process, the commission decided to do the necessary planning. In addition, endeavours to create a graduate information system with more up-to-date and rich content are pursued (Evidence 223).

**Monitoring and Updating Program Outcomes**

**Maturity Level:** Program outcomes are monitored with these mechanisms and updated after gathering the opinions of interested stakeholders.

**Evidence**
- Evidence 4- RTEU Faculty of Dentistry Regulation on Education and Examination.pdf
- Evidence 36- Information Package Course Program.pdf
- Evidence 207- REBIS Student Information System.pdf
- Evidence 208- Assignment of a Coordinator for Double Major and Minor Programs.pdf
- Evidence 209- Accredited Units.pdf
- Evidence 210- 2020-2021 Undergraduate Accreditation Evaluation Applications .pdf
- Evidence 211- Faculty of Arts and Sciences Department of Biology Accreditation Application.pdf
- Evidence 212- Accreditation Association Workshop Participation.pdf
- Evidence 213- Responsible Instructor Evaluation Questionnaire.pdf
- Evidence 214- External Stakeholder Meeting.pdf
- Evidence 215- Curriculum Development Committee Meeting.pdf
- Evidence 216- E-CC Introduction.pdf
- Evidence 217- Continuing Education Center Certificate Programs.pdf
- Evidence 218- RTEU Graduate Information System.pdf
- Evidence 22- Design, Confirmation, Constant Monitoring and Update Process.pdf
- Evidence 44- Official Documents to Keep Course Information Packages Up-to-date.pdf
- Evidence 74- Double Major Programs and Programs Eligible for Application.pdf
- Evidence 76- Minor Programs and Programs Eligible for Application.pdf

**Graduate Tracking System**

**Maturity Level:** Programs across the institution have a graduate tracking system applications.

**Evidence**
- Evidence 218- RTEU Graduate Information System.pdf
- Evidence 219- Graduate Tracking Survey.pdf
- Evidence 220- Graduate Survey Evaluation form.pdf
- Evidence 221- RTEU Social Media Platform.pdf
- Evidence 222- Online Graduation Ceremony.pdf
- Evidence 223- Introduction of the Graduate System.pdf
C. RESEARCH AND DEVELOPMENT


The research policy, objectives and strategy of the institution are in line with the principle of "University that Creates Knowledge and Value" and in parallel with the Research Policy of our University. Accordingly, until the end of the plan period, many critical studies are being carried out in order to achieve the goals for the primary purpose of "Carrying out Qualified Research and Development Projects where Research and Development Outputs Turn into Social and Economic Benefits". In addition, within the scope of the "Regional Development Oriented Mission Differentiation and Specialization" program, significant progress has been made regarding the "tea plant" in the fields of tea cultivation, breeding, variety development, yield, tea quality, tea processing technologies and alternative product concepts. With all its education and research units, our university carries out essential activities by utilizing all of its resources to achieve its strategic goals to become a vital information production center in which regional, national and international priorities are considered, and innovative and creative approaches are encouraged. (Evidence 1), (Evidence 2).

In line with the goals set within the framework of the 2018-2022 strategic plan, in order to increase the number of qualified publications and projects, coordination of BAP (Scientific Research Projects) has supported many projects. Additionally, many project information events of The Scientific and Technological Research Council of Turkey (TUBITAK) and European Union Horizon 2020 were organized by the Technology Transfer Office (TTO) Coordinatorship in order to increase the number of outsourced projects. The TTO Coordinatorship also organized patent and Utility Model information events for transforming the academic studies conducted at our University into products with added value, and registration processes of the inventions made by the faculty members were handled (Evidence 3).

Many tests and analysis processes were carried out within the Central Research Laboratory Application and Research Center. Scientific studies were supported with empirical results by contributing the increase of the scientific studies' quality to provide their acceptance by reputable scientific institutions (Evidence 4).

Tomurcuk Pre-Incubation Center, which was established with the aim of spreading the research culture at our University, continues its activities. Students who have a project in the Pre-Incubation Center were encouraged to participate in national project competitions accompanied by their advisors, and significant successes were achieved (Evidence 5).

The establishment process of a Technopark, another goal in the strategic plan of our University, is in progress. The first board meeting of Technopark, which was established with the cooperation of Recep Tayyip Erdoğan University, The Development Foundation of Recep Tayyip Erdoğan University, Turkish-German University and Turkish-German University Support Foundation, was held (Evidence 6).

While designing education programs, our University combines requirements of the new age with the needs of our country and develops approaches that match with the research policies of the institution by going beyond the standard programs when necessary. Accordingly, the "Advanced Technologies Master's Program" was established within the Institute of Science in order to spread interdisciplinary studies and promote collective working culture. Although many universities offer postgraduate programs that are only named as the names of the departments, thanks to this program, faculty members working in many different fields transfer
their knowledge and experience both to each other and to the students attending the graduate programs, thus enabling the development of interdisciplinary studies (Evidence 7).

In order to make a measurable evaluation of the University's research policy, strategy and goals, key performance indicators specific to the institution were determined, and it was ensured that all units recorded and followed these performance objectives. In addition, for the purpose of conducting working processes of all units transparently, annual reports were prepared, and institutional performance objectives were entered into the strategic information system (Evidence 8).

Our University invites sector representatives and relevant public institutions to the research and development studies regarding the "tea plant" within the scope of the "Regional Development-Oriented Mission Differentiation and Specialization" program. It ensures the participation of all stakeholders in the process. In this regard, cooperation agreements were signed with public and private sector representatives (Evidence 9). Our University has contributed to strengthening the cooperation between the universities in the region by holding the term presidency of the Universities Union of the Eastern Black Sea Project Regional Development Administration (UNI-DOKAP) in 2020 (Evidence 10). In addition, the Technology Transfer Office represents our University by participating in TR90 Entrepreneurship and Coordination Board meetings attended by The Eastern Black Sea (DOKA) TR90 region universities (Evidence 11, Evidence 12).

Our University is included in the reports of national and international rating agencies examining universities' academic and social approaches, and it carries out continuous improvement activities by reviewing its strategies in line with these reports. In this regard, according to the Times Higher Education (THE) 2021 World University Rankings which included 1500 Universities from 93 countries and published in 2020, our University was one of the 43 Universities from Turkey that could be included in the World University Rankings list based on the scores obtained from the data of 13 sub-performance indicators regarding the main fields of 'Teaching' (30%), 'Research - 30%', 'Citations' (30%), International Outlook (7.5%) and Industry Income (2.5%). In addition, our University was ranked 601+ in the World Rankings by Subject in the field of Health (Clinical, Pre-Clinical & Health), and became one of the best universities in the world in the 'Health' category. When the results were compared with the Turkish Universities that entered the list, our University was the only University in the Eastern Black Sea Region to be included in the list (Evidence 13, Evidence 14). In the National Academic Evaluation reports, our University was included in the "First Region Universities" category in 22 research areas in terms of volume and quality in the 2020 report of "Field-Based Competency Analysis of Universities" prepared by TUBITAK. (Evidence 15)

1.2. Management and organizational structure of research and development processes

Our University aims to support all research and development activities carried out within the institution in line with its fundamental principle of "creating knowledge and value". Accordingly, all internal and external activities that can contribute to research and development activities are delivered to our academicians via email and social media platforms within the scope of "Institutional Information Sharing" (Evidence 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27). Before the start of the pandemic period, information service activities were held by the Technology Transfer Office experts by making one-to-one visits to academicians (Evidence 28), (Evidence 29). In this sense, an information event was organized by the Recep Tayyip Erdoğan University Technology Transfer Office (TTO) with the participation of TUBITAK
experts as speakers in order to encourage and expand the use of external resources as well as the use of institutional resources of the University (Evidence 30). In addition, Technology Transfer Office experts also contribute to raising awareness on this issue by organizing information service events for TUBITAK projects at faculties and vocational schools (Evidence 31).

One of the particularly emphasized issues in the research and development processes of our University is the encouragement of our faculty members to apply for research funds supported by the European Union. In this context, it is aimed to raise awareness on this issue by holding the information service activities of TUBITAK's international cooperation call programs by the TTO. In addition to these activities, in order to increase the knowledge and awareness of our researchers on this subject, "EU-Horizon 2020" training for writing projects was organized in 2020. In 2020, the "European Union COST Program Online Information Event" was organized in cooperation with Karadeniz Technical University in order to ensure the effective participation of our faculty members in the international cooperation network within the scope of Horizon 2020 - European Cooperation in Science and Technology COST Association. Following this, one of our faculty members was appointed as MC Substitute for the EU-COST program (Evidence 32, 33, 34).

Significant progress was made at our University in 2020 regarding the registration and commercialization of the ideas and inventions of our researchers. With the "Patent Appointment System" event organized by the Technology Transfer Office (TTO) of our University, our faculty members had a one-on-one meeting with the Turkish Patent Office official at the specified date and time. They received information about patents, utility models and (Intellectual and Industrial Property Rights). At the same time, information events are planned for our academic staff on Intellectual and Industrial Property Rights (IPR) by the experts of our Technology Transfer Office (Evidence 35).

1.3. Relationship of research with local/regional/national development goals

Within the process of transforming academic knowledge into value, Recep Tayyip Erdogan University aims to contribute to the development goals of the region by considering the needs of the region. In this regard, studies for the regional development goals are conducted by many units of our University.

By our University, under the leadership of the Tea Specialization Coordinator, many research projects from many different academic units aiming to strengthen the agriculture and commercialization of the tea plant were evaluated, and 20 projects which passed the peer-review process were initiated in 2020 by (Evidence 36).

For supporting tea agriculture and production, in order to create a "Tea Quality Handbook", under the leadership of the Tea Specialization Coordinatorship, a commission was formed, including sector representatives, public institution representatives and faculty members. With this study, the aim is to standardize tea production, processing and management steps, and to develop tea agriculture and industry in our region, by preventing unfair competition and increasing the value of Turkish tea in the world market (Evidence 37).

Another study carried out by the Tea Specialization Coordinator is the examination of the cultivation and production of tea, which is one of the essential agricultural products of our country, as a national issue with the "Tea Law". For this purpose, our University continued its activities with a commission including sector representatives in 2020 (Evidence 38).
Tea Specialization Coordinatorship carries out many important promotional and informative activities in order to share information and experiences on the international platform in this process, in which all the people living in our region participate as producers, processors or consumers. A training activity on “Tea Industry in Sri Lanka” was held with the participation of M. T. Ziyad Mohamed from Sri Lanka, one of the vital tea producing countries, in 2020. In the event, mutual experiences on tea production and processing were shared, and the comprehensive knowledge and transferring of the experiences were increased (Evidence 39). An event titled “Tea Production in Japan” was held to benefit from international experiences and exchange ideas (Evidence 40).

In addition to meetings with international participation on tea agriculture and production, many activities are carried out to inform regional tea producers. A panel titled "Riciania sp. (False Butterfly) and Yellow Tea Mite Facts and Control Methods" was held in 2020 (Evidence 41), and the panel, industry stakeholders, were informed about various agricultural pests threatening tea agriculture and related solutions were discussed.

Recep Tayyip Erdoğan University – Tea and Tea Products Application and Research Center, which was established to research all aspects of tea, which is the most important agricultural product of our province, carries out many essential activities. In 2020, a project writing training on Specialization in the field of Tea was organized for the academicians of our University in cooperation with TUBITAK. (Evidence 43).

In 2020; for effective cooperation, two separate protocols regarding infrastructure, personnel, training, R&D, activities, student and farmer training and agricultural extension services were signed by the Tea and Tea Products Application and Research Center, ÇAYMER (Tea Research Center) affiliated to the Tea Exchange, and ÇAYKUR (Evidence 44), (Evidence 45).

Essential activities are carried out by our University in order to develop tea processing techniques. Accordingly, in order to strengthen the cooperation and to transfer the concrete results obtained from the research studies to the industry, a protocol was signed between our University and Metal Technical Machine Production Industrial Trade Corporation (Metal Teknik Makine İmalat San. AŞ.). Following this protocol, Faculty of Architecture and Engineering members have started a TUBITAK Industry support project with the Corporation of Metal Technical Machine Production Industrial Trade in order to design a new technology in tea processing (Evidence 46).

In addition to researching tea and tea-based alternative products, essential studies are carried out on different agricultural products that can be produced and reflect characteristics specific to our region. In this regard, an application was made to the Ministry of Agriculture and Forestry for the suitability of 9 different trial control areas in 2020 for the registration of Rize Mandarin, another agricultural product of our province, and in the examination, it was decided that the fields were suitable for the evaluation of registration process (Evidence 47).

Our University supports and carries out many industry cooperation activities without being limited to the field of specialization. In 2020, a protocol was signed between our University and the Rize Organized Industrial Zone Directorate to strengthen university-industry cooperation. This protocol aims to provide support to Rize Organized Industrial Zone companies on intellectual property rights and raise awareness on this issue. Additionally, providing the students of our University with the opportunity to carry out internship and
graduation projects in the companies located in the Rize Organized Industrial Zone, the analysis needed by the Rize Organized Industrial Zone and its companies, feasibility studies, clustering, and mentoring studies are the goals. In these activities, the aim is to benefit from the academic and technical knowledge and experience of our University (Evidence 48).

Our University contributes to the development of university-industry cooperation by giving full support to the KÜSİ (Public University-Industry Cooperation) activities carried out by the Ministry of Industry and Technology of the Turkish Republic in cooperation with universities. In this context, the KÜSİ representatives made visits to various companies operating in Rize and evaluated university-industry cooperation opportunities. Moreover, announcements were made to encourage the participation of companies operating in Rize to the 1st National Virtual Industry Fair so that they could benefit from digitized trade opportunities (Evidence 49).

In order to strengthen the entrepreneurship foundations, many important activities were carried out in 2020. “TUBITAK 1512 Techno-enterprise Capital Support Program Information Day” activities were held in Tomurcuk Pre-Incubation Center operating within our University in order to increase the awareness of our students (Proof 50, 51). Furthermore, the social enterprise project RISE, prepared by the faculty members and students of our University, was selected as one of the top 20 entrepreneurs in our country and won the grand prize by qualifying for the final in ITU BIGBANG, Turkey's largest entrepreneurship competition (Evidence 5). Based on the necessity of giving a more significant role to the students for conducting entrepreneurial activities, activities of the "Entrepreneurship and Innovation Community", established in our University in 2020, were supported through TTO (Evidence 52, 53).

Our University conducted the 2020 chairmanship-in-office position of TR90 Entrepreneurship Coordination Council, which includes the neighbouring six universities and Eastern Black Sea Development Agency, in order to perform and spread entrepreneurship activities more effectively. The meetings are arranged with the participation of all the stakeholders' bimonthly actions, which can be performed in the region to raise entrepreneurship and university TTO's institutional capacities. In this context, "Entrepreneurship Week Events", which were arranged in 2019, have been planned for 2020 as an "Accelerator Program" called "FUTUREUP", where entrepreneurs change their ideas into projects, projects which pass the pre-elimination are improved and competed under the supervision of the mentors. In addition to the competition, which is arranged within the scope of this event, online conversation events are organized with nationally and internationally successful entrepreneurs in order to increase the proficiency, knowledge, and experience of the entrepreneur candidates (Evidence 54, 55).

Our University organized an information event by our University's Technology Transfer Office in cooperation with Rize Provincial Directorate of National Education in 2020 with the theme of "Awareness Education for Patent and Useful Model" in order to inform the secondary and high school students about the Intellectual Industrial Property Rights (IPRC) in the region (Evidence 56, 57). With the help of this education, it is aimed to raise awareness about issues such as innovation, invention, idea, patent, and helpful model concepts.

One of the most important investments our University has made in the field of entrepreneurship and university-industry cooperation is the Technopark setup. The first board meeting of the Technopark, which was founded with the cooperation of Recep Tayyip Erdogan University, Recep Tayyip Erdogan University Development Foundation, Turkish German University, and Turkish German University Reinforcement Foundation, was executed in 2020.
With the aim of developing technologies increasing the competitive capacity of our country in the international area and to provide companies, researchers, and academics with modern infra and superstructure opportunities, activities have started to found two Technoparks in two different cities—one in the Zihni Derin Campus of our University and the other in İstanbul Çekmeköy- by Recep Tayyip Erdogan University, Recep Tayyip Erdogan University Development Foundation, Turkish German University, and Turkish German University Reinforcement Foundation jointly. This setup is unique in our country in terms of two universities founding Technoparks in two different cities. It is estimated that the institutional culture and entrepreneurship infrastructure will strengthen further together with the founded technoparks sharing knowledge and experience (Evidence 6).

The Central Research Laboratory – Application and Research Center running in our University offers test/analysis service to researchers both from our University and many other universities of Turkey. Besides, studies on the tests and analysis of the industrial products from many different regions of Turkey are performed. In our laboratory, analyses on honey which is one of the essential products of our city, are also executed in order to support academic studies. Pollen analyses are also available in the honey laboratories of our University. Our laboratory publishes all the activities, analysis application forms, analysis prices, device information, and staff information on its internet site. In addition, all the analyses done in our laboratory were offered to all of our stakeholders in a detailed catalogue prepared in 2020.

The research policy, goals, and strategy of the institution
Maturity Level: In our institution, applications about the research policy, strategy and goals are observed, and measures are taken according to the observation results.

Evidence
● Evidence 5 – Entrepreneurship Competition Award.pdf
● Evidence 6 – Board Meeting of Technopark.pdf

The administration and organizational structure of the research-development processes
Maturity Level: Results related to the operability of the administration and organizational structure of the research-development processes in the institution are observed, and measures are taken.

The relation of the researches with the local/regional/national progress
Maturity Level: Interiorized, systematic, sustainable, and sample applications exist.

Evidence
● Evidence 36 – Tea Projects.pdf
● Evidence 37 – Tea Quality Handbook.jpg
● Evidence 42 – Tea Brochure Booklet.pdf
● Evidence 43 – Tea Project Writing Education.png
● Evidence 44 – Çaymer Protocol.pdf
● Evidence 45 – Çaykur Protocol.pdf
● Evidence 47 – Rize Mandarin.pdf
● Evidence 49 – Virtual Industry Fair.jpg
● Evidence 5 – Competition Award.pdf
● Evidence 6 – Technopark Board.pdf

2. Research sources
2.1. Research sources
Water Products Research Center, Superconductor and Semiconductor Research Center, Biotechnology Research Center, Building Materials Control Research Center, Engineering
Applications Research Center, Honey Research Center in the Recep Tayyip Erdoğan University offer services under the umbrella of Central Research Center. The aim of the laboratories is to offer better service to the public, private sector, and the others concerned and ensure the sustainability of the scientific researches. Information about the devices in the laboratories of our University and their services are stated in the booklets named "List of Laboratory Devices & Analyses" (Evidence 58) and "Services Offered in the Laboratory" (Evidence 59) and on the website of the technology transfer office of our University. There are 167 training and research laboratories within our university in total led by the Central Research Center. With these laboratories, education and studies performed within the scope of R&D are supported. Also, 27 computer laboratories offer services to support students' research activities. Related information is stated in the document "2021 Administration Performance Program" prepared by the Directorate of Strategy Development (Evidence 60). Moreover, laboratory inventories and activity reports on the faculties' websites give detailed information about the structure and usage of the sources (Evidence 61, 62, 63). By sharing the inventories of both Central Research Center and faculty laboratories, it is possible to use the machines and devices efficiently, efficiently, and economically.

In 2020, 13 laboratories affiliated with the different departments of our University entered the Research Infrastructure and Laboratory Portal (Labsportal) founded by the Ministry of Industry and Trade. It is aimed to use laboratory infrastructure effectively and productively thanks to this portal (Evidence 64).

Apart from the Central Research Laboratory, which offers service within Recep Tayyip Erdoğan University, there are 17 research centers. Research centers are stated on the website of the Technology Transfer Office. The other centers offering services are listed below:

- Family and Woman Issues Application and Research Center
- Soil and Plant Species Application and Research Center
- Tea and Tea Products Application and Research Center
- Experimental Animals Application and Research Center
- Electromagnetic Application and Research Center
- Black Sea Strategical Application and Research Center
- Career Development Application and Research Center
- Blueberry Application and Research Center
- Central Research Laboratory Application and Research Center
- Assessment and Evaluation Application and Research Center
- Guidance and Psychological Counselling Application and Research Center
- Health Application and Research Center
- Continuing Education Application and Research Center
- Fisheries Application and Research Center
- Turkish Language Teaching Application and Research Center
- Distance Education Application and Research Center
- Landslide Application and Research Center

Besides, our university inventory includes a research ship named "Black Sea Research", which is 25 m long and 8 m wide. The ship has sufficient equipment that can perform marine studies for 10 days in the national and international waters without any replenishment. (Evidence 65).

With regard to the activities of the application and research centers of our University, these were considered as points open to improvement in IFR-2017:
In order to achieve the research goals which are stated in the University Strategical Plan, reviewing the goals of the current application and research centers and making the necessary arrangement.

"Taking necessary precautions which will increase the productivity of the application and research centers which are not active enough."

In this regard, our University has decided to receive goal/activity forms from the application and research centers next year and to close the application and research centers that do not set goals for three years successively or cannot execute %50 of their goals. Activities in this regard are reflected in IMR-2021 as in the following:

- It is observed that the institution has prepared an Action Plan for the current Application and Research Center in accordance with the research goals stated in the Strategical Plan.
- Necessary precautions which will increase the productivity of the Application and Research Centers that are not active enough have been included in the Action Plan.

Usage of funds from the budget revenues consisting of the public purse assistance and the inner incomes of our University in order to execute research and development activities is presented annually in the Administration Performance Program prepared by the Directorate of Strategy Development. As it is stated in the 2021 Administration Performance Program document (Evidence 60); in the activity, costs table, the amount of budget spared, spent, and targeted are stated in detail with the aim of increasing scientific studies on innovation in the higher education institutions under the title of Research, Development, and Novelty program. According to the document, the amount of the budget spared in 2020 is 718 thousand liras. The realized amount of the incomes of the research centers is 393,898 liras, whereas the planned amount was 1,000,000 liras. About the allocation of the internal sources for the research activities in our unit, according to the law no 2547 article 58, not to be less than %10 of all kinds of gross revenues coming from the circulating capital enterprises of the CoHE, an amount determined by the board of the higher education institution is transmitted to the Coordinate of Scientific Research Projects. The amount transmitted to the BAP unit from the circulating capital enterprises in 2020 is 443 thousand liras. It was planned to increase the ratio of the budget spent for R&D in the total budget by %0.02, and the target has been accomplished. The amount spent within the scope of Founding and Developing Higher Education Institutions Research Infrastructure is 3,000,000 liras.

2.2. Inner university resources (BAP)

The open criteria towards the allocation of the inner resources for the research activities are conducted according to the Recep Tayyip Erdogan University Scientific Research Projects Application Directive, which was certified by the RTEU Senate on 10.03.2020 article 141 (Evidence 66) and Code of Practice (Evidence 67) based on this directive. The directive includes rules and procedures about the execution of the projects which are prepared in accordance with Scientific Research Projects together with the Regional Development Oriented Mission Differentiation and Specialization Program by Recep Tayyip Erdogan University faculty members, researchers who have not completed a doctorate, speciality in medicine and dentistry, or proficiency in art, which are later presented to the commission for support.

For the allocation of the inner resources to the research activities parameters, including accordance with the institution's research priorities, multi partnered/disciplined research, associations between institutions or international associations, graduate studies, basic research, applied research, experimental development, and outcome/performance are taken into consideration. Our University encourages and supports cooperation with inner and outer stakeholders and resource supply outside the institution with Technology Transfer Office.
Directive (Evidence 68) and Scientific Research Projects Directive (Evidence 66) to use the resources effectively and productively and provide further support resources. Project Evaluation groups work under the BAP commission, and every project is evaluated scientifically. BAP commission is on the BAP website (Evidence 69). Information about the completed BAP projects is announced on the BAP website.

Types of projects promoted by the BAP Coordination Unit within the scope of Scientific Research Projects Unit at our University;

- 53001-Normal Research Projects/NRP
- 53002-Postgraduate Thesis Projects/PTP
- 53003-Industrial Cooperation Projects/ICP
- 53005-International Scientific Cooperation Development Projects/SCP
- 53007-Quick Support Project/QSP
- 53008-Guided Projects/GDM
- 53009-Multidisciplinary Priority Area Projects/MPAP
- 53010-Research Projects with National Participation/RPNP
- 53011-Research Projects with International Participation/RPIP
- 53013-Research Project with Undergraduate Student Participation/USP
- 53014- Symposium Organization Projects/SOP
- 53015- Tea Expertise Projects/TEP.

While the number of the completed projects supported by Recep Tayyip Erdogan University BAP Coordination Unit is 529, the number of ongoing Projects is 124. 90 projects were completed in 2020. In 2020, 94 projects were supported by the BAP Coordination Unit (Evidence 70). The distribution of the supported projects within the project types is as follows: 6 PhD theses, 13-Dentistry Specialization Project, 38-Normal Research Project, 1 Guided, 13-Master's Thesis Project, 8-Medical Specialization Thesis Project, 15-Other (Tea Expertise Project) (Evidence 71). The total budget of the completed projects is 3,872,362,00 (Evidence 70). Among the supported projects, the number of publications produced in 2020 includes totally 34 projects; 4 PhD theses, 27 Normal Research Projects, and 3 Master's Thesis Projects (Evidence 72).

2.3. Orientation to non-university resources (Support units, methods)

The orientation of researchers to external resources is provided mainly by the Technology Transfer Office of our University through the services within the framework of the relevant modules. With the events organized within the scope of the modules, training and awareness activities are organized, and also academicians are visited. Moreover, activities are organized for the business world to carry out R&D projects, develop projects in cooperation with the University, have information about technology and innovation, and develop the entrepreneurship ecosystem. These and similar activities are carried out regularly, and their continuity is ensured. Fields of activity and content are available on the TTO web page (Evidence 73).

Among the fields of activity in Module 1, activities carried out as part of, awareness, promotion, informing and training, are introduced to academicians, students and industrial organizations through communication tools such as web pages, written-visual media and social media.

For the same purpose, to increase the awareness of various stakeholders such as academics, students, researchers, companies, public institutions and NGOs, visitations and activities are organized. In this sense, academicians have been visited (Evidence 28, 29). Within
the framework of the relevant module; TUBITAK 1512 Techno- Entrepreneurship Capital Support Program Info Day (Evidence 50), TUBITAK ARDEB Support Program Online Informing Event (Evidence 30, 31), Horizon 2020 Informing Meeting (Evidence 74), TUBITAK 1512 BIGG Program Online Informing Event (Evidence 51), 1st National High Schools Patent and Utility Model Competition Informing Event (Evidence 57), and European Union COST Program Online Informing Event (Evidence 33) were held.

In Module 2, project preparation, application, monitoring services and project writing training are provided within the framework of the Services Unit for Benefiting from Programs. EU Horizon 2020 Applied Project Writing Training (Evidence 32) was given to academicians in this context.

Moreover, technical support visits (Evidence 29) were made to academicians within the scope of TUBITAK ARDEB Support Programs.

In Module 3, within the framework of the Project Development/Management Services (University-Industry Cooperation Activities) Unit; creating projects for the technological product by presenting the research studies, carried out in our University, to the industrial enterprise, directing the demands from the industry to the right researcher specialized in that subject at the University, and receiving consultancy service is provided. A cooperation protocol (Evidence 48) was signed between our University and the organized industrial area within this context. Besides, in order to transfer the academic knowledge and experience of our University to the industry and to develop university-industry cooperation through mutual interaction, a protocol was signed with Metal Technical Machine Manufacturer Ind. Trade. Co. Ltd. aiming to cooperate in projects, infrastructure studies, analysis and consultancy activities (Evidence 46).

In Module 4, Intellectual Property Rights and Commercialization Unit organizes events to develop corporate Intellectual and Industrial Property Rights policy and to raise awareness about IPR (Patent, Utility Model, Brand, Industrial Design, New Plant Varieties, Biotechnological Inventions, Artifacts, Know-How, etc.) within the University. Additionally, it supports the researchers in their application and management processes for the patent-utility model with commercial potential. A seminar on Industrial Property Rights for Vocational and Technical Education School Principals (Evidence 56) was given in this context. In addition, the Industrial Property Rights: Patent and Utility Model Online Informing Event (Evidence 75) was organized for the researchers of the Faculty of Agriculture and the Faculty of Education. To support the academicians, one-to-one interviews were conducted between the Turkish Patent and Trademark Office experts and 10 academicians (Evidence 35).

An enzyme commercialization preliminary information meeting was held by the relevant academics and the Technology Transfer Office (Evidence 76). Patent Payments Meeting (Evidence 77) was held between the relevant vice-rector, the Strategy Department and the Technology Transfer Office.

In Module 5, within the framework of the Incorporation and Entrepreneurship Services Unit; Entrepreneurship awareness is increased, support services are provided for the establishment of spin-off companies, and consultancy services are provided for companies to benefit from support/grant programs. In this context, Tomurcuk entrepreneurship support was given to our students at the Tomurcuk Pre-Incubation Centre (Evidence 78). An Informing event on entrepreneurship and innovation (Evidence 52), FutureUp Acceleration Program Entrepreneur Talks (Evidence 54) and FutureUp Acceleration Program Shadow Mentoring activities (Evidence 55) were arranged for undergraduate students. Entrepreneurship and
Innovation Community Meeting and Informing Meeting (Evidence 52, 53) was held. Entrepreneurship Activities and Ecosystem Meeting (Evidence 54) was held between the faculty members of our University and DOKA (Eastern Black Sea Development Agency) representatives to strengthen the entrepreneurial activities carried out in our University and the entrepreneurial ecosystem. TR90 Entrepreneurship Coordination Board Stakeholder Meetings were held (Evidence 11, 12). In addition, all notifications are announced on the TTO web page and via email (Evidence 79).

In the report based on the statistics prepared by TUBITAK ARDEB and related to the projects presented and supported by the universities between 2016-2020, our University ranked 4th among 125 universities established after 2000. Our University ranked 36th in the category of all universities in our country, including state and foundation universities. Having left 171 universities behind with 50 projects supported by TUBITAK, with these results, our University showed great success surpassing many universities that were established before. This success also shows that non-university resources are used effectively in research and development activities.

Apart from the Technology Transfer Office, there are various units within our University that provide support services for research studies, apart from the Technology Transfer Office. Our University has developed some strategies to support its research and development activities and to encourage academicians. Recep Tayyip Erdogan University Development Foundation Incentives, Academic Translation Office and Ethics Committee services make substantial contributions in this context.

Development Foundation Incentives: Recep Tayyip Erdogan University Development Foundation provides support, within the scope of the Scholarship and Incentive Directive, to support and encourage successful students and researchers who make quality investigations (Evidence 80).

Incentive payments are made to full-time lecturers at Recep Tayyip Erdogan University, who are permanently or temporarily assigned to our University, in accordance with Articles 31 and 40/b of Law No. 2547. Applications for incentive payments to academic staff are made through the REBIS-Information Management System between the dates declared by the University.

Academic Redaction and Translation Office: translators, who are experts in their fields, support our academicians’ studies such as articles, theses, projects, etc. The office never translates a text entirely. It is an office where the language and grammar corrections of the articles written in English are made. The applications are made through REBIS-Information Management System (Evidence 81).

Additionally, within the scope of cooperation with external stakeholders, a cooperation protocol was signed between our Tea and Tea Products Application and Research Centre and Atatürk Tea and Horticultural Crops Research Institute (ÇAYKUR), ÇAYKUR Tea Agriculture Department and Rize Tea Research and Application Centre (ÇAYMER) 44, 45). Within the context of protocol, it is aimed to maximize the contribution of the Research Centres which conduct business activities on tea in Rize to the economic and cultural development of the regions where they are located. It is aimed to cooperate in developing new projects between Tea Specialization University, which receives support within the scope of the "Regional
Development-Oriented Specialization Program” and Research Centres serving in the region and to prevent repetitive supports.

The Library Department allocates resources to plan, publish, distribute, and sell the other publications and the books prepared in accordance with the provisions of the “Universities Publications Regulation” (Evidence 82), and “Recep Tayyip Erdogan University Publications Directive (Evidence 83). With the help of this directive, it is supported to transmit researchers’ publications to other researchers. It is also possible to access electronic resources at all times that our University subscribes to support researchers. VETIS (Database Access and Statistics System) has been actively used during the pandemic process. VETIS is a tool that enables fast, easy and secure access to national or international electronic databases used in our University from off-campus places (Evidence 84). Moreover, scientific publications that are not available at the University can be provided for researchers to support scientific research (Evidence 85). Furthermore, interlibrary requests can also be made for scientific resources available at other universities (Evidence 86).

In this context, while the total number of printed books in the libraries of our University was 140,162 in 2019, it increased to 143,601 in 2020. While the number of subscribed databases was 38 in 2019, this number reached 56 in 2020 (Evidence 87).

2.4. Doctoral programs and post-doctoral opportunities

As of 2020, 216 students are studying in 16 doctoral programs at the Post Graduate Institute at Recep Tayyip Erdogan University. This number was 207 in 2019 and increased in 2020 (Evidence 60). At the end of 2020, 54 students completed their doctoral studies (Evidence 60). By this means, qualified human-resource needed in our country, especially in preferred sectors and preferred development areas, can be trained. As of 2020, 194 research assistants are studying for medical specialization at our University (Evidence 60).

Instructors and doctoral students are supported to study and do research in different countries via the ERASMUS exchange program. As of 2020, the number of bilateral agreements made in the Erasmus exchange program is 68. 10 doctoral students were supported within the scope of privileged thematic areas scholarship by CoHE (Evidence 60).

Research resources

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

Evidence:
- Evidence 58 Laboratory Instruments & Analysis List.pdf
- Evidence 59-Services provided in the laboratory.pdf
- Evidence 60- RTEU Administration Performance Program 2021.pdf
- Evidence 61- Faculty of Arts and Sciences promotional catalogue.pdf
- Evidence 62 Faculty of Engineering and Architecture Device Inventory.pdf
- Evidence 63 Faculty of Fisheries-Service Catalogue.pdf
- Evidence 64 Units included in LABSPORTAL.pdf
- Evidence 65-RTEU Black Sea Research Ship Catalog.pdf
University resources (BAP)

Maturity Level: In the institution, the use and distribution of resources within the University are monitored and improved.

Evidence:

- Evidence 66-BAP Directive.pdf
- Evidence 69-BAP Commission.pdf
- Evidence 70-2020 BAP annual report.pdf
- Evidence 71 - Distribution of supported projects by type.pdf
- Evidence 72 - Number of publications produced from BAP projects.pdf

Orientation to non-university resources (Support units, methods)

Maturity Level: Methods and units have been created to support the use of non-university resources in order to continue the research and development activities of the institution in line with its research strategy.

Evidence:

- Evidence 73-TTO- Fields of Activity.pdf
- Evidence 74- H2020 Information Meeting 16102020 Event Mail.pdf
- Evidence 76- Enzyme Commercialization Meeting 14122020 Event Mail.pdf
- Evidence 77- Patent Payments Meeting.pdf
- Evidence 79-TTO Web Page.pdf
- Evidence 80-Foundation Academic Incentive Directive.pdf
- Evidence 81-Academic Redaction and Translation Office.pdf
- Evidence 44_CaymerProtocol.pdf
- Evidence 45_CaykurProtocol.pdf
- Evidence 82- Universities_Publication_Regulation.pdf
- Evidence 83- Recep_Tayyip-Erdogan_ University_ Publication_Directive.pdf
- Evidence 84- VETIS. Pdf
- Evidence 85- Book / source Request.pdf
- Evidence 86- Interlibrary Request.pdf

Doctoral programs and post-doctoral opportunities

Maturity Level: Doctoral programs and post-doctoral opportunities are carried out in line with and supporting the research policy, objectives and strategies of the institution.

Evidence

- Evidence 60- RTEU administration_ performance _ program 2021.pdf
3. Research Competence

3.1. Development of the research competence of faculty members

“Recep Tayyip Erdogan University Directive for Promotion and Appointment to Faculty Membership” accepted by the Senate is used in the appointment and academic promotion process of academic staff at our University (Evidence 88). All applications are checked by the Preliminary Evaluation Committee established by the Rectorate. Research performance is clearly involved in the assignment and promotion criteria. Among the determined criteria, research activities such as publication and projects of the academic staff take an important place. There are also minimum criteria for appointment and promotion among the criteria, and the levels of competencies and achievement of the researchers are monitored immediately with the REBIS automation system (Evidence 89). Annual levels of success are measured with activity reports.

There are award and incentive systems in our University to increase research competence. The support of Recep Tayyip Erdogan University Development Foundation is available, in order to develop the research competency of the research staff at our University. Moreover, staff allocations are planned to recruit technical personnel to support experts in the field and researchers. The adequacy of these supports and opportunities is measured annually with performance indicators. In addition, the activities like projects, patents and so on for technology development, are supported by Recep Tayyip Erdogan University Development Foundation by giving academic incentives.

Art activities are also supported by the budget of our University. These incentives are decided by the boards of directors and the evaluation commissions established within the rectorate. Evaluation results are measured by the REBIS automation system, evaluated based on performance indicators, and followed up through annual activity reports (Evidence 80).

Project preparation and application training, which started in previous years to improve the research competence of the research staff, continued to be organized in 2020 as well. In order to increase the number of outsourced projects, the informing activities of TUBITAK’s international cooperation call programs and the European Union Horizon 2020 project writing training, which was organized by the TTO, helped the research staff increase their research competence and knowledge on this subject (Evidence 3).

Events informing about Patent and Utility Model were organized by the TTO in order to transform the academic studies carried out by the research staff at the University into added-value products and the registration of the invention declarations made by the research staff was conducted (Evidence 35).

Our University's BAP Coordination Unit creates university funding for researchers to have research competence and provides a strong background for them to take part in a broader range of national and international projects. The BAP Coordination Unit creates the beginnings for the researchers within our University to reach further goals and take part in larger national and international projects, rather than creating the final point in producing projects. In this context, our University's BAP Coordination Unit structured its own directive in 2020 to keep researchers' research competence and the project ecosystem constantly active (Evidence 66). In order to increase the number of qualified publications and projects in line with the goals of our University, the BAP Coordination Unit has supported many project studies (Evidence 90). Due to the Covid-19 pandemic conditions continuing after March 2020, the BAP Coordination Unit...

Seminars, courses, panels, symposiums, workshops and congresses were organized with the participation of the research staff and stakeholders in the faculties of our University (Evidence 91). All informative meetings about projects planned to be held by TÜBİTAK throughout the year and the activities carried out by other universities in our country were regularly announced to all researchers at our University via electronic correspondence through the relevant units of our University.

In order to increase the research competence of the students at our University, the projects were taken within the scope of the 2209-A program of TUBİTAK, which aims to encourage undergraduate students studying at universities to do research through projects (Evidence 92).

In order to provide students with research competence at the Tomurcuk Incubation Center, 16 students started working on 18 different ideas, which have high commercialization potential, on computer software, alternative energy and energy efficiency, as well as the production of various machines, multi-purpose robots, and laboratory devices in the Tomurcuk Atelier (Evidence 93).

3.2. National and international joint programs and joint research units
Our University takes part in the Eastern Black Sea Project (DOKAP) Regional Development Administration University Association, which aims to ensure cooperation among the universities in the DOKAP region in the issues such as education, arts and culture, research and development, projects, social service and regional development. Our University contributed to strengthening the cooperation among the universities in the region by holding the term presidency of this association in 2020 (Evidence 10).

Our University continues to maintain and develop the internationalization process. In this context, it provides mobility and cooperation among universities through the Erasmus Exchange Program and the Europe & World Mevlana Exchange Program. Thus, it is aimed to ensure that students and academic staff gain international experience in education-research activities, to help students and scientists from foreign universities integrate with the University, to make maximum use of international programs and projects, and to contribute to the development of both the University and the region (Evidence 94).

The process of establishing two Technoparks was jointly initiated by Recep Tayyip Erdogan University, Recep Tayyip Erdogan University Development Foundation, Turkish-German University and Turkish-German University Support Foundation in order to develop technologies that will increase the competitiveness of our country in the international arena and to provide modern infrastructure and superstructure opportunities to the companies that produce these technologies, as well as to increase the competencies of researchers and academicians (Evidence 6). One of the mentioned Technoparks will be established in Rize RTEU Zihni Derin Campus, and the other one will be established in Turkish-German University Çekmeköy Campus. A company was established for Technopark, which is located within Turkish-German University, and the construction continues. The project of Technopark to be built on the campus of RTEU is still being drawn.
Developing the research competence of academic staff

Maturity Level: In the institution, practices aiming to improve the research competence of the academic staff are followed, and measures are taken by evaluating the results of the follow-up together with the academic staff.

Evidence
- Evidence 88- RTEU directive on appointment.pdf
- Evidence 89- RTEU REBIS.pdf
- Evidence 80- directive on foundation academic incentive.pdf
- Evidence 90- BAP projects in 2020.pdf
- Evidence 91- congress symposium in 2020.pdf
- Evidence 92- TUBITAK A-2209 projects.pdf
- Evidence 93- information about students applying for Tomurcuk pre-incubation center in 2020.pdf
- Evidence 66- BAP directive.pdf

National and international joint programs and joint research units

Maturity Level: In the institution, national and international joint programs and joint research activities within the institution and among institutions are monitored and improved by evaluating them with relevant stakeholders.

Evidence
- Evidence 94- Erasmus Mevlana Farabi.pdf
- Evidence 6- Board of Technopark.pdf

4. Research Performance

4.1. Performance Evaluation of the Academic Staff

Recep Tayyip Erdogan University set one of its goals in the 2018-2022 strategic plan as "to carry out and develop quality research which turns research and development outputs into social and economic benefits" (Evidence 2). In order to achieve this goal, our University operates the "Research, Development and Community Service" process, which is one of the 5 main headings that make up the Quality Management System (Evidence 95). In this context, all indicators, including the performance evaluation of the academic staff, can be monitored by the internal software developed within the information management system of our University (REBIS) and mentioned in the 2019 Internal Evaluation Report (Evidence 96), and the created system is open to all our stakeholders (Evidence 97).

4.2. Monitoring and improving research performance

Our University carries out systematic and comprehensive activities in order to monitor research performance. In IFR-2017, "determining performance criteria and targets to measure research performance, reviewing the effectiveness and efficiency of research results, ensuring continuity and quality assurance" was determined to be open to improvement. At the same time, the statement "The institution has set measurable targets for research and development activities in its strategic plan, and it performs applications and updates its targets to achieve them. It is observed that the research performance of the institution has been increasing since the evaluation of 2017" were included in IMR-2021.

Our University carries out its activities through a process approach (Evidence 95). In our University, research and development activities are periodically monitored, evaluated, and the results are published by operating the process of "monitoring and improving research performance RTEU.PK.0006" (Evidence 98). The findings obtained are used to monitor and constantly improve the research and development performance of the institution.
Implementation of the academic incentive allowance offered to the academic staff in state higher education institutions is carried out using the Academic Incentive Allowance Process Management System (ATÖSİS) integrated with YÖKSİS, and it is ensured that academic incentive applications and evaluations are carried out healthily by following the Academic Incentive Regulation (Evidence 99).

The publications, projects, books, citations and patents resulting from the work of researchers in our University are supported and encouraged by the Recep Tayyip Erdogan University Development Foundation, in accordance with the criteria determined (Evidence 79). Research and development studies are also encouraged by announcing awards, projects, and patents obtained by researchers through the electronic communication tools of the Rectorate, the relevant Faculty Dean's Offices, and TTO.

Our University uses the support of Scientific Research Projects (BAP) in order to improve research performance and enable researchers to conduct quality studies. In order to ensure continuous improvement, 94 projects of our researchers were supported by the BAP Coordination Unit in 2020 (Evidence 70). The BAP Coordination Unit updates its directive to ensure continuous improvement of researchers' performance. In this context, our University's BAP directive was revised in 2020 (Evidence 66). In order to improve research performance and encourage researchers to work on outsourced projects, information and project writing activities for various national and international programs were also carried out in our institution in 2020 (Evidence 3).

In order to evaluate the research performance of our University, R&D outputs in 2020 can be compared with those in 2019. 7 patents, 2 of which are international, and 2 utility models were registered as free and in-service inventions were registered in the name of our University, and 12 registration applications were made. On the other hand, the number of patent/utility model registration applications was 8 in the previous year, and 3 of them were registered in the same year (Evidence 100).

Within the scope of TUBITAK's "1001- Support Program for Scientific and Technological Research Projects ", it was decided to support 6 projects presented by our researchers by the Academic Research Funding Programs Directorate (ARDEB) in 2020. Also, 20 projects supported by the same program were completed this year (Evidence 101). In addition, 20 projects supported by the same program were completed in that year (Evidence 101). In addition, two of the TUBITAK Research Projects successfully completed by our researchers were awarded the TUBITAK Project Performance Award as a result of the evaluation made by the TUBITAK-Environment, Atmosphere, Earth and Marine Sciences Research Support Group (ÇAYDAG) (Evidence 102, 103).

Students trained at our University succeed in research and development activities under the supervision of our researchers. Of our students, 2 ranked first, 2 ranked second and 2 ranked third with their projects in the TUBITAK 2242 University Students Research Projects Competition held in Erzurum by the Scientist Support Programs Directorate (Evidence 104). Our students won the grand prize at ITU BIGBANG, Turkey's biggest entrepreneurship competition (Evidence 5), and 3 of our students were awarded scholarships within the scope of the Intern Researcher Scholarship Program (STAR) initiated by TUBITAK for undergraduate students to gain an R&D culture, take the first step into the research ecosystem, and encourage them to do research (Evidence 5).
Rankings made by various organizations are also crucial in evaluating researchers' research and development performance and thus of the institution.

Recep Tayyip Erdogan University is successful in both general and field rankings among universities in the world. According to the Turkish Science Report published by the Turkish Academy of Sciences (TÜBA), our University ranks 37th among 158 universities with a rate of 43.2% in terms of academic efficiency and publishing. In addition, among the universities established in 2006 and later, it was included in the 2nd category (1000-1999), which involved only 5 universities, in terms of size according to the number of academic staff. In the category where researchers who publish in high-quality journals in their field are called "Super Researchers", our University is in the category of 5% - 2.5% among universities that have Super Researchers (Evidence 106). 196 Turkish scientists 1 of which is from our University, were included in the list of the most influential scientists, which was published in the scientific journal PloS Biology and prepared by a team of scientists from the USA and the Netherlands, using the scientific impact index, which consists of variables such as the number of scientific articles, the number of citations, and the order of authors (Evidence 107). In addition, our University was included in the rankings as a result of the evaluations made by the institutions mentioned in the previous parts of this report (Evidence 13, 14, 15).

4 scientists from Recep Tayyip Erdogan University ranked among the most influential 100 thousand scientists in the "World's Most Influential Scientists" list that was prepared by a team of scientists from the USA and the Netherlands, coordinated by Stanford University (Evidence 108).

The first issue of the Recep Tayyip Erdogan University Journal of Science and Engineering, which was established within our University and started to accept articles in Turkish and English in October-2019, and is planned to be published both electronically and in print twice a year, in June and December, has been published (Evidence 109).

Our University, a fast-developing university, contributes to its achievements more with Research and Development projects. Lately, it has demonstrated its success, which is obtained by ranking 4th among 125 universities founded after the year 2000 in our country for the research and development studies according to the 5-year project statistics within the years 2016-2020 published by TUBITAK Research Funding Programs Directorate (ARDEB), about the project as well (Evidence 110).

4.3 Research Funding Performance Evaluation

Recep Tayyip Erdogan University research funding performance evaluation studies are mainly followed by BAP Coordination. The BAP Coordination of our University tracks the projects that our researchers present and that are accepted by the BAP committee and TUBITAK research projects, and within this scope, it performs buying actions. For the 2020 fiscal year, budget performance charts have been published in Recep Tayyip Erdogan University BAP Coordination Activity Report. According to this report, the total budget of BAP Coordination in 2020 was 3,872,362.00 TL. 1,031,030.00 TL out of this budget was used. This year, while the total budget provided by TUBITAK was 4,305,795.50 TL, 2,717,819.58 TL out of this budget was used (Evidence 70).
Instructor performance evaluation

**Maturity Level:** The performance of research-development of instructors have been tracked and improved through being evaluated with instructors.

**Evidence**
- Evidence 95 Quality Handbook
- Evidence 96 2019 Institutional Internal Evaluation Report

**Monitoring and Improvement of Research Performance**

**Maturity Level:** Research performance in the institution is being monitored and improved after being evaluated together with stakeholders.

**Evidence**
- Evidence 95- Quality Handbook
- Evidence 79- TTO website
- Evidence 70- 2020 BAP activity report
- Evidence 66- BAP guideline
- Evidence 100- 2020 Patent application and registration
- Evidence 101- 2020 TUBITAK project performance
  - Evidence 5- Competition award

**Evaluation of research budget performance**

**Maturity Level:** Research budget performance is being monitored and improved within the institution.

**Evidence**
- Evidence 70- 2020 BAP activity report 1

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**D. SOCIAL CONTRIBUTION**

1. Social contribution strategy

1.1. The policy, goals, and strategy of social contribution

With its mission and vision deriving from the prioritisation of public service and social contribution, our University has a Social Contribution Policy followed by all units it embodies (Evidence 1). The Social Contribution Policy of our University that was published on 21.05.2020, is comprehensive enough to be considered as the main base within all the activities being conducted, and it is developed in a holistic framework to comply with our University's '2018-2022 Strategy Plan' (Evidence 2), ‘Research Development Plan’ (Evidence 3), and ‘Education and Training Plan’ (Evidence 4). In addition, our 'Quality Policy' (Evidence 5) reflects the public service goals of our University and is grounded upon an understanding intertwined with Social Contribution Policy. As such, The Social Contribution Policy that comprises the activities being conducted in our University integrates with our University's goals and strategies.

On the other hand, with the two processes “Research Development and Public Service Project” (Evidence 6, 7), which were created under the main title of "Research Development and Public Service" that was prepared as a part of the Quality Management System studies being conducted in our University, activities enabling of realisation of the goals regarding the social contribution, indicators which will provide monitoring of the goals and related activities, and all the units responsible for these activities have been clearly stated.
Regarding the social contributions, in 2018-2022 Strategic Plans, various goals and objectives related to these goals were determined by our University (Evidence 8). Moreover, objective cards regarding each objective and performance indicators, responsible unit/units, unit/units to partner up with, risks, strategies, cost estimates, detection, and needs were determined (Evidence 9).

Goals and objectives that exist in our strategic plans serving directly or indirectly to our social contribution studies are listed below according to the titles given in the plan:

- **Goal 1:** Training the qualified individuals that the region and country need through providing high-quality teaching-training service.
  - **Objective 1.2:** Opening 20 new majors, 10 new minor programs and receiving accreditation of at least 5 bachelor's degree or post-graduate programmes until the end of the term in the plan.
  - **Objective 1.4:** Doubling the opportunities that will increase students’ ability to learn a foreign language.

In accordance with Goal 1 in our Strategic Plan and as a part of the activities that directly or indirectly serve our social contribution studies, “International Student Exchange Cooperation Protocol” has been signed with C2T Global Investment and Education Consultation Trading Joint Stock Company (Evidence 10) in order to increase the number of qualified students in our University. Also, increasing the number of students being accepted to our University through opening new associate degree, bachelor's degree and post-graduate degree programmes are presented among the activities in our University that directly or indirectly serve social contribution as a part of Objective 1.2 in our Strategic Plans (Evidence 11, 12, 13, 14, 15, 16).

- **Goal 2:** Conducting research qualified enough to transform research and development outcomes into public and economic benefit and developing projects.
  - **Objective 2.2:** Conducting studies as to receiving 10 beneficial models and 10 patent until the end of the planning term.
  - **Objective 2.5:** announcing a Technology Development Area in our city, founding a Technopark in this area, and activating it.

- **Goal 4:** Increasing the service presented to the stakeholders in terms of quality and quantity.
  - **Objective 4.1:** increasing the service provided by the Faculty of Dentistry in terms of quality and quantity until the end of the planning term.
  - **Objective 4.4:** Increasing the number of Lifelong Learning programs organized for the public by 3% until the end of the planning term.

- **Goal 5:** Pioneering local and regional development
  - **Objective 5.1:** Conducting R&D studies about the tea industry, including topics such as transition to organic agriculture with factors affecting productivity and quality, tea processing technology and exhibiting the alternative product concepts within tea plant (e.g., white tea, purple tea, tea seed oil) until the end of planning term.
  - **Objective 5.2:** Organising at least 10 projects and 12 events with regards to improving aquacultural resources and fishery industry in our region until the end of the planning term.
  - **Objective 5.3:** Training skilled staff, which are needed in the tourism industry in our region, through improving the education provided by Ardesen Tourism Faculty in our University in terms of quality and quantity, and organising education and certification events intended for companies that are in the business of tourism.
Objective 5.4: Improving the education provided by the Medical Faculty in our University in terms of quality and quantity and providing support for building another Training and Research Hospital that is needed in our city.

As a part of Objective 2.2 -one of the subgoals of Goal 2 in our Strategic Plan as a part of our University's activities for social contribution- the inventions that have been developed by lecturers in our University have been officially registered by the Turkish Patent and Trademark Office with patent protection (Evidence 17, 18, 19). In 2020, 5 patents, including 2 international patents and 2 beneficial models, were officially registered, and 12 registration applications were made (Evidence 20). Also, as a part of developing projects that transform the outcomes of research and development into social and economic benefits, 26 projects have been supported in the 2209-A University Students Research Projects Support Programme by The Head of Scientists Support Programme in Turkish Scientific and The Scientific and Technological Research Council of Turkey (TUBITAK). Moreover, our University ranks 10th for the number of the accepted projects (Evidence 21).

As another activity in 2020 for social contribution, as a part of Objective 2.5, the first board meeting of our Technopark, which was built to develop technologies that will increase our country's competitive capacity and provide modern infrastructure and superstructure to the companies producing these technologies, researchers, and academicians, was held on 21 January 2020 and thus, it is activated. The building of Digital Park Techno-city built through the cooperation of RTEU and Turkish-German University to be placed in Cekmekoy in Istanbul has started, and the project studies for the building to be built in our campus is in progress (Evidence 22). Similarly, with the aim of pioneering local and regional development, a protocol has been signed between our University, and Rize Organised Industrial Zone in order to strengthen the cooperation and also to make it sustainable (Evidence 23). Moreover, with the aim of transmitting the knowledge of our University to industry and developing cooperation between university-industry through mutual interaction, a protocol has been signed off with Metal Technic Machine Production Industry and Trade Limited Company that is operating in our city, which suggests cooperation in terms of the project, infrastructure studies, analysis and consultation events (Evidence 24).

Also, as a part of Goal 4.4, the "Basic Georgian Training" course has been held in our University for local people (Evidence 25). In addition to this, in 2020, "Training for the Application of the Techniques for Staying Alive Individually in the Sea Application", Fire Prevention and Fire Fighting Application Training" and "Application Training for Competence of using Life-saving Appliances" have been held in the Lifelong Learning Application and Research Centre in our University (Evidence 26). As a part of activities for social contribution, our University has been regarded as competent for organising "Peacemaking Education" by The Ministry of Justice by 2020 (Evidence 27).

Another activity in our University that can be regarded within the studies for indirect public service in 2020 is taking its place in the list of World University Rankings, which is published every year by Times Higher Education, and thus contributing to efforts of increasing the number of Turkish universities placed in the list of the best universities in the world (Evidence 28). As a part of Objective 5.4 that serves social contribution, our University, in addition to Times Higher Education (THE) World University Rankings 2021, has shown the great success of becoming one of the best universities in the world by ranking 601+ in the list
of World Rankings by Subject regarding the subject of Clinical, Pre-Clinical & Health (Evidence 29).

As a part of Objective 5.1 that is in the Strategic Plans 2018-2020 of our University aiming to pioneer the local and public development, within the studies of Specialisation in Tea Sector, our University has commenced the required studies with regards to the ‘Tea Law’, which was brought up in the meeting of National Tea Council in 2020. Additionally, in the process run by Tea Specialisation Coordinator in our University, two different commissions- one being technical and the other being juristic- have been formed to organise the studies about tea law. The commissions have set a course for producing a draft tea law that will be accepted by related stakeholders- mainly tea producers- and enable sustainable tea agriculture within the world standards, and within this scope, they have conducted a series of studies (Evidence 31).

Our Tea Specialization Coordinatorship initiated studies about Agricultural Mechanization in Tea Agriculture and Employment of Agricultural Machines. Within the framework of these studies, projects were initiated to investigate the probability of agricultural machine usage in our region, to examine the current mechanization in terms of its effect on yield and quality, test the machines in important tea producing countries in pilot applications, pruning, harvesting, fertilizing, tillage in appropriate areas and weed control with the participation of our Tea Specialization Coordinatorship and relevant stakeholders (Evidence 31).

The first of the project activities for mechanization in tea, initiated in this context, was conducted in the Tea Application and Trial Garden, hosted by our University's Tea Specialization Coordinatorship, in Iyidere district used for our specialization studies (Evidence 32).

Within the scope of Goal 5.1, a training seminar on 'Tea Industry in Sri Lanka' was held by our Tea Specialization Coordinatorship. The aim was to ensure the sustainability of the tea industry in our region and increase the quality of the training activities planned within the scope of the Tea Education Project as another social contribution of our University (Evidence 33).

Likewise, our Tea Specialization Coordinatorship organized a training seminar on 'Tea Agriculture in Japan.' All stakeholders of the sector were allowed to learn about international practices in the field of tea (Evidence 34). The Mini Tea Factory was established as the R&D center of our Faculty of Agriculture board to enable our students to practice and provide education to the local community (Evidence 35). This factory became another work conducted by our University for social contribution in tea, one of the essential sources of income for our country and our region. In addition, a consultation meeting was held for our TUBITAK KAMAG 1007 project titled 'Creation of the Tea Plant Gene Pool and Determination of Commercial Tea Variety Candidates'. This meeting was one of the critical studies for regional development, and the preliminary outputs obtained from the project were made open to the local people (Evidence 36). Within the scope of our activities serving society, two hazardous problems, 'false butterfly' (Ricania sp) and 'yellow tea mite' in our region, our Tea Specialization Coordinatorship organized a panel named 'Facts and Ways of Fighting Against Ricania sp (False Butterfly) and Yellow Tea Mite (Evidence 37).

Our two sub-processes under our Research Development and Community Service Process, "2.1. Research Resources and Objectives Process" (Evidence 3) and Research
Performance Monitoring and Improvement Process” (Evidence 4), directly correspond to both the strategic plan and our Social Contribution Policy.

2.1. The two goals under our Research Resources and Goals Process are directly linked to social contribution studies, and the actions related to these goals are listed below in the order shown in the Process Card:

- **H2:** Conducting studies on areas where R&D processes and social contribution processes are integrated
  - E.2.1: Increasing the activities of the Application and Research Centers established for the "social contribution" processes within the University
  - E.2.2: Creating a project type for "social contribution" processes by BAP (Scientific Research Projects Coordination Unit) and giving priority to the projects prepared within this scope
- **H.3:** To carry out research studies that contribute to the socio-economic and socio-cultural structure
  - E.3.1: Carrying out studies on the development of tea-based products
  - E.3.2: The development of projects aimed at researching and promoting the socio-economic and cultural characteristics of the city and the region. A biological struggle was introduced to regenerate and revive the boxwood trees that have not lost their vital water yet (Evidence 39) within the scope of our University's activities for social contribution in 2020. We initiated a study with our University's cooperation and the 12th Regional Directorate of the Ministry of Agriculture and Forestry in the Şimşir Park, in the Kaçkar Mountains National Park.

In addition, within the scope of our community service activities involving individuals with special needs, our University received the Orange Flag award thanks to their regulations about “Access in Space” for disabled people implemented by the Faculty of Agriculture, Turgut Kiran Maritime Faculty, and the Higher Education Board of the School of Foreign Languages (Evidence 40).

Within the scope of the "Breath to the Future" campaign launched under the Ministry of Agriculture and Forestry coordination, saplings were planted in our University Zihni Derin Campus on 11 November, National Afforestation Day. We aimed to develop the love of trees and forests in our country, contribute to the environmental awareness of all segments of society, and raise awareness about the environment (Evidence 41).

Our University has made a "Fruit Type Registration Application" to the Ministry of Agriculture and Forestry Seed Registration and Certification Center for the Satsuma group tangerine grown in Rize for 95 years (Evidence 42). This project was within the scope of social contribution activities, including developing projects to research and promote our city and region's socio-economic and cultural features.

Also, in 2020, the Eastern Black Sea Project Regional Development Administration-Universities Union (UNI-DOKAP) first upper committee meeting, whose term presidency is carried out by our University, was organized by our University. The education, art, and culture, research development among the universities in the DOKAP Region were organized by our University. The 2020 activity planning, which includes collaborative works on the project, social service, and regional development, was carried out (Evidence 44).
On the other hand, a protocol was signed between our University and the Ministry of Agriculture and Forestry, associated with the 12th Regional Directorate Nature Conservation and National Parks associated with the Flora of Rize Province (Tracheophyta), Fauna (Birds, Mammals, Amphibians, Reptilians, Territorial Sea Fish) and Observing Habitat / Ecosystem (Evidence 45).

Our Social Contribution Policy was elaborately prepared in a holistic relationship with Teaching-Learning, R&D, and Quality Policy. We can exemplify this.

- The third article of our **Education and Training Policy** states, 'Contributing to the social, cultural, economic, scientific and technological development of the region, the country, and the whole humanity by conducting researches with the active participation of students at international standards.' So, within the scope of our University's activities that indirectly serve social contribution, our students won 2 first places, 2 second places, and 2 third places with their projects in the TUBITAK 2242 University Students Research Projects Competition held in Erzurum by the TUBITAK Scientist Support Programs Presidency (Evidence 46).

Similarly, the social initiative project prepared by the lecturers and students of the Engineering Faculty Department and Medicine Faculty Department was chosen as one of the best initiatives of 20 at ITU BIGBANG, the most significant initiative competition in Turkey. Our social initiative project (RISE) won the biggest prize (Evidence 47, Evidence 48) in the finals.

- The second article of our **Research and Development Policy** is that studies on 'tea plant' related to tea cultivation, breeding, variety development, yield, quality, tea processing technologies, and alternative product concepts, prioritize multi-disciplinary studies about tea within the scope of "Strategic Plan and 'Regional Development-Oriented Mission Differentiation and Specialization' program. The third article is "supporting social development by performing quality works in the fisheries, maritime transport and tourism sectors, which are among the important dynamics of the region…"."

- Lastly, the fifth article of our **Quality Policy**, developing a 'social responsibility project that is the conscience and voice of the society," directly associates with our Social Contribution Policy.

Within the scope of our University's activities for social contribution, which acts with the principle of social sensitivity, an information meeting on the Zero Waste Management System and Zero Waste Information System was held for the focal people representing the units of our University within the scope of the "Zero Waste Project" conducted by the Ministry of Environment and Urbanization (Evidence 49).

In addition, a conference on "Consumer Rights" was held to expand its contribution to society by our University (Evidence 50).

Our University, one of the 15 Universities selected within the scope of the Regional Development-Oriented Mission Differentiation and Specialization Project, has another particular goal within the framework of social contribution as a university specializing in the field of "Tea." This goal is embodied in our Strategic Plan (Evidence 51), Process Card (Evidence 52), and Research and Development Policy (Evidence 53).
Also, our University has determined goals and strategies in Social Contribution and provided integrity in all targets and strategies with the Research and Development Process. It also defined other policies and specialization in the field of "Tea" created within the scope of its Social Contribution Policy, Strategic Plan, Quality Management System studies. This issue is regarded as a unique approach and practice for our University.

1.2. Management and organizational structure of social contribution processes

At our University, Vice-Rectors are responsible for social contribution processes. Scientific Research Projects Coordination Unit (BAP), Technology Transfer Office (TTO), Application and Research Centers, Tea Specialization Coordinatorship, and Strategic Plan and Process Cards are all carried out by the Academic Units.

The working procedures and principles of the Scientific Research Projects Coordination Unit, operating under the Vice-Rector, are defined in the relevant directive (Evidence 54). Second, application principles (Evidence 55) are carried out by faculty members and researchers who have completed a PhD program, speciality in medicine, or qualification in art in the unit. Research projects, thesis projects prepared for master's and doctorate degrees, medical specialization, and evaluation of other project proposals (such as European Union, TUBITAK, DPT, and related services) are successfully carried out.

The relevant regulation of working procedures and principles of the Technology Transfer Office operating under the Deputy Rector are defined in the relevant regulation (Evidence 56). This Office implements activities to support studies that benefit and add value to our country and economy, such as using the information produced within our University in the industry, benefiting from national and international support programs, transferring the produced information to society. Besides, it transforms it into commercial products, manages intellectual and industrial property rights, and encourages academic entrepreneurship.

In this context, as another contribution to social service, it is aimed to provide support to our University's academics in the project writing and application stages for the Horizon 2020 Programs and to increase the number of project applications by conducting Applied Project Writing Training for Horizon 2020 Programs at our University (Evidence 57).

With BAP and TTO studies, projects in the field of social contribution are supported. In particular, with our "Research Resources and Objectives Process," we plan to create a project type for social contribution processes by BAP and to give priority to the projects prepared within this context (Evidence 58).

In this sense, BAP and TTO stand out as two highly influential units in managing social contribution processes and providing resources. There are 17 Application and Research Centers operating in different fields at our University, and 8 of these centers carry out activities for social contribution. These centers are listed below:

- Plant and Soil Application and Research Center
- Black Sea Strategic Application and Research Center
- Blueberry Application and Research Center
- Continuing Education, Research, and Application Center
- Fisheries Application and Research Centre
- Turkish Language Teaching Application and Research Centre
- Family and Women Issues Application and Research Centre
In order to ensure the active working of the application and research centers, our University decided to inquire 3-year objective/activity planning from these centers and to close those who do not set goals for 3 consecutive years or those who could not achieve more than 50% of their goals (Evidence 59). This decision aimed to ensure the active working of the application and research centers and increase the activities related to social contribution.

Objectives, targets and actions which our University created for Social Contribution in Strategic Plan and Process Cards have been associated with the units within the framework of the relevant plan and cards. Within this scope, all of our academic units have been held responsible for these objectives and activities carried out by those units were taken under control with Strategic Plan Evaluation and Process Monitoring Studies.

Social Contribution Policy, Objectives and Strategy
Maturity level: Social contribution policies, objectives and strategies are followed in the institution and they are improved by making evaluations with related stakeholders.

Evidence
- Evidence 1: Social Contribution Policy
- Evidence 2: Strategic Plan
- Evidence 3: Research and Evaluation Policy
- Evidence 4: Education Policy
- Evidence 5: Quality Policy
- Evidence 6: Research Performance
- Evidence 7: Research Resources
- Evidence 8: Strategic Objectives and Targets
- Evidence 9: 2018-2022 Strategic Plan Objective Cards
- Evidence 20: Patent Application and Registration
- Evidence 26: Training and Exams of Continuing Education Application and Research Centre
- Evidence 35: Mini (small) Tea Factory
- Evidence 52: Process Card – Activity Related to Development of Products whose Initial Material is Tea
- Evidence 53: Application and Research Policy – Tea Related Item

Management and Organizational Structure of Social Contribution Processes
Maturity Level: The management and organizational structure of social contribution processes are being performed according to institutional preferences throughout the institution.

Evidence
- Evidence 54: BAP (Scientific Research Projects) Instruction
- Evidence 55: BAP Application Principles
- Evidence 56: TTO (Technology Transfer Office) Regulations
- Evidence 58: Objective of Developing Projects Related to Social Contribution Processes
- Evidence 59: Screenshot Related to Application and Research Centers Act of Setting 3-year Objectives

2. Social Contribution Sources
2.1. Sources
In the strategic plan, our University has estimated all the costs of objectives related to Social Contribution activities (Evidence 62) and created its budgeting within this framework. Financial resources are made use of within the bounds of possibility by the Strategy Development Department, responsible for allocating resources to units. As human resources, all internal stakeholders of the institution take charge in this matter. Especially, there are many social contribution projects carried out with our students, and these projects are mainly carried out through our student communities under the coordination of our advisor academicians. Again, thanks to Recep Tayyip Erdoğan University TTO, our academic staff and industrial establishments are matched by scanning the region, especially the city, and consultancy services are provided for those establishments.

Although some of the activities provided by our University are carried out free of charge in the name of social responsibility, some are also performed as income-generating services. The budget management of incomes generated from community activities is kept by the Revolving Fund offices of our University. In addition to this, some of the activities for Social Contribution Processes are made as projects such as BAP, TUBITAK (The Scientific and Technological Research Council of Turkey), DOKAP (Eastern Black Sea Project-Regional Development Administration) and EU and financed in this way.

Sources
Maturity Level: The institution manages social contribution resources by considering the balance between social contribution strategy and the units.

Evidence

3. Social Contribution Performance
3.1. Monitoring and Improvement of Social Contribution Performance
With its 2018-2022 Strategic plan, our University has set targets for itself by revealing its differentiation strategy to contribute to the development of the region in general and Rize in particular, especially in the areas such as the tea industry aquaculture, tourism and health. The Strategic Plan Monitoring Report for the year 2020 has been created in order to direct the strategic plan implementers to evaluate the performance realizations of the determined targets for the first six months of 2020 and to ensure the realization of the 2020 year-end targets by revealing the institutional, legal and environmental elements that affect the realization of these targets positively or negatively (Evidence 63).

"Strategic Management Information System" situated in REBIS is used for data collection and analysis. Data is recorded year by year in the Strategic Management Information System. System access is provided by giving authorization to the staff of the units. Data is entered into the system twice a year by the units according to objectives, targets and performance indicators which have been defined in the Strategic Plan. Every user in the system can see the units for which they are responsible for or authorized to. After users enter data into the system, unit supervisors confirm the correctness and reliability of the data. Furthermore, the consistency of the information is checked by the Strategy Development Department.

Process cards, another mechanism used to monitor social contribution performance, are used to monitor the processes created within the scope of Quality Management System Studies.
Each target, action and indicator in the process cards are associated with the related unit or units, and they are asked to enter their 3-year targets. At the end of each year, realization data entered into the system with the evidence and realization rates of the targets related to the processes are calculated. These calculated data (rates) are discussed by the management with a review meeting in the Quality Commission of our University, and suggestions for improvement are evaluated (Evidence 64).

Monitoring and improvement of social contribution performance

**Maturity Level:** The social contribution performance is monitored in the institution, and it is improved by making evaluations together with related stakeholders.

**Evidence**
- Evidence 63 – Strategic Plan Monitoring Report
- Evidence 64 – Quality Commission Decision Record

### E. MANAGEMENT SYSTEM

#### 1. Structure of management and administrative units

##### 1.1. Management pattern and administrative structure

Recep Tayyip Erdoğan University adopted an innovative, participatory and transparent management model in its administrative structure. The institution formed many boards, commissions and study groups in order to implement this model. All the processes are monitored electronically, and improvement activities are carried out in line with these data. In this way, it is aimed to make the process management sustainable, make the employees’ loyalty to the institution permanent by increasing their motivation and ensure institutionalization with the help of previous items (Evidence 13-16).

In order to achieve the objectives included in the strategic plan (Evidence 1), all processes were transferred to the electronic environment and then transferred to the "REBIS" information management system (Evidence 2). Thanks to this structure, much information such as student information, personnel information, physical information, research and publication information are monitored together with the indicators determined in line with the objectives and targets in the strategic plan, risk analyzes are made, and deviations from the target are determined (Evidence 3). In line with the participatory and transparent management approach, software called "E-IMER" has been developed to receive good feedback from the stakeholders and make the necessary improvements in the processes (Evidence 6). Thanks to this software, the feedback received from all internal and external stakeholders are collected in the Quality Coordinatorship in line with the "Stakeholder Feedback Management Procedure" and directed to the relevant unit or units from there; all applications are recorded, the responses given to the applications are followed, unit-based analyzes are made, necessary improvements are planned and implemented. The data obtained here are discussed in the relevant committees, and improvement studies are planned and implemented (Evidence 4-5-14-15).

##### 1.2. Process Management

TS EN ISO 9001:2015 Quality Management System Certificate was obtained from the Turkish Standards Institution in 2019 in order to ensure the achievement of the targets in terms of quality and quantity and to make the administrative structure more effective and efficient (Evidence 7-17). This document covers all administrative and academic units, and all the
processes and documents required during the certification phase have been created electronically, and the certification phase has been completed without any printout.

In our institution, education training, R&D and social support, management and administrative support, measurement, and improvement processes have been defined (Evidence 8-9-10-11), targets are obtained from the relevant units in these processes, and the realizations of these targets are monitored (Evidence 12-5). All these processes and transactions are monitored entirely electronically.

**Management model and administrative structure**

**Maturity Level:** The practices regarding the management and organizational structure of the institution are monitored and improved.

**Evidence:**
- Evidence 1: Goals and Objectives in the Strategic Plan.pdf
- Evidence 2: REBIS Information Management System.jpg
- Evidence 4: Strategic Plan Evaluation Meeting Minutes.pdf
- Evidence 5: Stakeholder Feedback System (e-imer).png
- Evidence 13: Human Resources Policy.pdf
- Evidence 14: Strategic Plan Monitoring Report.pdf
- Evidence 16: Internationalization Policy.pdf

**Process Management**

**Maturity Level:** Process management mechanisms are monitored in the institution and improved by evaluating with relevant stakeholders.

**Evidence:**
- Evidence 7- ISO 9001 Quality Management System Certificate.pdf
- Evidence 8-The education-training process.pdf
- Evidence 9-R&D Community service process.pdf
- Evidence 10-Management and administrative support process.pdf
- Evidence 11-Measurement and improvement process.pdf
- Evidence 12-Process monitoring programme.png

**2.1. Human Resources Management**

Practices for the effective implementation of human resources management are carried out by the Directorate of Personnel Department in line with the University's human resources policy. A Personnel Information System Module (Evidence 18) has been created on the REBIS system in order to ensure operability and time savings in human resources practices at the University, and this system has been integrated with other systems and modules, making it easier to carry out and monitor many services and transactions over the system. Personnel needs are detected through letters written by the Directorate of Personnel Department at the beginning of each year. These letters are quarterly (Evidence 19) for the academic staff and annual (Evidence 20) for the administrative staff and labourers. In line with the requests from the units, the general personnel needs table of our University (Evidence 21-22) is then created.

Procedures regarding the allocation, cancellation and utilization permits are carried out in accordance with the “Presidential Decree No. 2 on General Staff Positions and Procedure”.
Academic staff norm positions are discussed by the relevant unit boards in accordance with the provisions of the "Regulation on Determining and Use of Academic Staff Norm Positions in State Higher Education Institutions" and then determined by the Senate's decision on the norm positions submitted to the Rector's Office. These open positions are then posted on our University's website in December.

The recruitment of academic staff is announced and finalized in accordance with the criteria and qualifications specified by the "Higher Education Law No. 2547" in addition to the Council of Higher Education's "Regulation on the Promotion and Appointment to Faculty Membership", "Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Exams to be Followed for Appointments to Positions for Academic Staff Other Than Faculty Members" and "Recep Tayyip Erdoğan University Regulation on the Promotion and Appointment to Faculty Membership". The recruitment of foreign teaching staff on the contract is carried out in line with Article 34 of the "Higher Education Law No. 2547" in the areas needed by the departments. Appointment procedures are performed after necessary position transfers and utilization permits.

The recruitment of administrative staff is carried out in accordance with the provisions of the "Civil Servants Law No. 657" and the "General Regulation on Exams for Those Appointed for the First Time to Public Positions". The needed areas are determined in line with requests from the units, and appointment procedures are performed either extramurally (Evidence 23) or by transfer within the quota allocated that year.

Within the scope of ISO 9001:2015 Quality Management System works at the University, "Recep Tayyip Erdoğan University Procedures and Principles Regarding Promotion and Title Change in the Institution and Transfer Appointments to be Made from Outside of the Institution" has been prepared; and a set of criteria has been introduced and put into practice regarding the extramural or transfer appointment examinations for the promotion and title change of administrative staff.

Within the scope of Article 4/B of the Civil Servants Law No. 657, contract staff recruitment is announced and finalized after necessary positions are allocated, and utilization permits are obtained in accordance with the provisions of the "Principles on the Employment of Contract Staff"; after the needed areas are determined in line with the requests from the units.

The recruitment of labourers is announced and finalized after necessary positions are allocated, and utilization permits are obtained in accordance with the provisions of the "Labour Law No. 4857", "Regulation on the Procedures and Principles to be Applied in the Recruitment of Labourers in Public Institutions and Organizations" and "The Appointment of Former Convicts and Those Wounded in the Fight against Terrorism to Public Institutions and Organizations"; after the needed areas are determined in line with the requests from the units.

Practices of the training of personnel at the University are carried out in accordance with the "Recep Tayyip Erdogan University In-Service Training Directive". In this context, at the beginning of each year, a letter is written to the units, asking which subjects they would like to have training on (Evidence 24), and then a plan is created in line with the demands from the units and training programmes are organized correspondingly.

Similarly, the trainers' training for the academic staff, leadership training for managers, basic and preparatory training for candidate civil servants are organized, all personnel are
registered to the Distance Education Portal System established by the Presidential Human Resources Office, and accordingly, it is aimed to increase the competence of the personnel by ensuring their accessibility to the training that is uploaded to the system or broadcasted live. In addition, the orientation guide prepared to facilitate the adaptation of newly recruited personnel to the University is posted on the website.

The academic staff of the University are encouraged and rewarded in line with the evaluation and scoring of the academic activities, and these practices are carried out in accordance with the provisions of the "Academic Incentive Allowance Regulation" given by the State, or with incentives given by the University Development Foundation as per "Recep Tayyip Erdoğan University Development Foundation Scholarship and Incentive Directive" (Evidence 25-26), by giving financial support to participate in domestic/international academic activities (Evidence 27), sending staff abroad as part of Erasmus Staff Mobility (Evidence 28), allocating on-campus housing.

The administrative staff are encouraged and rewarded by raising their degrees in line with the article 68/B of Civil Servants Law No. 657, on condition that their units have vacant positions and they meet the requirements for appointment (Evidence 30); by holding examinations for promotion and title change in order to allow them to be promoted within the framework of career and qualification principles, sending them abroad as part of Erasmus Staff Mobility (Evidence 31), and allocating on-campus housing.

With these practices, the employees' personal rights are improved, the personnel are supported economically and socially, the corporate sense of belonging of the personnel is reinforced, and thus their productivity is increased.

General and unit-based satisfaction surveys are applied to university personnel at regular intervals via REBIS, and as a result of these surveys, the level of satisfaction of the personnel is measured, comparisons are made between units for common questions, the results of the surveys are sent to the units and posted on the website.

Again, the E-IMER Module was created on the REBIS and integrated into the communication sections on the units' websites to monitor and evaluate the satisfaction, complaints, and suggestions of internal and external stakeholders/partners. Survey results and the applications received via E-IMER Module are evaluated at the University Quality Commission Meetings and Unit Quality Commission Meetings, and necessary improvements are made.

All processes related to the work and operations carried out for human resources at the University (legislation, procedures, workflows, job descriptions, forms, personnel recruitment announcements, exam and evaluation results, survey results, reporting, etc.) are determined, and the personnel are aware of these processes, which are transparently shared with internal and external partners via our website.

In an overall assessment, our University aims to improve its human resources regarding quantity and quality. In IFR-2017, the following points were determined as open for improvement: "Quantitative distribution of the number of teaching staff, course loads, etc. in some academic units" and "Increasing the number of academic staff and graduate programs by taking into account the characteristics and requirements of diploma programs at all levels." In IMR-2021, the following statements are made: "It is understood that relative improvements
have been achieved regarding the number of teaching staff and the quantity of course load with the studies carried out by the senior management of the institution." and "It was observed that the institution had made improvements regarding academic staff. It has been found that the number of programs at other levels except the associate degree program has increased significantly." The IMR-2021 evaluation reveals the development of our University in this context.

2.2 Financial Resource Management

The practices for the effective and efficient use of financial resource management are carried out within the framework of the relevant legislation. The spending units prepare their budget proposals with the budget call letter of the Strategy Development Department (Evidence 28); Proposals are discussed and decided during the budget negotiation calendar (Evidence 30) according to the resource/budget management allocation procedures and principles (Evidence 29). The University budget is prepared in line with the budget proposals decided in this way.

In addition to the share of the University from the central budget, another source is the opportunities offered by the University Development Foundation. In this context, the construction of 384 lodgings belonging to the University was completed and allocated to the personnel. The foundation also offers scholarships for students, incentives, and financial support for academic staff participating in overseas academic activities.

Another source of income is the revenue derived from the activities of the University itself. These are those collected from services within the framework of revolving fund; income from guesthouses, lodging and social activities; incomes from animal products and vegetables/herbs produced within some Faculties, Vocational Schools and Research and Application Centers.

The "Expenditure Tracking Module (Evidence 31, 32)" within the REBIS Management Information System is used to determine the relationship of the payments made by the spending units with the objectives and targets in the Strategic Plan and to track how much is spent to achieve the targets in the plan. Thanks to this module, the relationship between the budget and extra-budgetary appropriations and the strategic plan is measured annually during the plan period.

The management of movable and immovable resources at the University is carried out within the framework of the provisions of the "Regulation on Movable Property" and "Regulation on the Registration of Immovables Owned by Public Administrations", issued in accordance with the "Public Financial Management and Control Law No. 5018". "KBS Portable Registration and Management System", developed by the Ministry of Treasury and Finance General Directorate of Accounts, is used to manage movable properties. In order to carry out the movable operations in a better way and to ensure the unity of application, specific standards have been established by publishing the "Movable Operations Implementation Instruction". The "Space Management Program Module" (Evidence 33) under the REBIS Management Information System has been developed by our University for the registration and management of immovables, and compliance with accounting entries is provided. In addition, housing information and receivables of rented properties such as rent, electricity and water are tracked with this program.
The compliance of financial resources with our University's strategic plan, the distribution of income and expenses, the realization processes of the effective and efficient use of resources are monitored by our University's Performance Programs, Annual Reports, Investment Monitoring and Evaluation Report, Strategic Plan Evaluation Report and Institutional Financial Status and Expectations Report.

**Human Resources Management**

**Maturity Level:** Human resources management practices are monitored in the institution. They are evaluated and improved with internal stakeholders.

**Pieces of evidence**

- Evidence 18- REBIS -Staff Information System Module.jpg
- Evidence 19-Academic Staff Needs.pdf
- Evidence 20-Administrative Staff and Labour Needs.pdf
- Evidence 21-General Staff Requirements Table-Academic.pdf
- Evidence 22-General Staff Requirements Table-Administrative-Labour.pdf
- Evidence 23-Appointment Requests for Administrative Staff.pdf
- Evidence 24-Education Subject Proposals/Requests.pdf
- Evidence 25-State-sponsored Academic Incentives .pdf
- Evidence 26- Foundation-sponsored Academic Incentive Grants.pdf
- Evidence 27-Foundation-sponsored conference participation grants.pdf
- Evidence 28- Academic Staff supported by Erasmus+ program .pdf
- Evidence 29-Academic Staff allocated Housing.pdf
- Evidence 30- Administrative Staff Benefiting from Article -68-B.pdf
- Evidence 31-Administrative Staff supported by Erasmus+ program.pdf
- Evidence 32-Administrative Staff Allocated Housing.pdf

**Financial Resource Management**

**Maturity Level:** The management processes of financial resources are monitored and being developed in the institution.

**Pieces of evidence**

- Evidence 34: Budget Call Letter
- Evidence 35: Funds- Budget Management Methods
- Evidence 36: Budget Meeting Schedule
- Evidence 37: Expenditure Tracking Module
- Evidence 38: 2020-Strategic Plan Expenditures
- Evidence 39: Space Management Module

**3. Information Management System**

**3.1. Integrated information management system**

The Information Management System of our University is actively used. The success and benefits of the system set an example for other universities to create their own information management systems. In this context, the Information Management Policy has been established. (Evidence 43) With the Information Management System (REBIS), which allows a more professional use, academic/administrative staff and students can access many programs using a single interface since 2012 (Evidence 44)

Data is collected and analysed by using the "Strategic Management Data System" on REBIS. (Evidence 45) Data is recorded in the system year by year. Access to the system is provided by authorizing the staff in the units. In line with the objectives, targets and performance indicators determined in the strategic plan, the data is entered into the system twice
a year by the units. In the system, each user can see the units under his authority and responsibility. After the users enter data into the system, the unit supervisors confirm the authenticity of the data. The consistency of the data is also checked by the Strategy Development Department.


3.2. Data Security and Reliability

The collected data is kept on database servers under the control of Recep Tayyip Erdoğan University Information Technologies Department. The reliability of the data is ensured following the ISO 27001 standard, and the information on the virtual servers is backed up daily. Regarding the disaster recovery centre, a new server room was established in 2021. (Evidence 46) Access to all systems is provided on a user-based (single user, single password) authorization. Specific special security software is used for the servers, and the users use CHOMAR security software.

Plans to ensure data security and reliability and efforts to establish a commission to protect personal data continue. Necessary steps are being taken regarding the processes and practices to ensure data security and reliability, including ISO 27001 certification.

Integrated information management system
Maturity Level: There are interiorised, systematic, sustainable and exemplary practices.
Evidence
- Evidence 43 – Information Management Policy.pdf
- Evidence 44 – REBIS Information Management System.jpg
- Evidence 45 – Strategic Management Information System.jpg

Information security and reliability
Maturity Level: Practices for ensuring information security and reliability in the institution are monitored and improved.
Evidence
- Evidence 46 – New server room.jpg

4. Support Services
4.1. Suitability, quality and continuity of services and goods
Services purchased outside the institution are provided within the scope of Public Procurement Law no. 4734 and Public Procurement Contracts Law no. 4735; technical specifications according to the relevant type of purchase are made, and criteria for the procurement process are determined. The suitability and continuity of these services purchased from outside of the institution are provided by the examination acceptance commissions and supervisory commission formed in accordance with the relevant legislation according to the type of purchase. Primary services provided from outside of our University are construction works, student and staff catering, consumable and fixture purchases, vehicle rental service, survey project consultancy service and maintenance-repair services. The suitability of the services purchased from outside the institution is evaluated, tracked and controlled in line with examination-acceptance commissions and other official instructions established by the relevant legislation. Surveys for stakeholders are organized to increase satisfaction with these services, and satisfaction levels are measured (Evidence 40-41-42). Also, the opinions received on the "Complaint and Suggestion" interface, which serves online, are evaluated by relevant departments.

Suitability, quality and continuity of services and goods

**Maturity Level:** Mechanism ensuring the suitability, quality and continuity of services and goods in the institution are monitored and improved by receiving feedback from relevant stakeholders.

**Evidence**
- Evidence 40 – Administrative and financial affairs survey.pdf
- Evidence 41 – Construction and Technical Works Department Satisfaction survey.pdf
- Evidence 42 – Food Service Procurement Survey Results.PNG

5. Informing the Public and Accountability

In accordance with the principles of transparency, participation and sharing, which are the core values of the University, all up-to-date data, including education and research and development activities are shared with the public. Our University predominantly informs the public through its [website](#). There are different interfaces for national and international students. Also, up-to-date developments are announced on social media accounts on [Instagram](#), [Twitter](#), [Facebook](#) and [YouTube](#). The monthly “RTEU Newspaper” has been shared with the public and sent to stakeholders both by mail and online since 2016.

**Informing the public and accountability**

**Maturity Level:** The institution’s mechanisms of informing the public and accountability are monitored and improved in line with stakeholder opinions.
CONCLUSION AND EVALUATION

Dissemination of Quality Culture, Education-Training, Research and Development and Management System sub-working groups were assigned in order to plan the necessary improvement works after the Institutional Feedback Report-2017 evaluation of our University. Each working group prepared reports on its own fields, along with aspects that are open to improvement at Institutional Feedback Report-2017. Those prepared reports were evaluated at the Quality Commission, and the Quality Action Plan was formed in 2018. Action(s) were identified for each aspect to be developed with the Quality Action Plan. Also, the unit responsible for each action, the frequency of monitoring and reporting of the action, the output/results of the action and the action completion date were determined. Responsible actions were conveyed to the units held responsible within the scope of the Quality Action Plan, and they were requested to carry out the necessary activities. The progress made in the scope of the Quality Action Plan is evaluated by the Quality Commission at the end of each year.

Our University has also succeeded in bringing together the expectations of TSE Quality Management System and THEQC Quality Assurance System on common ground in the process of obtaining the TS EN ISO 9001 Quality Management System Certificate. In this way, complete integration of the processes created within the scope of the Quality Management System has been established with the Quality Assurance headings, and it has been ensured that each activity connected to the Quality Management System also contributes to meeting the expectations of the THEQC Quality Assurance System. All targets, actions and indicators determined in line with Processes of Education-Training, Research and Development and Community Service, Measurement and Improvement and Management, Administrative and Support, which all are prepared within the scope of the Quality Management System, have been created to meet THEQC Quality Assurance Expectations. Our progress within the scope of Process cards is evaluated by the Quality Commission at the end of each year, as in the Quality Action Plan.

After the Institutional Feedback Report-2017, significant progress has been made in the targets and actions planned within the scope of the Quality Action Plan and Process Cards. The most important proof of this progress is the IMR-2021, which was created as a result of the Monitoring Program carried out after the Institutional Feedback Report-2017. The statement on IMR-2021 that “In this report, it has been determined that 20 strengths stated in Institutional Feedback Report-2017 are sustainable, 18 of 29 areas open to improvement have been developed, and for 11 of them to be improved necessary corrective measures have been taken, but there are some shortcomings in terms of reflecting them into practice.” is a summary of our University's progress. In the Institutional Self-Evaluation Report prepared by our University within the scope of Institutional Feedback Report-2020, our strengths and aspects that are open to improvement are grouped below.

When the information and the associated evidence presented in our report are evaluated together, the "Strengths" of our University are listed under the previous headings.

**Quality Assurance System**

- The current Strategic Plan (2018-2022) is compatible with the United Nations Sustainable Development Goals and the mission, vision and policy documents.
- Since the periodic follow-up of the targets within the scope of the strategic plan is made through the software within REBIS (Information Management System), the general situation of the University or the situation specific to the units can be reported quickly and effectively.
University activities continue in accordance with the strategic plan.

Stakeholder participation is provided for all units, thanks to the Unit Quality Commissions and Unit Quality Representations operating in integration with the university quality commission.

Quality assurance, education training, distance education, research and development, social contribution and management system policies are created with an integrative approach, taking into account the opinions of internal and external stakeholders.

Internationalization policy was revised in line with stakeholder views.

The Internationalization Action Plan was established for the effective implementation and follow-up of the Internationalization Policy, and the Distance Education Action Plan was established for the effective implementation and follow-up of the Distance Education Policy.

The University Quality Management System was established by obtaining a TS EN ISO 9001 Quality Management System certificate covering all units (General Secretariat and affiliated units, Faculties, Institutes, Schools, Vocational Schools).

Policy documents, Strategic Plan and the Quality Management System are all in full integration.

The main processes of the Quality Management System were determined as "Education and Training", "Research and Development", "Community Service", "Management and Administrative Support" and "Measurement and Improvement" (Quality Assurance) in order to fully meet the 5 main headings (Quality Assurance System, Education and Training, Research and Development, Contribution to Society, Management Systems) used by the Higher Education Quality Council (THEQC), to which universities are responsible in terms of quality studies.

Thanks to the amendment made in the Quality Coordinatorship's directive, the number of commission members and their qualifications can be determined according to the needs.

Leadership training programs were organized in order to keep the motivation of the managers on quality studies and stakeholder satisfaction at a high level.

Multi-faceted studies were conducted for all stakeholders to adopt and maintain the quality culture, and this issue was specifically questioned through face-to-face interviews with a random approach in internal audits carried out within the scope of the Quality Management System.

The completion of "TSE ISO 10002", the process of the Turkish Standards Institution (TSE) regarding stakeholder satisfaction, as soon as possible was set as a target at the Quality Action Plan, and studies were started to realize this target.

The E-IMER module was launched to coordinate and effectively monitor the feedback of all stakeholders' opinions under a single roof.

In addition to the programs that have completed the accreditation process at the national level, many programs are in the process or are still in the preparation stage.

The Recep Tayyip Erdoğan University Development Foundation regularly gives educational scholarships in order to promote the international preference of the University.

In the internal audits carried out within the scope of the Quality Management System, the number of "open areas for improvement" detected in the units was 111 in 2019, while 72 in 2020, and the number of "non-conformities" detected was 110 in 2019 and 39 in 2020.

According to the IMR-2020, a sufficient level of improvement has been achieved in 18 of the 29 areas open to improvement specified in the Institutional Feedback Report-2017.
Education

- The programs have been brought up to date in accordance with both the international standards and the changing and developing requirements, and in doing so, modern educational theories which offer student-centered learning practices have been followed, and educational work in various forms has been carried out to transform learning into a meaningful form,
- The necessary academic and social facilities have been built, and students are given the chance to become familiarized with different academic disciplines by allowing them to enrol in as many elective courses as possible,
- Assessment and evaluation processes are performed in accordance with pre-specified and consistent criteria when selecting candidates for enrolment in both undergraduate, graduate and post-graduate programs,
- Several activities are organized to help students to orientate themselves in their educational units and programs, and to encourage them to join clubs where they can socialize with other students and develop their academic identities,
- The results of the “Surveys of Assessment for Courses and Lecturers” are periodically evaluated as students fill them in at the end of each semester for theoretical and practical courses,
- Students are effectively mentored from the very first day they get enrolled in our University, and the ‘forms of monitoring and recognition’ which are filled in at the beginning of each semester are used to evaluate each student individually in accordance with the principle that each one of the students has his or her distinct traits and needs,
- The preferences of the post-graduate students have been taken into consideration when they have been directed to conduct their studies under the supervision of a professor whose field of specialization matches as closely as possible with the academic pursuits of the students,
- Members of the academic staff have been given a series of intensive as well as extensive training under the name of ‘The Training of the Trainers’ in order to increase their proficiencies in assessment and evaluation, in diagnosing the skills and needs of the students, in developing learning tasks, and in teaching-learning theories,
- Necessary facilities have been built to help disabled students to conduct their studies on campus with ease,
- Educational work has been carried out online steadily in a systematic and planned way despite the Covid-19 pandemic that first broke up in March 2020, and both students and academicians have been supplied with efficient ways of access,
- The Action Plan for Distance Education has been prepared to manage how the efficacy of remote education is to be assessed, and future activities are to be planned,
- RTEU Guidance and Psychological Counselling Application and Research Centre (RTEU GPCARC) organizes orientation sessions and helps students to handle their personal, social and educational anxieties during the pandemic,
- Each educational unit keeps track of their program outputs and their products of learning in a sustainable way as a prerequisite of the ISO-9001 Quality Management Process,
- The number of applicants wishing to take a double major degree or to take a minor degree in a program and of students currently enrolled in such programs has considerably risen,
- Both the internship and the vocational practices/field studies that students do as part of their educational programs outside their schools are added to the total ECTS value—which makes the total amount of workload officially acceptable,
- A fully automated system is actively used to keep track of the prerequisites for graduation, which involve the students taking all the program-specific courses, doing an internship, etc.,
- All educational programs carry out systematic and planned work to obtain accreditation, and all academic units are encouraged to provide their support for it.

**Research and Development**
- The R&D studies are being conducted to suit the institutional aims of our University,
- The Technology Transfer Office (TTO) arranges sessions of training and briefing on projects and support the researchers,
- Significant progress has been made in the direction towards founding TEKNOKENT,
- Students are counselled to conduct their research in The Tomurcuk Center for Pre- Incubation,
- Recep Tayyip Erdogan University’s Foundation of Development provides incentives for researchers and students alike,
- The work of research on tea (*Camellia Sinensis*)—a plant of great significance for both the region and the whole country is continually carried out, and written agreements are made between various institutions and the Implementation and Research Center for Tea and Tea Products,
- Graduate and post-graduate degrees in various programs are being offered and carried out effectively,
- Academicians have high qualities,
- The Scientific Research Projects Coordination Unit (BAP) conducts a wide range of projects and provides those projects with high levels of funding,
- The BAPSIS is continually utilized to check and monitor all the R&D undertakings,
- All members of the academic staff have the chance to apply for projects 24/7,
- The R&D and Research Center Labs are now available,
- The number of publications and academic incentives has increased when compared with the previous year.

**Social Contribution**
- Our University specializes in the field of tea (*Camellia Sinensis*) —a plant of great significance for both the region and the whole country—as part of its involvement in a project initiated by the Council of Higher Education (CoHE) under the title of the Regional Development Oriented Differentials and Specializations in Missions, and comprehensive research is being carried out by the Center of Implementation and Research on Tea as well as by the Coordinatorship of Specialization in Tea,
- Research on the Rize tangerine is being carried out, and work is accordingly being maintained to highlight other types of agricultural products that have added value for both Rize and the neighboring region,
- The number of scientific studies on ways of growing tea has risen following the launch of a ‘Mini Tea Factory’,
- Continual work is being maintained to monitor and improve the level of the social contribution of our University,
- The Continuing Learning Center arranges courses and training sessions that are available for all external stakeholders,
Written arrangements have been made to coordinate and cooperate with various public institutions,

Academicians with high levels of motivation work dynamically to transform the educational and research outputs into the elements of social contribution,

Social and cultural activities are organized in order to contribute to the development of Rize and the neighboring region both socially and culturally,

The University contributes to the social, touristic, and economic structure of both Rize and the neighboring region,

Various implementation and research units are deployed to produce valuable output for the benefit of science and humanity,

**The Management System**

- A powerful Data Management System (REBIS), which includes several submodules, is deployed and constantly updated whenever new needs emerge,
- The number of both academic and administrative staff has increased significantly,
- The University has laid a firm foundation in works of institutional quality,
- The university administration embraces the Quality Management System,
- The University has a powerful foundation that supports its undertakings,
- The University has successfully built its facilities to a large extent,
- The students have sufficient access to the library facilities,
- In addition to the funding that both academicians and students obtain, the University's Foundation of Development also helps with the supply of accommodation and social reinforcement facilities,
- The University maintains strong bilateral relations with the local administrations, NGOs, and various public institutions,
- The central campus offers students and student clubs access to the Wellness Center for Students, where they can perform social, cultural and sportive activities,
- The web page offers information in different languages,
- The results of regularly held satisfaction surveys for both students and staff are discussed thoroughly by members of the council of institutional quality,

Considering the information listed above and the relevant evidence that supports it together, “aspects of the university which are open to improvement” can be summed up as follows:

**Quality Assurance System**

- In addition to the corrective-preventive initiatives which are taken after internal audits are conducted as a requirement of the Public Management System, the educational units have some trouble taking corrective-preventive initiatives in accordance with their own procedures as well as with the expectations of external stakeholders,
- The Data Management System for Graduates is being deployed with less efficiency than it should be, although graduates form a fundamental body of external stakeholders,

**Education and Training**

- Students tend to consider the geographical location as well as the social and economic structure of the city rather than the academic quality and physical facilities of the University when they are faced with the choice of joining the University as a student,
- The Data Management System for Graduates, along with the relations with them, need to be improved,
• The number of international students coming from European countries is lower than it should be.

**Research and Development**
• Post-graduate students joining an ERASMUS exchange program are few in number,
• The level of support that comes from industrial companies in Rize for the R&D studies are less than expected, and the industrial infrastructure in Rize is not sufficient.

**Social Contribution**
• Neither the city nor the region has a well-developed industry,

**The System of Management**
• Regulations concerning how the performance of the administrative staff will be assessed have not yet been concluded,
• Rules for incentivizing and rewarding the administrative staff have not yet been legally standardized,
• The level of partnership with external stakeholders is not as high as expected.