



# FACULTY OF HE- ALTH SCIENCES

## INTERNAL UNIT EVALUATION REPORT

2021

## **Prepared By**

Quality Committee Members, Faculty of Health Sciences

Asst. Prof. İlknur DOLU (Chair)

Assoc. Prof. Ayfer BAYINDIR ÇEVİK (Member)

Asst. Prof. Zeynep TURHAN(Member)

Asst. Prof. Tuğçe ORKUN ERKİLİÇ (Member)

Asst. Prof. Hacer YALNIZ DİLCEN (Member)

Lecturer Eda KES (Member)

Faculty Secretary Nazan DEMİR (Member)

ŞeFEbru DEMİR (Member)

Student Representative Yakup ÖNAL (Member)

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## **A. LEADERSHIP, MANAGEMENT AND QUALITY**

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

#### **A.1.1. Management Model and Administrative Structure**

##### ***Maturity Level: 4***

*The faculty's practices regarding its management and organizational structure are being monitored and improved.*

The establishment of the Faculty of Health Sciences, subject to the Rectorate of Bartın University, was decided by the Council of Ministers on 17/01/2018 upon the Ministry of National Education's proposal letters, in accordance with the Additional Article 30 of Law No. 2809 dated 28/3/1983; it was published in the Official Gazette dated 16 February 2018 and numbered 30334 (**Evidence 1**). After the Faculty was established, an Academic and Administrative organization chart was formed, along with the Faculty Board and the Faculty Management Boards, and, in line with the principle of transparent working, it is published openly on the Faculty's website for public access (**Evidence 2**). In addition to the transparent working approach, and in line with the participatory approach, the representation of students, the most important internal stakeholder, is ensured through student representative membership on the Faculty Management Board (**Evidence 2**). In addition, by attending student representative departmental board meetings and academic board meetings, students' opinions regarding education and training are reflected in decisions without interruption (**Evidence 3**). The decisions of the Faculty Management Board that are taken are ensured to be published openly in accordance with the Law on the Protection of Personal Data (**Evidence 4**)

Our faculty's organizational structure has been established in line with the provisions of Law No. 2547 on Higher Education and the relevant articles of the Decree Law on the Administrative Organization of Higher Education Institutions and related regulations regarding the academic and administrative structuring of universities. Within Bartın University Faculty of Health Sciences, there are undergraduate programs consisting of a total of ten departments: the Nursing Department, the Nutrition and Dietetics Department, the Physiotherapy and Rehabilitation Department, the Health Management Department, the Child Development Department, the Social Work Department, the Audiology Department, the Emergency Aid and Disaster Management Department, the Gerontology Department, and the Midwifery Department. As of the 2019–2020 academic year, our faculty first began student intake for the Nursing Department (first year 60+20 international) (**Evidence 1**), followed by student intake for the Social Work Department in the 2021–2022 academic year (first year 40+30 international) (**Evidence**

5) . In the next stage, our faculty will continue the process of opening up other departments for active student intake as well, in line with the needs of our country, based on preliminary studies with the priority being the Midwifery Department in the 2022–2023 academic year (**Proof 6**).

The mission and vision of the Faculty of Health Sciences have been prepared in line with the mission and vision of our university (**Proof 7**). The faculty has a “Quality Policy” established in accordance with its vision and mission. In this policy: that the faculty’s academic and administrative staff and its students will take an active role in maintaining, improving, and developing quality assurance processes; that, in the faculty’s education and training, research, and community service activities, a transparent and open evaluation mechanism will be established that allows the quality assurance system to be monitored, measured, and made known to all internal and external stakeholders; that, in the employment of and working environment for academic and administrative staff, all kinds of discrimination that would increase their knowledge and work efficiency will be prevented, and the equality principle set out in Article 10 of the Constitution will be adhered to; that, in the departments of the faculty, all kinds of discrimination will be prevented in order to improve the professional knowledge and skills of students who continue their education and graduates, and to enhance their professional standing; that, in line with societal needs in the health field, our external stakeholders—employers, non-governmental organizations, and other public institutions and organizations—will be included in the quality processes so that educational curricula are improved and projects are produced, thereby creating a bridge for all our stakeholders in the quality process as well (**Evidence 8**). In line with the faculty quality policy, activities are carried out to achieve the aims and objectives of the Health Sciences Faculty 2021-2023 Strategic Plan (**Evidence 1**). For the purpose of operating quality processes actively and continuously, the Faculty Quality Commission has been established with the membership of a student representative as well (**Evidence 9**). The Quality Commission continues its work in accordance with the Bartın University Quality Assurance Directive, which was adopted by the decision of the Bartın University Senate dated 30/11/2018 and numbered 2018/17-01, in order to ensure quality assurance within the faculty (**Evidence 10**). All members of the Commission participated in the ‘Quality Assurance System and PDCA Cycle Training with Evidence in Quality Processes and Report Writing’ (**Evidence 11**) with the aim of explaining the place of the Quality Assurance System and the PDCA (Plan-Do-Check-Act) Cycle in quality processes, adopting the PDCA cycle for more accurate implementation, and writing unit-based internal evaluation reports systematically in accordance with the criteria determined by YÖKAK.

In the faculty, the job descriptions of all employees are available (**Evidence 12**) and these job descriptions are notified to all academic and administrative staff who start in their duties (**Evidence 13**). In addition, an orientation training (**Evidence 14**) is provided to all academic and administrative staff who begin their duties in the faculty within the first four weeks, and a comprehensive orientation training program is implemented in line with our Faculty's personnel orientation guide, which is updated every year together with our management model and administrative structure (**Evidence 15**). Likewise, for activities carried out through the Commission, each commission's job description has been defined and published on the faculty website. In addition to ensuring that the commission job descriptions are clear, the equal distribution is also taken into account in terms of the assignment of academic and administrative staff, and student representatives' membership ensures that students' opinions are reflected without interruption in the decisions made (**Evidence 16**). In order to monitor the active work of the commissions, each year the Commission Activity Reports are submitted to the Dean's Office. In these reports, the commissions also present their proposals for improvements (**Evidence 17**). Health Science Faculty Advisory Board has been formed with the participation of internal and external stakeholders, and through regular meetings held, it makes a significant contribution to taking decisions aimed at meeting the needs of society regarding education and training processes (**Evidence 18**). In the Faculty's Strategic Plan, and regarding goals that could not be achieved and activities that could not be carried out in the Internal Control Action Plan, and measures that need to be taken, monitoring and evaluation reports prepared at six-month intervals are communicated to the Departments in order to ensure achievement of the Strategic Plan objectives and implementation of internal control measures (**Evidence 19**). As a result of the reports sent to the Departments, the status of carrying out the required activities and the status of taking measures in the next six months are evaluated at the end of the year with the Program Implementation Report and the Internal Control monitoring and evaluation report (**Evidence 20, 21**). After the evaluations are completed at the end of the year, they are discussed in the Academic Board Meetings with the participation of all teaching staff and the Faculty Secretary, and measures to be taken in the following year are determined (**Evidence 22**).

## **Evidence**

**Evidence 1.**Health Sciences Faculty Strategic Plan 2021-2023

**Evidence 2.**Organization Chart of the Health Sciences

**Evidence 3.**Faculty Administrative Board

**Evidence 4.**Sample Faculty Board of Management Decisions

**Evidence 5.**Social Services Opening Decision

**Evidence 6.**Announcement for Teaching Staff

**Evidence 7.**Faculty Mission and Vision

<https://sbf.bartın.edu.tr/fakultemiz/misyon-ve-vizyon.html>

**Evidence 8.**Faculty quality policy **Evidence 9.**Quality committee members **Evidence 10.**Quality committee duties **Evidence 11.**Sample Participation Certificate and Official Invitation Letter **Evidence 12.**Job descriptions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 13.**Signed job description document

**Evidence 14.**Compliance Training

**Evidence 15.**Personnel Compliance Guide

**Evidence 16.**Commission definitions and responsibilities

<https://sbf.bartın.edu.tr/komisyonlar-04170259.html> **Evidence 17.**Sample Commission Activity Report **Evidence 18.**Faculty Advisory Board **Evidence 19.** Official letter sent to the departments regarding the strategic plan targets that could not be reached **Evidence 20.** Program Implementation Report 2021 **Evidence 21.** Internal Control Monitoring and Evaluation Report **Evidence 22.** Academic Board Agenda

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

#### ***Maturity Level: 4***

*Leadership practices and their contribution to the development of the quality assurance system and culture are monitored, and related improvements are carried out.*

Management of the Faculty of Health Sciences commits to and leads the effective execution of all necessary activities to ensure the continuous development, implementation, and increasing effectiveness of the Quality Management System within the faculty (**Evidence 1, 2**). Within the scope of the faculty's education and teaching activities, the institutional structure is designed by accurately identifying the needs and expectations of students, administrative staff, and academic staff—who are key internal stakeholders—through their participation in the processes, and by ensuring that these needs and expectations are met at the highest level through the most effective use of existing resources. To this end, in addition to ensuring student representation in faculty

commissions, as part of management, through meetings held at the beginning and end of each term, feedback and consultation are carried out with students, administrative staff, and academic staff, and the views expressed are used for the effective management of the processes (**Evidence 3**). During the spring term of the 2020-2021 academic year, students requested make-up sessions for the applied courses that needed to be carried out in the hospital but could not be completed. Before the start of the spring term of the 2021-2022 academic year, laboratory practices were carried out for a period of 2 weeks, 6 days per week, by taking the measures required under pandemic conditions (**Evidence 4**).

Faculty staff have high sensitivity and motivation regarding taking ownership of the establishment of a quality assurance system and culture that takes into account any potential uncertainty and complexity. Since the faculty was first established, it has eliminated uncertainty in line with the quality assurance policy through documented workflow processes and job descriptions prepared for academic and administrative work in order to manage processes (**Evidence 5, 6**). To manage this process, each year unit activity reports are prepared to provide internal control assurance that the activities and studies carried out in their units are fully accurate and reliable. The prepared unit activity report is shared at the end of the year on our faculty's website (**Evidence 1**).

In addition to the activities carried out by the leaders in line with the unit's purpose, goals, and values; they also manage authority sharing, relationships, time, unit-based motivation, and stress effectively and in a balanced manner. It is ensured that the faculty's committees have equal workloads in their task assignments (**Evidence 6, 7**). An effective communication network has been established between academic and administrative staff and the administration. Communication in the faculty is provided very quickly through systems such as the UBYs site, academic and administrative mail groups, and instant messaging applications (**Evidence 8, 9, 10**). In addition, internal communication within the faculty is strengthened through the social activities committee established within the Faculty (**Evidence 10, 11**), and environments are created in which employees can mutually share their views regarding management processes (**Evidence 12**).

## **Evidence**

**Evidence 1.** 2021 Strategic Plan Monitoring and Evaluation Report

**Evidence 2.** Unit Strategic Plan 2021-2023

**Evidence 3.** Period-beginning and end meetings held by the Dean's Office with the participation of students, administrative staff, and academic staff

**Evidence 4.** Compensation Decision and Student Meeting

**Evidence 5.** Faculty workflow processes

<https://sbf.bartın.edu.tr/is-akis-surecleri.html>

**Evidence 6.**Faculty duty definitions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 7.**Commission definitions and responsibilities

<https://sbf.bartın.edu.tr/komisyonlar-04170259.html>

**Evidence 8.**Mail (sbf@bartın.edu.tr) **Evidence 9.**

UBYS

<https://ubys.bartın.edu.tr/>

**Evidence 10.**BİP

<https://web.bip.com/login>

**Evidence 11.**Social Activities Committee

**Evidence 12.**Social events held in the faculty

### **A.1.3 Unit Conversion Capacity**

#### ***Maturity Level: 3***

*The faculty's change management approach is spread throughout the unit and is carried out in a comprehensive manner.*

Within our Faculty, the Nursing Department and our Social Work Department actively accept students. Our Social Work Department has started student intake for the 2021-2022 academic year, and the educational curricula were prepared by taking into account societal needs through the collection of feedback from internal and external stakeholders (**Evidence 1**) . Our Faculty adapts to changes in the higher education ecosystem, and under COVID-19 pandemic conditions—an extraordinary situation—our university delivered courses online in both synchronous and asynchronous modes using the distance education module (**Evidence 2**) . In the 2022-2021 Spring Term of the Academic Year, applied training conducted in the Nursing Department resulted in the representation of students' opinions in the Nursing Department Board through the student representative; as determined at the students' request, applied classes were held face to face in a laboratory setting with diluted groups at the scheduled times (**Evidence 3**) . In addition, remedial practice was provided at the beginning of the term to first-year nursing students in weekly laboratory sessions (**Evidence 4**) .

**Evidence:**

**Evidence 1.**Opening Decision of the Department of Social Service

**Evidence 2.**Senate Decision regarding the delivery of courses via E-classes in the fall and spring terms of the 2021-2022 academic year

**Evidence 3.**Department Board Decision regarding that course practices will be carried out in a laboratory setting in the spring term of the 2021-2022 academic year

**Evidence 4.** Email on the Assignment for the Start-of-Term Practice

#### **A.1.4. Internal Quality Assurance Mechanisms**

***Maturity Level: 4***

*The internal quality assurance system's mechanisms are monitored and improved together with the relevant stakeholders.*

The duties, powers, and responsibilities of all academic and administrative staff in the implementation of the faculty's internal quality assurance mechanisms have been defined (**Evidence 1**), and by **establishing a unit internal control monitoring and guidance committee and a quality committee, job descriptions have been created (Evidence 2, 3).**The Unit Internal Control Monitoring and Guidance Committee contributes to the internal quality assurance process by carrying out the tasks of preparing the Faculty of Health Sciences Internal Control Standards Action Plan in order to ensure compliance of Bartın University's Internal Control System with the Public Internal Control Standards, determining control strategies and control methods, identifying risky areas by conducting process analyses of activities, preparing measures to bring risks under control, assessing concrete outputs aimed at monitoring actions regarding the Public Internal Control Standards, and preparing reports as a result of periodic evaluation meetings held twice a year (June and December) (**Evidence 2**).

Quality committee, in line with the Faculty's strategic plan and objectives, besides carrying out quality assurance studies related to the evaluation and improvement of the quality of education-instruction and research activities and its administrative services, supports the quality management system activities of the Faculty's academic and administrative units in coordination with the Quality Coordination Office, encourages departments to enter accreditation processes, ensures that the quality understanding is adopted by all staff, and contributes to the implementation of quality management processes by fostering a participatory institutional culture based on more effective

and efficient use of resources, improving processes, and providing quality service; it also plays a significant role in the internal quality assurance process by making the necessary preparations for the external evaluation process, assessing the compliance of newly developed forms in the Faculty with the quality process, and preparing an activity presentation regarding the committee's work at the end of each term (**Evidence 3**). All committee members, on the place of the Quality Assurance System and the PUKÖ (Plan-Do-Check-Act) cycle, and the PUKÖ cycle in quality processes, PUKÖ To adopt the cycle and apply it more accurately, and to write internal evaluation reports systematically on a unit basis in accordance with the criteria determined by YÖKAK, the "Training on Evidence in Quality Processes and Report Writing, Quality Assurance System, and the PUKÖ Cycle" was attended (**Evidence 4**). In addition, some of our Commission members ensure data entry by conducting evidence checks of the activities carried out within our faculty at the Data Collection Center (Mecra) established by our university (**Evidence 5**).

Within our faculty, all work and procedures are recorded using the current forms published by the Quality Coordination Office (**Evidence 6**). In this context, processes related to activities such as starting to use the exam question-answer form (**Evidence 9**), ensuring that departments track course syllabi and checklists at the beginning of the term (**Evidence 10**), and ensuring that course files are followed up at the end of the term (**Evidence 11**), tracking the commission activity reports by the faculty at the end of the year (**Evidence 12**), and ensuring the control of e-course records in the middle and at the end of the term (**Evidence 13**) are managed in accordance with the PUKÖ cycle. Since all these elements are structured and defined in relation to one another, there is an integrated system in place at the institution. The indicators included in the faculty's strategic plan are evaluated for achievement rates of the indicators determined twice a year in 6-month periods, and are published as the Strategic Plan Monitoring and Evaluation Report (**Evidence 6**). **The short- and long-term improvements that should be made for indicators that cannot be achieved** The relevant units are informed, and during the process, whether these improvements are realized is followed up by evaluating the next internal evaluation report and the strategic plan indicators (**Evidence 7, 8, 14**). Our Faculty has prepared an Internal Control Action Plan (**Evidence 15**), and whether the planned actions are carried out, as well as actions to be taken for measures not realized, are reported to the Departments in six-month periods (**Evidence 14**), and at the end of the year they are evaluated with the Internal Control Monitoring and Evaluation Report on whether the specified measures have been realized (**Evidence 16**). After the evaluations are completed at the end of the year, they are discussed at the Academic Board

Meetings with the participation of all instructors and the Faculty Secretary, and the measures to be taken in the following year are determined (**Evidence 22**).

## **Evidence**

**Evidence 1.** Faculty duty descriptions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 2.** Unit Internal Control Monitoring and Guidance Commission

**Evidence 3.** Quality Commission

**Evidence 4.** Training Participation Invitation Letter and Sample Participation Certificate

**Evidence 5.** Data Collection Center (Platform) letter

**Evidence 6.** Quality documents

<https://kalite.bartın.edu.tr/form-dokumanlari.html>

**Evidence 7.** 2021 Strategic Plan Monitoring and Evaluation Report (First Six-Month Period)

**Evidence 8.** Strategic Plan Monitoring and Evaluation Report for the Year 2021

**Evidence 9.** Examination Question-Answer Form

**Evidence 10.** Course Syllabus and Training-Initiation Checklist **Evi-**

**dence 11.** Cover Letter for Preparing the Course File

**Evidence 12.** Cover Letter for the Commission Activity Report

**Evidence 13.** Cover Letter for Course Records

**Evidence 14.** Cover Letter

**Evidence 15.** Internal Control Action Plan

**Evidence 16.** Action Plan Monitoring and Evaluation Report

**Evidence 17.** Academic Board Agenda

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

### ***Maturity Level: 4***

*The unit's mechanisms for informing the public and ensuring accountability are monitored and improved in line with stakeholder feedback.*

The Faculty of Health Sciences has adopted informing the public as a principle. All activities carried out in the faculty are shared on our faculty's website in an up-to-date manner in both Turkish and English (**Evidence 1**). The unit's website provides accurate, current, relevant, and

easily accessible information. A “Information Technology and Web Committee” has been established to ensure the regular and efficient functioning of the faculty’s website and social media accounts, and its duties, powers, and responsibilities have been defined (**Evidence 2**). This committee: while organizing the faculty and departments’ websites, ensures that the content remains continuously updated; and ensures that the necessary information is available from the faculty and departments’ websites (meetings, seminars, symposiums, scientific and social activities, etc.) It ensures that announcements are made; analyses and evaluations for staff and students are published on the website within the scope of Quality and Accreditation Processes; the contact information of the Faculty’s Academic and Administrative Staff is updated; the scientific studies and projects of the Faculty Departments are announced on the website; information about graduate students is updated on the website; and all data, documents, and information related to the website are securely stored. It also designs, in an accessible manner, which channels to use on the faculty website and how to use them, and arranges all information steps in a systematic way (**Proof 2**).

Relationships with external stakeholders in the faculty’s region, the local administrations they are affiliated with, other universities, public-sector units, non-governmental organizations, industry, and the local public are being assessed. Partnerships with other public institutions are announced on the website. For example: the “Cooperation Protocol for Vocational Training Practice by Students Studying in the Field of Health between Bartın University and the Bartın Provincial Directorate of Health” has been published on the website (**Evidence 3**). Our faculty’s website is kept up to date by our Information Processing and Web Commission. As a result, in 2021 our website received 20,897 visits (**Evidence 4**), and this figure is above the target of our strategic plan set for informing the faculty’s public and ensuring accountability (**Evidence 5**). Again, regarding our faculty, 46 news items were published during 2021 (**Evidence 4**), and it is seen that this number is above the target set in our faculty’s Strategic Plan (**Evidence 5**). In order to inform the public and ensure accountability, our Faculty publishes internal control documents (**Evidence 6**), unit activity reports (**Evidence 4**), Faculty Board decisions (**Evidence 8**), and the results of horizontal transfer for students in a publicly accessible manner in accordance with Law No. 6698 on the Protection of Personal Data (**Evidence 9**).

#### **Evidence:**

##### **Evidence 1.** Faculty Website

<https://sbf.bartın.edu.tr/>

##### **Evidence 2.** Information Processing and Web Commission

**Evidence 3.**Cooperation Protocol for Vocational Training Practices of Students Studying in the Field of Health Between the Provincial Directorate of Health of Bartın and the Bartın Provincial Directorate of Health

**Evidence 4.**Strategic Plan Monitoring and Evaluation Report for 2021

**Evidence 5.**Strategic Plan of the Faculty of Health Sciences 2021-2023

**Evidence 6.**Internal Control Documents

<https://sbf.bartın.edu.tr/ic-kontrol-belgeleri.html>

**Evidence 7.**Strategic Plan Monitoring and Evaluation Report for 2021 (First Six-

Month Period)**Evidence 8.**Decisions of the Faculty Administrative Board [https://](https://sbf.bartın.edu.tr/fakulte-yonetim-kurulu-kararlari.html)

[sbf.bartın.edu.tr/fakulte-yonetim-kurulu-kararlari.html](https://sbf.bartın.edu.tr/fakulte-yonetim-kurulu-kararlari.html)

**Evidence 9.** Sample web publication compliant with the KVKK

## **A.2. Mission and Strategic Objectives**

### **A.2.1 Mission, Vision, and Policies**

#### ***Maturity level: 4***

*Practices carried out in line with the mission, vision, and policies are monitored and evaluated together with stakeholders, and measures are taken.*

In line with our faculty's mission, "Our faculty is a student-centered approach, adopts lifelong learning as a principle, and uses scientific methods with a sense of social responsibility to contribute to the protection, improvement, and development of society's health; it is committed to ethical values and aims to train researchers and capable, analysis and synthesis-focused health professionals who are compatible with teamwork, speak languages, and continuously renew themselves professionally and culturally." (**Evidence 1**).Our faculty's vision is "In the field of Health Sciences, to be a faculty that has achieved national standards in education, teaching, and practice, and that carries out research and applications for scientific and societal problems with a solution-oriented approach; it has a strong institutional culture and a high sense of belonging, is preferred through the education it provides, and is a reputable faculty." (**Evidence 1**).The policy of the Faculty of Health Sciences is; "enabling interdisciplinary cooperation and teamwork in the field of health, using science and technology with the aim of raising the health and quality of life of society, being research-oriented, respectful of ethical and humane values, and having the necessary knowledge and skills in the professional field" "is to train professionals and educators" (**Evidence 2**).In order for our Faculty's staff to adopt our Faculty's mission and vision and to

instill awareness of working within this framework during the working life process, our Faculty's mission and vision are regularly sent by email to all our employees (**Evidence 3**). The teaching plans of the departments of our Faculty have been prepared in line with our Faculty's mission and vision and published on the web (**Evidence 4, 5**). In line with our Faculty's policies, our work is carried out to improve our students' research capacities and to prepare them in accordance with the requirements of the 21st century; particular care is taken to write student project proposals and to include as many students as possible in projects. Although the target set in the strategic plan in 2021 could not be achieved, a total of 19 students took part in the TÜBİTAK 2209-A project (**Evidence 6**). The views of our stakeholders regarding our Faculty's activities are important. Within the year 2021, the curriculum plan of our Social Work Department Program, which started education and training, was finalized by shaping it in line with stakeholder feedback (**Evidence 7**).

**Evidence:**

**Evidence 1.** Mission and Vision of the Faculty of Health Sciences

**Evidence 2.** Quality Policy of the Faculty of Health Sciences

<https://sbf.bartın.edu.tr/kalite-politikasi.html>

**Evidence 3.** Sample Reminder Email for Vision, Mission, and Quality Policy

**Evidence 4.** Nursing Department Curriculum Teaching Plan

<https://ubys.bartın.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=513&culture=tr-TR>

**Evidence 5.** Social Work Department Curriculum Teaching Plan

<https://ubys.bartın.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=691&culture=tr-TR>

**Evidence 6.** 2021 Performance Program Implementation Report

**Evidence 7.** Social Work Department program opening file, decisions of the Education Commission and the Faculty Board

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

***Maturity level: 4***

*Within the scope of the faculty's strategic plan, practices covering all units and areas in line with the strategic goals and objectives are systematically monitored in accordance with the faculty's internal quality assurance system, and measures are taken through evaluation together with stakeholders.*

In line with our faculty's strategic goals and objectives, we have established 5 objectives and 23 targets to achieve these objectives. The strategic goals and objectives of the Faculty of Health Sciences are as follows:

**Objective 1. Increase student achievement through student-centered education**

Target 1.1. The physical and academic infrastructure of education and training will be improved.

Target 1.2. Education and training programs will be improved.

Target 1.3. The qualifications of undergraduate students who come to our faculty will be improved.

Target 1.4. Guidance and counseling services for students will be developed.

Target 1.5. The accessibility of students with disabilities in physical, educational, and social areas will be increased.

**Objective 2. Improve scientific research and publication activities in terms of both quality and quantity**

Target 2.1. The research infrastructure will be improved.

Target 2.2. The number of scientific research projects carried out in our faculty will be increased.

Target 2.3. The participation of our faculty's researchers in national and international scientific events will be increased.

Target 2.4. The quality and quantity of undergraduate education programs will be increased.

Target 2.5. The number and quality of publications at national and international levels will be increased.

**Objective 3. To expand and institutionalize entrepreneurial and innovative activities across our faculty**

Target 3.1. Educational and training activities related to entrepreneurship will be developed.

Target 3.2. The number of research, applications, and projects related to entrepreneurship will be increased.

Target 3.3. Initiatives for faculty-originated patents and intellectual and industrial property rights ownership will be increased.

Target 3.4. Activities that will support students' personal and social development will be increased.

**Objective 4. To increase social, cultural, and scientific activities for regional development**

Target 4.1. The faculty's national and international scientific activities will be increased.

Target 4.2. The faculty's social and cultural activities will be increased.

Target 4.3. Activities for the development and progress of the region will be increased.

**Objective 5. To improve the institution's culture through participatory management and an organizational structure**

Target 5.1. The level of corporate belonging among internal stakeholders will be increased.

Target 5.3. Effective participation of stakeholders in decision-making processes will be ensured.

Target 5.4. The faculty's recognition at the national and international levels will be increased.

Target 5.3. A quality culture will be promoted within the faculty.

The specified objectives and goals are included in our Faculty's 2021–2023 Strategic Plan, and the status of reaching annual target indicators is periodically monitored over six-month periods. **(Evidence 1, 2)**. Monitoring of the strategic plan's second six-month period was carried out on 07 January 2022; in addition, our Faculty's Internal Control Action Plan is also monitored in six-month periods. The annual report was published on our website and communicated to internal and external stakeholders. It has been determined that the Internal Control Action Plan was completed successfully. In order to implement improvement measures, the first six-month report was discussed at the academic general assembly **(Evidence 3)**. Within this scope; a level of participation exceeding the target set in the strategic plan was achieved in the number of staff members who attended the training for our Faculty's instructors **(Evidence 4)**. The number of all types of social, cultural, sporting, and educational activities related to persons with disabilities held in our Faculty has reached our target. The number of activities carried out to increase the research competencies of faculty members has reached its target. The targets for scientific activities in which faculty members actively participate, the total number of scientific publications, the number of national scientific activities organized, and the number of activities organized for contribution to the public have been successfully achieved **(Evidence 4)**. Our faculty's strategic plan was revised in 2021 **(Evidence 5)**, reaching 71% of the targets set in the strategic plan, and the status of achieving the targets and the measures to be taken for targets that could not be achieved are published as a report and communicated to the units **(Evidence 6)**. The evaluations conducted at the end of each year are discussed in the Academic Board Meetings with the participation of all faculty members and the Faculty Secretary, and the measures to be taken in the following year are determined **(Evidence 7)**.

**Evidence:**

**Evidence 1.** Strategic Plan of the Faculty of Health Sciences 2021-2023

**Evidence 2.** Strategic Plan Monitoring and Evaluation Report for 2021 (First Six Months)  
**Evidence 3.** Strategic Plan Meeting Evidence

**Evidence 4.** Strategic Plan Monitoring and Evaluation Report for 2021

**Evidence 5.** Academic Board Decision approving the faculty's strategic plan  
**Evidence 6.** Upper Correspondence Letter

## Evidence 7. Academic Board Agenda

### A.2.3 Performance Management

#### ***Maturity level: 4***

*In the unit, the functionality of performance indicators and the performance management mechanisms are being monitored, and improvements are being made based on the results of the monitoring.*

In our faculty and its departments, the issues observed during the year and the points considered for improvement are reviewed, and plans aimed at improvement are made. The departments within the faculty form the necessary improvement requests among themselves. At the faculty, the incoming requests are examined and, in line with available opportunities, the requested improvements are attempted to be carried out (**Evidence 1**).The monitoring, evaluation, and reporting activities regarding the implementation, follow-up, and assessment of our faculty's strategic plan, as well as the monitoring, evaluation, and reporting of the activities and projects to be carried out to achieve the plan targets, are conducted by the Internal Control Monitoring and Evaluation Commission (**Evidence 2**).In addition to monitoring the performance indicators included in the strategic plan, various events and studies were carried out within our faculty; various information meetings and trainings for both students and instructors were provided, and at the end, participants' opinions were sought and planned within the PUKÖ cycle, with the applications being controlled to ensure that the necessary measures were taken.Within this framework, our faculty's teaching staff have attended instructor trainings related to distance education both within and outside the university (**Evidence 3, 4**).

To monitor and evaluate the research and development performance of teaching staff, practices covering all fields are regularly monitored, and follow-up measures are taken by evaluating the monitoring results together with stakeholders. Our faculty's research performances can be accessed from the Faculty website in their CVs (**Evidence 5**).Our faculty's research performance is measured regularly every year, and the results are evaluated in the Faculty Academic Board. In this context, in the evaluation of research performance, studies conducted with industrial organizations, domestic and international projects, and the publications produced thereafter are reported, and annual progress is tracked (**Evidence 2**).In the institution, in line with institutional objectives (research policy, goals, and strategy), sustainable and mature practices regarding the monitoring and evaluation of all units' research

budget performance have been adopted throughout the entire institution and secured; the institution has many distinctive and innovative practices, and some of these practices serve as examples for other institutions (**Evidence 6**).

All performance indicators related to all fields/processes are systematically monitored in alignment with the institution's internal quality assurance system, and the results obtained are evaluated together with stakeholders and used in decision-making, with measures related to performance management being taken. In the unit, performance management systems are addressed with an integrated approach. These systems help the unit continuously improve in line with its strategic objectives and prepare for the future. Supported by information systems, it is ensured that performance management is accurate and reliable. Performance management processes reflecting the unit's strategic perspective are carried out in a process-oriented manner with stakeholder participation (**Evidence 2**).

**Evidence:**

**Evidence 1.** Faculty of Health Sciences Strategic Plan 2019-2021:

**Evidence 2.** 2021 Annual (First Six-Month) Internal Control Monitoring and Evaluation Report **Evidence 3.** Participation in University-Outside Distance Instructor Training of Instructors Documents/a formal letter had been received

**Evidence 4.** Documents on Instructors' Participation in In-House Distance Instructor Training **Evidence 5.** Academic Staff <https://sbf.bartın.edu.tr/personel/akademik-personel.html>

**Evidence 6.** 2021 budget

### **A.3. Management Systems**

#### **A.3.2. Human Resources Management**

***Maturity Level: 4***

*Human resources management practices are monitored in the faculty and are evaluated together with relevant internal stakeholders for continuous improvement.*

In accordance with Article 29 of Decree-Law No. 124 "Higher Education Institutions and the Administrative Organization of Higher Education Institutions," personnel planning at our University is carried out by our Personnel Department Directorate. These plans are prepared

taking into account, within the framework of the university's new needs, technological innovations, qualitative developments in the human resources, and the relevant legal arrangements, with the aim of ensuring that the service is carried out continuously, effectively, efficiently, with quality, and by an adequate number of personnel. Human resources management is ensured in accordance with the provisions of the Civil Servants Law No. 657, the Higher Education Law No. 2547, the Higher Education Personnel Law No. 2914, especially the "Regulation on the Determination and Use of Academic Staff Standard Staff Positions in State Higher Education Institutions" and other relevant legislation. The management and planning of academic staff are submitted to the Rectorate through a Faculty Management Board decision, by taking into account the opinions of the relevant departments, based on the provisions of the Regulation on the Determination and Use of Academic Staff Standard Staff Positions in State Higher Education Institutions. In 2021, the standard staff allocation plan was submitted to the Rectorate to be discussed by the University Board of Management (**Evidence 1**). Decisions regarding the determination of standard staff positions for teaching staff and the submission of requests to the areas where they are needed are made in the Department Boards, where all department heads participate, and then they are proposed to the Faculty Board of Management for discussion (**Evidence 2, 3**). In 2021, recruitment was announced for 7 faculty members, 5 lecturers, and 7 research assistants (**Evidence 4**). The planning of administrative staff is carried out by our Personnel Department under the Presidential Decree No. 2 on General Staffing and Procedure, in accordance with the free public officer appointment permissions allocated to our University. Our university's administrative staff can apply within the scope of the "Bartın University Administrative Staff Lateral Transfer Appointment Directive," and in 2021, 2 administrative staff members started their duties in our Faculty (**Evidence 5**).

All personnel who have started working in our faculty are provided with in-service training (**Evidence 5**). **In order to ensure unity and solidarity within our faculty, the Social Activities Commission organizes events such as birthdays, breakfast, picnics, etc. (Evidence 6).** In line with the needs analysis, our Personnel Department provides in-service training, and in addition, training can also be obtained from the "Distance Education Gate." For the year 2021, the units submitted requests to our Personnel Department for in-service training; after the planning was made, the trainings were provided by our Personnel Department and the participation of our personnel was ensured (**Evidence 7**). Activities are carried out within the faculty to improve the research competencies of the faculty members, and our faculty members also participate in in-house or external activities (**Evidence 8**). Taking into account our university's YÖK legislation, the TS-EN-ISO 9001:2015 Quality Management System Standards, and the core values of Bartın University; in accordance with the working rules and

conditions of the academic/administrative/support staff of our Faculty, they carry out their duties, authority, and responsibilities appropriately. For our web page, there are duties and definitions (Evidence 9). Our academic human resources, which were 14 in 2020, have reached the number 20 in 2021. Our administrative human resources, which were 4 in 2020, have reached the number 6 in 2021 (Evidence 10, 11). Our faculty's administrative and academic human resources are among the areas that need to be developed, as they have not yet reached a sufficient level.

**Evidence:**

**Evidence 1.** Norm Staff Offer Letter

**Evidence 2.** Decision of the Section Board

**Evidence 3.** Decision of the Faculty Administrative Board

**Evidence 4.** Call for Applications Text

**Evidence 5.** Compliance Training

**Evidence 6.** Activity

**Evidence 7.** In-Service Training

**Evidence 8.** Certificate of Participation

**Evidence 9** Duties and definitions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 10.** 2020 Unit Activity Report

**Evidence 11.** 2021 Unit Activity Report

### **A.3.4. Process Management**

***Maturity Level: 4***

*Process management mechanisms are being monitored and improved by evaluating them with the relevant stakeholders.*

In our Faculty's strategic plan, we have defined workflows regarding the structure of the management and administrative units. Taking the University's strategic plan into account, we prepared our own unit strategic plan; within this plan, we clearly stated the organizational structure involved in process management and the job titles and role descriptions of the staff members within this structure. In addition, in 2021, the Faculty of Health Sciences revised the "Bartın University Faculty of Health Sciences 2019–2021 Strategic Plan" and prepared the Faculty of Health Sciences 2021–2023 Strategic Plan, as well as the

2021–2023 Strategic Goals and Indicators for the Nursing Department and the Social Work Department.  
**(Evidence 1, 2, 3).**

Whether our faculty and its departments have achieved their objectives are monitored in 6-month intervals, and the monitoring and evaluation report is published on our website **(Evidence 4)**. In addition, a follow-up process is implemented to take the necessary measures regarding objectives that could not be achieved in the first 6 months **(Evidence 5)**. Taking into account our University's YÖK legislation, the TS-EN-ISO 9001:2015 Quality Management System Standards, and Bartın University's core values; our faculty's website includes duties and definitions so that our faculty's academic/administrative/support staff can carry out their roles, authorities, and responsibilities in accordance with their working rules and conditions **(Evidence 6)**. All personnel who start working at our faculty are provided with orientation training, and for our faculty's staff, a Personnel Orientation Guide has been published on our website; for students, an Student Orientation Guide has been published on our website as well **(Evidence 7, 8, 9)**.

During the distance education process, our university's Bartın University Distance Education Application and Research Center (BUZEM), which plays an active role in the distance education process, has defined every stage in distance education and has presented the process owner, their duties and responsibilities, performance criteria, and a process map. In this context, the individuals involved in the process, their titles, and job descriptions have been determined in detail and supported with workflow charts to create a process map. In addition, in SBF, sensitive duties and a commission responsible for monitoring these duties (Unit Internal Control Monitoring and Guidance) have been identified, and sensitive duties were updated in 2021 **(Evidence 10)**. Furthermore, in the compliance guides on our Faculty's website, by including many guide documents and videos such as 'Things about distance education that are wondered about', 'A general information video about the entire process', 'An information document regarding the delivery of courses through distance education', 'An example of the first use of the e-lecture system — Summary of the entire process', 'A help guide for using the e-lecture system', etc., it has ensured the effective management of the process **(Evidence 10, 11)**.

Information has been provided on the BUZEM website for instructors and students regarding lessons delivered through distance education, together with our students, to ensure coordination concerning the common compulsory courses **(Evidence 12, 13)**. The Distance Education Application and Research Center provided orientation training to our students who take common compulsory courses through distance education, and students' questions were answered **(Evidence 13)**. In accordance with quality standards, course documents uploaded to the e-lecture system were monitored using reports obtained from the Faculty Dean's Office from the e-lecture

system. After reporting, feedback was provided for corrections. It was determined that revisions were made in the system after the feedback (**Evidence 14**). Flowcharts have been prepared for all processes carried out in our faculty, and work and procedures are conducted in line with these processes. Our flowcharts have been published openly on our website (**Evidence 15**) .

**Evidence:**

**Evidence 1.** Bartın University Faculty of Health Sciences 2021-2323 Strategic Plan

**Evidence 2.** Strategic Goals and Indicators of the Department of Nursing, Faculty of Health Sciences **Evidence 3.** Strategic Goals and Indicators of the Department of Social Work, Faculty of Health Sciences **Evidence 4.** Strategic Plan Monitoring and Evaluation Report for 2021 (First Six-Month Period) **Evidence 5.** Correspondence Letter (Strategic Plan Goals Not Achieved)

**Evidence 6.** Duties and definitions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 7.** Proofs of Compliance Training

**Evidence 8.** Staff Compliance Guide

**Evidence 9.** Student compliance guide

**Evidence 10.** Internal Control Documents

<https://sbf.bartın.edu.tr/ic-kontrol-belgeleri.html>

**Evidence 11.** For UZEM Instructors

<https://uzem.bartın.edu.tr/yardim/egitmenler-icin.html>

**Evidence 12.** For UZEM Students

<https://uzem.bartın.edu.tr/uzaktan-ders-ogrenci.html>

**Evidence 13.** Distance Education Orientation (Adaptation) Activity (For Our New Students) [https://uzem.bartın.edu.tr/duyurular/uzaktan-egitim-oryantasyon-egitimi-ogrencilerimiz for.html](https://uzem.bartın.edu.tr/duyurular/uzaktan-egitim-oryantasyon-egitimi-ogrencilerimiz-for.html)

**Evidence 14.** Header for Course Registration

**Evidence 15.** Work Flow Diagrams

<https://sbf.bartın.edu.tr/is-akis-surecleri.html>

## A.4. Stakeholder Engagement

### A.4.1. Internal and External Stakeholder Engagement

#### ***Maturity Level: 4***

*The functioning of stakeholder engagement mechanisms is being monitored and related improvements are being implemented.*

In faculty management processes, mechanisms for the participation of internal and external stakeholders in decision-making, governance, and improvement processes have been defined. Advisory boards have been established to enable internal and external stakeholders to take part in these processes (**Evidence 1**). Our internal stakeholder, the student representative, serves on Faculty management and academic boards (**Evidence 2**). In addition, the research assistant representative also serves on department, academic, and advisory boards (**Evidence 3**). With our internal stakeholders, the students, meetings are held at the beginning and end of each term to ensure their active participation in teaching and learning processes (**Evidence 4**), and even in extraordinary situations such as the postponement/replacement of practical courses during the pandemic period, our students are included in the decision-making processes (**Evidence 5**).

Mutual information exchange and consultation are carried out with our external stakeholders. The administrators of Bartın State Hospital, our external stakeholder, visited our Faculty prior to the beginning of the new academic year and discussions were held regarding my students' practices in clinical fields (**Evidence 6**). In the internal quality assurance system, especially student and external stakeholder participation and involvement are available. The outcomes of these activities are evaluated and related improvements are made (**Evidence 7**). The Faculty of Health Sciences monitors how well the needs and expectations of internal and external stakeholders are being met through stakeholder satisfaction surveys conducted at certain intervals, brainstorming, meetings, request, wish, and complaint forms, and face-to-face interviews. Our Faculty follows up by taking into account whether the services it provides meet the conditions requested by stakeholders and considering satisfaction. Stakeholders' satisfaction levels are measured at least once a year, monitored, discussed, and reported (**Evidence 8**). Through the Rectorate Communication Center (RİMER), established by our stakeholders at our university, it is possible to convey stakeholders' requests, suggestions, and complaints 24/7. After applications made via RİMER are forwarded to the channels of the senior management, a response is provided at the earliest opportunity (**Proof 9**). In the faculty,

in 2021 there were 4 RİMER applications. By responding to the applications in a short time, solutions were provided to students' problems (**Proof 9**). There is no complaint found in the suggestion, request, and complaint boxes placed in certain locations of the school so that they can express their CİMER applications and requests, suggestions, and complaints more easily. Complaints are minimized through ensuring that academic and administrative staff are present during working hours, planned delivery of academic advisory services (**Proof 10**), and meetings held regularly by the administration at the beginning and end of each term (**Proof 4**). These practices are unique applications developed by the unit in line with its needs.

The Department Board (**Evidence 12**) and the Academic Board (**Evidence 13**) meetings held within the faculty take place with the participation of all relevant staff. At the Academic Board meetings, the Faculty Secretary (**Evidence 12**) participates. In the Department Board and Academic Board meetings, a student representative also attends the meetings where there is an agenda related to training and education in order to convey students' opinions (**Evidence 12**).

**Evidence:**

**Evidence 1.**Faculty Advisory Board

**Evidence 2.**Faculty Board of Management

**Evidence 3.** Proof of the Research Assistant's participation in the Department and Academic boards

**Evidence 4.**Meetings held at the beginning and end of the term by the Dean's Office

**Evidence 5.**Academic Board Decision and Remedial Training Meeting

**Evidence 6.**Visit by an external stakeholder

**Evidence 7.**Results of the student advising satisfaction surveys

**Evidence 8.**Stakeholder satisfaction surveys

<https://kalite.bartın.edu.tr/formlar.html>

**Evidence 9.**4 RİMER applications

**Evidence 10.**Advisory Meeting Reports

**Evidence 11.**Academic Board Decision

## A.4.2. Student Feedback

### ***Maturity Level: 4***

*In all distance/in-person programs, the findings obtained from practices (including tools whose validity and reliability have been ensured) regarding the collection of feedback from all student groups are systematically monitored; moreover, monitoring results are evaluated together with stakeholders and measures are taken.*

At our Faculty, importance is attached to student feedback regarding distance /in-person education processes. Students take an active role in participating in decisions by serving on the Faculty's advisory board and the quality commission (**Evidence 1, 2**). Faculty management holds evaluation meetings with students at the beginning and end of each term to receive feedback (**Evidence 3**). Our advisor instructors regularly hold face-to-face/online online meetings to obtain feedback from students on educational and administrative processes, and based on this feedback, they make plans (**Evidence 4**). In addition, feedback is also collected from our students through end-of-term satisfaction surveys conducted periodically (**Evidence 5**). Survey results are discussed in academic boards, and it is requested that notice be given to departments and instructors and that improvement activities be carried out (**Evidence 6, 7**). In distance education courses, based on student feedback received through the UZEM e-lesson system messages, various measures are taken regarding the handling of lessons and topics related to measurement and evaluation (**Proof 8**). In addition, our students' decision-making mechanisms are assessed through requests, demands, and complaints received by our University's RİMER center (**Proof 9**). Regarding our Faculty, a total of 4 applications were made to RİMER in 2021, and students' problems were resolved quickly (Example: inability to log in to Bartın University's website and inability to complete course registration) (**Proof 10**). Concerning the subjects of our students' applications, regular meetings are held by our advising lecturers, meeting agendas are determined so that students can complete the missing information, and the monthly meeting reports are sent to the Dean's Office (**Proof 4**). Our students can also communicate face-to-face with our Faculty's academic and administrative staff, and in addition, through the "Contact Us" tool on our Faculty website and the Faculty of Health Sciences ([sbf@bartin.edu.tr](mailto:sbf@bartin.edu.tr)) and email addresses belonging to nursing ([hemsirelik@bartin.edu.tr](mailto:hemsirelik@bartin.edu.tr)) can also communicate easily with the e-lesson system communication tools and social media accounts (**Evidence 10, 11**).

**Evidence:**

**Evidence 1.**Faculty Advisory Board

**Evidence 2.**Faculty Quality Commission

**Evidence 3.**Student meetings at the beginning and end of the term

**Evidence 4.**Supervision meetings

**Evidence 5.**Results of the student course evaluation survey

**Evidence 6:**Sample covering letter for the student course evaluation survey results

**Evidence 7:**Sample Academic Board decision

**Evidence 8:** Sample of student communication through the e-course system

**Evidence 9:** RİMER (Presidency Communication Center)

<https://rimer.bartın.edu.tr/>

**Proof 10:**RİMER applications

**Proof 11:**RİMER application responses

**Proof 12:**Health Sciences Faculty website and social media accounts

<https://sbf.bartın.edu.tr/> , <https://twitter.com/bartinsbfhem>,

<https://www.instagram.com/bartinsbfhem/>

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

***Maturity Level: 2***

*Activities are planned to determine how graduate students use the achievements they have gained in their working lives and to strengthen the relationship between our Faculty and our graduates.*

Within the faculty, the Nursing Department and the Department of Social Services actively carry out education and training activities, but no graduates have been provided yet. In order to plan and conduct work on how graduates evaluate the gains they have achieved in working life and to strengthen the relationship between our Faculty and our graduates, a Faculty Alumni Communication Committee has been established and has started its activities. The structure of the Alumni Communication Committee has also been formed on a departmental basis (**Evidence 1**).At the same time, in cooperation with our University's Career Planning, Practice and Research Center, courses are provided for our university's students and graduates

(**Evidence 2**).All events organized by our University’s Career Planning, Practice and Research Center are announced to our students in advance with the aim of contributing to their career planning (**Evidence 3**) . In addition, participation of students who are approaching graduation in career days organized by healthcare institutions is encouraged (**Evidence 4, 5**) .

**Evidence:**

**Evidence 1.**Minutes of the Faculty Management Board decision on the establishment of the Alumni

Communication Commission **Evidence 2.**Course poster for courses for students and alumni—First Aid Course

**Evidence 3.**Courses for which announcements were made to students and alumni

**Evidence 4.**Participation in the Career Days by the Acıbadem Healthcare Nursing Group

**Evidence 5.**Acıbadem Healthcare Nursing Group program

## **A.5. Internationalization**

### **A.5.1. Management of Internationalization Processes**

***Maturity Level: 3***

*The organizational structure regarding the management of internationalization processes has been completed; it operates in a transparent, inclusive, and participatory manner.*

Within our faculty, there are Erasmus, Farabi, and Mevlâna Committees. Except for Farabi, which is a national mobility program, all other committees carry out their work to achieve our university’s internationalization goals (**Evidence 1**).All committees consist of three academic staff members. In the Erasmus Committee, one Assistant Professor/Dr. Lecturer (chair) and two Research Assistants serve in their roles. In the Mevlana Committee, two Lecturers (one is the chair) and one Research Assistant perform their duties. In the Farabi Committee, a Assistant Professor/Dr. Lecturer (chair), a Research Assistant, carry out their duties. The committees hold regular meetings so that they can fulfill their responsibilities and continue their work (**Evidence 2**).Our Faculty currently has agreements with 4 countries in the Erasmus Exchange Program: Lithuania Siaulia University, Macedonia Goce Delcev University, Latvia Riga Medical College of the University of Latvia, and Kosovo University for Business and Technology – Higher Education Institution. Upon request, our students can complete internships in many universities or organizations other than these institutions (**Evidence 3**). Increasing the number of partner universities is among the areas that need to be developed in our Faculty. In order to encourage our students to gain international experience, educational activities are also carried out by our

Faculty (**Evidence 4**). In addition, an “Erasmus Information Document” has been prepared so that our Faculty’s students can better understand and manage the processes (**Evidence 5**). Each year, the number of publications in internationally recognized journals by our Faculty’s academic staff is increasing, which contributes significantly to the recognition of our university (**Evidence 6**). The proportion of international students enrolled in the departments of our Faculty is 24%.In this context, our students have the opportunity to benefit from our international collaborative work experience and to establish international connections for their future lives (**Evidence 7**). The meetings that our committees carry out regularly have an important place in managing the internationalization process (**Evidence 8**). In our faculty, the Erasmus and Mevlana Unit Coordinators and Assistants carry out their activities in cooperation with the Erasmus and Mevlana Coordinatorships (**Evidence 9, 10**).

**Evidence:**

**Evidence 1.**Erasmus, Mevlâna, and Farabi Commission member lists and their duties, authority, and responsibilities

**Evidence 2.**Sample commission meeting minutes

**Evidence 3.**Erasmus Exchange Programs

**Evidence 4.**Erasmus Information Meeting

**Evidence 5.**Erasmus Information Document

**Evidence 6.**Strategic Plan Monitoring and Evaluation Report 2021

**Evidence 7.**Our student profile

**Evidence 8.** Sample Meeting Minutes

**Evidence 9.** Erasmus Unit Coordinators

<https://erasmus.bartın.edu.tr/28rasmus-birim-koordinatorleri.html>

**Proof 10.** Mevlana Unit Coordinators

<https://mevlana.bartın.edu.tr/koordinatorler.html>

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

***Maturity Level: 4***

*At our Faculty, internationalization activities are monitored and improved.*

In our faculty, Unit Activity Reports and Strategic Plan Monitoring 6-Month Reports are used to monitor the internationalization performance. Through the reports, the following indicators

of internationalization are tracked: the number of international students, the numbers of students and staff benefiting from international exchange programs, the number of incoming students and staff, the number of internationally supported projects, international activities, and publications. In 2021, our faculty had a total of 312 students, 76 of whom are international students. The proportion of international students among our faculty students is 24%. Accordingly, the ratio of international students within the total number of students targeted as 18% in our Faculty's Strategic Plan for 2021 was realized as 24%. In our Faculty's Strategic Plan for 2021, the number of publications in international scientific journals (SCI, SCI Expanded, SSCI, AHCI) per faculty member, which was targeted at 1%, was realized as 1.8% (**Evidence 1, 2, 3**). There are no international partnership/supported projects within our faculty. Our faculty's academic staff contributes to establishing cooperation between institutions by organizing national-level meetings on internationalization and by participating in the meetings that have been organized (**Evidence 4, 5**).

Our Faculty holds information meetings and creates guides so that students can gain insights into international mobility. Within this scope, through Erasmus promotional events, students acquire detailed information about opportunities for studying and internship mobility abroad (**Evidence 6, 7**). In 2021, due to the COVID-19 pandemic, the programs were not carried out actively. Therefore, although there are no students and staff coming from or going to international exchange programs within our Faculty, one of our instructors received an acceptance in 2021 and there is a plan to benefit from mobility in 2022 (**Evidence 8**).

**Evidence:**

**Evidence 1.** 2021 Strategic Plan Monitoring and Evaluation Report (First Six-Month Period)

**Evidence 2.** Strategic Plan Monitoring and Evaluation Report

**Evidence 3.** Our student profile

**Evidence 4.** The Place and Importance of International Collaborations and International Projects in the Field of Nursing

**Evidence 5.** TÜBİTAK International Bilateral Collaboration/ 1001 Project Experience Webinar in the Field of Nursing

**Evidence 6.** Faculty of Health Sciences Erasmus Information Meeting

**Evidence 7.** Erasmus Information Document

**Evidence 8.** Erasmus Acceptance Document

## **B. EDUCATION AND TRAINING**

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

#### **B.1.1. Design and Approval of Programs**

##### ***Maturity level: 4***

*The program design and approval processes are systematically monitored, and they are evaluated together with relevant stakeholders and improved.*

Within the Faculty of Health Sciences, there are two departments continuing education and training: the Department of Social Work and the Department of Nursing. The Nursing Department curriculum has been arranged by taking opinions from internal and external stakeholders in accordance with the National Core Education Program, and course contents have been created (**Evidence 1**). Similarly, the Social Work Department curriculum has also been developed by taking opinions from internal and external stakeholders in line with the national and international program competency framework (**Evidence 2**). The learning outcomes of all courses of the faculty departments have been defined, and an alignment between program outcomes and course outcomes has been established (**Evidence 3**). After approval by our faculty's education commission and the faculty board, these teaching plans were put into practice by a Senate decision (**Evidence 4**). Following the adoption of the Senate decision regarding the conduct of the 2021–2022 academic year Fall Semester through face-to-face and distance education, the faculty made updates so that elective courses outside the department offered by the faculty could be delivered through distance education (**Evidence 5**). Within our faculty, under the university's Safe Campus practices, due to the high number of students, the courses to be delivered face-to-face in the nursing department are provided by splitting the students into sections A and B in order to reduce the student density (**Evidence 6**). With the preparation of the course file that was initiated within our faculty in 2020, in 2021 the course syllabus of the courses included in the curriculum, the assessment and evaluation of the courses, and the status of achieving program learning outcomes were carried out (**Evidence 7**). In 2021, participation of all academic staff was encouraged in the training conducted in order to introduce the "Course File Forms", which were revised and approved to standardize the course files prepared at the end of each term for the course learning outcomes provided within our university by expanding the practice initiated within our faculty (**Evidence 8**). Thus, it was planned to compare concretely the relationship between the learning objectives of the courses delivered in the education and the program outcomes. The alignment of each course's learning outcomes with the program outputs is provided in the Bologna course information package. At the beginning of each academic year of education and training, the alignment of course

learning outcomes with the program outputs is updated.

**(Proof 9).**

Assessments regarding program designs for our faculty concerning the 2021-22 Fall Semester, through program competencies, program objectives, course learning outcomes, and activity planning, are carried out in line with the results of academic and administrative staff as well as student satisfaction obtained through surveys conducted based on the University of Bartın Survey Implementation Directive (**Proof 10**). Academic staff student satisfaction survey results were discussed at the academic board, and a formal notification was made to the units by official correspondence; improvement efforts are requested by making use of these monitoring results and reports (**Proof 11**). In particular, after determining that students have information gaps regarding course syllabi, the instructors provided information about the course syllabi and distance education both in the e-course system in writing and orally in the first class of the term (**Proof 12**).

#### **Proofs:**

**Proof 1.** National Core Education Program

**Proof 2.** Social Work Department Opening Faculty Management Board Decision

**Proof 3.** Course Information Package

**Proof 4.** Social Work Department Education Commission, Faculty Management Board and Senato Decision **Proof 5.** Senate Decision

**Evidence 6.** Faculty Board decision regarding the course grouping A–B **Evidence**

**7.** Sample course file

**Evidence 8.** “Course File Preparation Training”

**Evidence 9.** Course syllabus texts

**Evidence 10:** Results of the student course evaluation survey

**Evidence 11:** Sample official letter regarding the course evaluation survey socucuna

**Evidence 12:** Response to the course evaluation survey

### **B.1.2. Balance in the Distribution of Courses in the Program**

#### ***Maturity level: 4***

*In the programs, the balance in the distribution of courses is monitored and improved. The*

structure of the programs in our faculty and the balance in the distribution of courses are provided on the Bartın University Information Package web page (**Evidence 1**). Course distributions of the departments active in our faculty can be seen in the course information packages. The courses included in the programs are divided into compulsory and elective courses, enabling students to increase their competence in the areas they prefer. In the distributions under the “Teaching Plan” heading of the program, compulsory courses are provided together with elective courses within and outside the department in the same table along with their ECTS credits (**Evidence 2**).

On the University of Bartın Information Package website, under the Program Teaching Plan heading, a section is also provided for elective courses. In this section, the courses are listed in a way that includes the course code, course name, and credit weights. In addition, in the relevant tables, the weights of all elective and compulsory courses in areas such as ECTS, local credits, theory, practice, and laboratory can be viewed together and compared. The aim is to enable students, through elective courses outside the department, to explore different disciplines. Department-level elective courses are related to the diploma field the students are enrolled in, whereas electives outside the department consist of other courses offered by the university and are announced on our faculty’s official website. In determining both in-department and out-of-department elective courses, recommendation decisions have also been taken by our faculty’s education committee (**Evidence 3**). In addition, the goal of making the elective course implementation more flexible in later periods is included in our faculty’s strategic planning (**Evidence 4**). In the curricula of our faculty departments, the proportion of in-department elective courses that our students can take is 17% in the Nursing Department Curriculum and 22% in the Social Work Department Curriculum. The proportion of electives outside the department is 8% in the Nursing Department Curriculum and 3% in the Social Work Department Curriculum (**Evidence 5, 6**).

Since the number of courses and the weekly course hours have been arranged so that students can also allocate time to non-academic activities, our students can participate in online activities aimed at their individual, social, and cultural development (educational club activities, panels, meetings, competitions, seminars, discussions, introductions, etc.). Our faculty has defined principles, rules, and methods regarding the distribution of courses in its programs. The structure of the curriculum ensures a balance between required and elective courses and courses outside the field, providing cultural depth and the opportunity to recognize different disciplines. The number of courses and the weekly course hours are arranged so that students can also set aside time for non-academic activities. In this context, the suitability and effectiveness of the course information packages developed for this purpose are

monitored and improvements are made (**Evidence 5, 6**) . In addition, our faculty places importance on supporting the social development of our students, and organizes activities in which students take an active role (**Evidence 7**)and our Faculty Social Commission holds events (**Evidence 8**).

**Evidence:**

**Evidence 1.**Course Information Package

**Evidence 2.**The Web Page Where the Program and Course Information Packages Are Announced (Education Catalog)<http://ubys.bartın.edu.tr/AIS/OutcomeBasedLearning/Home/Index?culture=tr-TR>

**Evidence 3.**Elective Courses Pool Outside the Department

**Evidence 4.**Strategic Plan (2021-2023)

**Evidence 5.** Nursing Department Program Education Plan <https://ubys.bartın.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=513&culture=tr-TR> **Kan i t 6.** Social Work Department Program Education Plan

<https://ubys.bartın.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=691&culture=tr-TR>

**Evidence 7.**Nursing Week Event

**Evidence 8.** Picnic event

### **B.1.3. Alignment of Course Learning Outcomes With Program Outcomes**

***Maturity level: 4***

*The alignment of course learning outcomes with program outputs is monitored and improved.*

Our Faculty’s Nursing Department and Social Work Department have presented the program definition, program outputs, course descriptions for each individual course, course learning outcomes, and the relationship between program outputs and learning outcomes in course information packages. Similarly, under the heading “Program’s Teaching Plan,” another matrix is included that shows the relationship between course/program outputs. This matrix shows the extent to which all courses in the curriculum contribute to the program competencies. It also helps to observe the entire curriculum as a whole. All information regarding the course information packages can be accessed from the institution’s Bartın University Information Package web page (**Evidence 1**).For each term, course syllabi and checklists for each course are prepared and monitored by the departments; likewise, at the end of each term, course files

are prepared that demonstrate the relationship between the course learning outcomes and the program outputs, and these are also checked by the department chairpersons (**Evidence 2, 3**).

**Evidence:**

**Evidence 1.**Program Outcomes, Core Field Competencies, and Course–Curriculum Mapping Matrices **Evidence 2.**Course Syllabus and Cover Letter  
**Evidence 3.**Course File Cover Letter

#### **B.1.4. Course Design Based on Student Workload**

***Maturity level: 4***

*In the programs, the student workload is monitored and the course design is updated accordingly.*

In the education catalog on the website of the Bartın University information package, in programs at every level, student workload credits are defined and shared with stakeholders (**Evidence 1**).In calculating course credits, student workload is taken as the basis, based on the knowledge, skills, and competencies specified according to the Turkish Qualifications Framework and envisaged on a program basis. The workload for internships and practices that students may carry out in domestic and/or international workplace environments is determined according to the Bartın University Associate Degree, Undergraduate Education and Examination Regulations and is included in the program’s total workload (**Evidence 2**).In this context, the activities related to the entirety of the courses offered within our faculty have been prepared in detail and incorporated into the course information packages (**Evidence 1**) .

In calculating the student workload, the weekly class hours of the relevant course, the time allocated for studying outside class, any preparations such as assignments, projects, and presentations (if applicable), and the study time required for examinations are taken into account, and the total workload is determined for each course. The total workload found is divided by the total number of period-based AKTS credits to determine the AKTS credits of each course included in the programs. The workload-based monitoring of the courses in the programs is carried out through student evaluation surveys (**Evidence 3**).Using the results of the conducted surveys, the total of all activities inside and outside the class hours that students spend for the relevant course is compared, and if needed, the necessary adjustments are made. As a result of feedback and evaluations obtained from meetings with internal and external stakeholders, updates are ensured by adding/removing new courses in the relevant department/

program and/or making the necessary revisions to the programs. All courses in which students receive assignments, in-class presentations, and year-round applied activities are indicated in the diploma supplement with ECTS workload (**Evidence 4**) and are included in the course syllabi (**Evidence 5**). For the purpose of designing courses based on students' workload, it is envisaged that some courses will be offered through distance education (**Evidence 6**). In line with this goal, in the 2020-2021 academic year Spring term, a total of 11 courses were offered through distance education, and in the 2021-2022 academic year Fall term, elective courses outside the department were offered through distance education (**Evidence 7, 8**).

#### **Evidence:**

**Evidence 1.** Student Workload Credits by Program (Education Catalog)

**Evidence 2.** Bartın University Associate Degree and Undergraduate Education, Teaching, Training and Examination Regulations **Evidence 3.** Student Course Evaluation Surveys

**Evidence 4.** Sample Student Transcript

**Evidence 5.** Sample Course Syllabus

**Evidence 6.** Strategic Plan of the Faculty of Health Sciences 2021-2023

**Evidence 7.** 2021 Half-Year Performance Program Implementation Report **Evidence 8.** 2021 Performance Program Implementation Report

**Evidence 9.** Faculty Board Decision

### **B.1.5. Monitoring and Updating of Programs**

#### ***Maturity level: 4***

*Program outputs are monitored through these mechanisms, and input from relevant stakeholders is also collected and used to update them.*

Our faculty courses were carried out by taking advantage of the opportunities of formal education and technology, through uploading course notes and asynchronous records to the course system (**Evidence 1**). The functioning and results of this process are evaluated with stakeholders, together with department and academic board meetings, and feedback is provided to instructors in order to make the necessary arrangements (**Evidence 2**). In our faculty, the Nursing Department and the Social Work Department continue their education and training actively. In 2021, although there was no update in the Nursing Program, in order to evaluate our education and training processes, a visit was conducted

to our faculty by our external stakeholder, the Bartın State Hospital Administration (**Evidence 3**), and the Social Work Department Program was prepared in line with the opinions of internal and external stakeholders (**Evidence 4**). There is program accreditation planning, encouragement, and implementation; the unit's accreditation strategy has been stated and the results have been discussed. The benefits of accreditation and its contribution to the internal quality assurance system are evaluated (**Evidence 1, 5, 6, 7**). In course files, for each course, there is a multi... Within the scope of the evaluation, the workload created for students, each activity used for assessment purposes such as examinations, assignments, and practices, and its impact on the course's learning outcomes, as well as its impact on the program outcomes are presented (**Evidence 7**). For all courses offered in the departments of our Faculty, the preparation of course files is monitored by the department chairmanships and it is ensured that they are sent to the Dean's Office in full at the end of the term (**Evidence 8**).

#### **Evidence:**

**Evidence 1.** Board of Directors Decision

**Evidence 2.** Evaluation of course assessment surveys

**Evidence 3.** Visit to the Bartın State Hospital Management

**Evidence 4.** Systems that monitor whether the program outputs are achieved (Information Management System) **Evidence 5.** Social Service opening proposal, stakeholders' opinions

**Evidence 6.** Sample Course Syllabus

**Evidence 7.** Sample Course File

**Evidence 8.** Faculty-internal correspondence for the course file

### **B.1.6. Management of Education and Training Processes**

#### ***Maturity level: 4***

*In the unit, practices regarding the education and training management system are monitored, and improvements are made in line with the results of the monitoring.*

Our faculty has established an Education Committee and an Placement/Transition Committee, composed of expert human resources within the scope of the organizational structure, in order to manage the education and training processes holistically; the processes are carried out in accordance with the activities of these committees (**Evidence 1, 2, 3, 4**). Our faculty's education and training processes are conducted under the coordination of the management of education and training, and the

duties and responsibilities related to these processes have been defined (**Evidence 5**). Principles, procedures, and a timetable are determined across the unit regarding the activities of designing, conducting, evaluating, and updating the education and training programs. The learning outcomes in the programs, the teaching program (curriculum), the way the educational service is provided (formal, distance, blended, open), the teaching method, and the alignment of measurement and evaluation—and the coordination of all these processes—are managed by the Measurement and Evaluation Committee and monitored by the management (**Evidence 5, 6**). In managing the education and training processes, students' opinions are also evaluated by assessing the level of satisfaction of students with administrative services and the level of satisfaction with academic advising services through the process management, which leads to...It is taking place (**Evidence 7, 8**). Through the activities of the Guidance and Psychological Counseling Commission established within our faculty, our students who have low academic achievement are identified and the necessary support is provided (**Evidence 9, 10**).

**Evidence:**

**Evidence 1.** Education Committee

**Evidence 2.** Sample Education Committee Decision

**Evidence 3.** Department Exemption and Placement Committee

**Evidence 4.** Sample Exemption and Placement Committee Decision

**Evidence 5.** Job descriptions

<https://sbf.bartın.edu.tr/gorev-tanimlari.html>

**Evidence 6.** Measurement and Evaluation Committee members and the 2021 report

**Evidence 7.** Results of Students' Satisfaction Level with Administrative Services

**Evidence 8.** Results of Students' Satisfaction Level with Academic Advising Services

**Evidence 9.** Guidance and Psychological Counseling Committee

**Evidence 10.** Student evidence supported by the Guidance and Psychological Counseling Committee

## B.2. Implementation of Programs (Student-Centered Learning, Teaching, and Assessment)

### B.2.1. Teaching Methods and Techniques

#### **Maturity level: 4**

*Student-centered practices are being monitored and are being improved through the participation of relevant internal stakeholders.*

*Fakültemizin öğretim yöntemi öğrenciyi aktif hale getiren ve etkileşimli öğrenme odaklıdır. Tüm eğitim türleri içerisinde (örün, uzaktan, karma) o eğitim türünün doğasına uygun; öğrenci merkezli, yetkinlik temelli, süreç ve performans odaklı disiplinlerarası, bütüncü, vaka/hygulama temelinde öğrenmeyi önceleyen yaklaşımlara yer verilir. Bilgi aktarımından çok derin öğrenmeye, öğrenci ilgi, motivasyon ve bağlılığına odaklanılmıştır. Örgün eğitim süreçleri derslerin sınıf içerisinde yüz yüze anlatılması, çoklu değerlendirme yöntemlerinin kullanılması, derslerin ayrıca senkron videoları ile birlikte ders notlarının eders sistemine yüklenmesi yaklaşımlarıyla zenginleştirilmektedir ( <sp\_1> Kanıt 1 </sp\_1> ). Öğrencilerinin araştırma süreçlerine katılımı müfredat, yöntem ve yaklaşımlarla desteklenmektedir. Bu amaçla öğrenciler TÜBİTAK 2209-A projeleri yapmaları konusunda teşvik edilmesi ve 2021 yılında Fakültemizden toplamda 19 öğrencinin projelerde görev alması ile de bu konuda önemli adımlar atılmış olmuştur ( <sp\_2> Kanıt 3, 4 </sp\_2> ).*

Being improved. In all these processes, trainers are encouraged to participate in training activities to improve the competency of the academic staff, participation in the trainings and the implementation of all these processes—monitoring them and taking the required measures—are systematically evaluated (**Evidence 4**). As an internal stakeholder, in the education and training processes, meetings are held with the participation of the student representative in the Faculty and Department Boards, with students, administrative staff, and academic staff participating at the beginning and end of each term (**Evidence 5, 6**), or, due to the pandemic, educational requests are addressed in the education and training processes, such as make-ups for applied courses that could not be carried out (**Evidence 7**).

#### **Evidence:**

**Evidence 1.** Sample of Eders records

**Evidence 2.** Sample course syllabus

**Evidence 3.** Training Catalog

**Evidence 4.** 2021 Performance Program Implementation Report

**Evidence 5.** The participation of the student representative in the Academic Board and the Department Board **Evidence 6.** Meetings of students, administrative staff, and academic staff at the beginning and end of the term **Evidence 7.** Make-up meeting and its decision

## **B.2.2. Measurement and Assessment**

### ***Maturity level: 4***

*Student-centered measurement and assessment practices are being monitored and improved with the participation of relevant internal stakeholders.*

In our faculty, the defined processes specified in the Education-Training and Examination Regulations are taken as the basis for measuring and evaluating students' achievements (**Evidence 1**), and these processes are announced to students through the academic calendar. In addition, students can log into UBYS with their passwords and monitor their own processes. Training for instructors has been carried out in order to contribute to the alignment of the assessment tools and methods used to measure student achievement with the course learning outcomes (**Evidence 2**). In the university's 2019–2023 strategic plan, there are also provisions aimed at effectively measuring learning outputs and students' satisfaction, regulating distance education assessment methods at the graduate level, and determining the status of disabled students through multiple learning tools (**Evidence 3**). The continuity of measurement and evaluation (multiple exams, assignments, projects, etc.) the implementation of the methods, ensuring the monitoring of the courses uploaded to the e-course system (**Evidence 4, 5**) and the course files submitted at the end of the term are regularly requested by the administration (**Evidence 6**) and prepared and sent for evaluation by all instructors (**Evidence 7**). The administration supports the proper application of measurement and evaluation methods, and each academic staff member is appropriately appreciated (**Evidence 8**) .

### **Evidence:**

**Evidence 1.** Associate and Undergraduate Education, Training, and Examination Regulation of Bartın University

**Evidence 2.** Performance Program Implementation Report for 2021

**Evidence 3.** Strategic Plan (2021-2023)

**Evidence 4.** Eders records

**Evidence 5.** Eders record review report

**Evidence 6.** Course file official letter

**Evidence 7.**Example of a course file

**Evidence 8.**Thanks letter

### **B.2.3. Student Admission, Recognition of Prior Learning, and Crediting**

#### ***Maturity level: 4***

*Processes regarding student admission, recognition of prior learning, and awarding credits are followed, improved, and updates are announced.*

Our faculty's admission of students to undergraduate-level programs is completed through a central placement procedure as a result of the central exam administered each year by ÖSYM and the student preferences applied afterward. Based on the placement results prepared by ÖSYM for student admission, the departments of our Faculty have full occupancy (**Evidence 1**). In addition, although our students' entry-point score trends have been increasing every year, a decline occurred in the 2021–2022 academic year (Nursing 2019–2020= 291,85205; 2020–2021= 328,46353; 2021–2022= 286,54259) (**Evidence 1**). While it is anticipated that this decline was not caused by the pandemic, an increase in promotional activities has been planned for the year 2022 (**Evidence 2**).

Admission procedures for graduate programs are carried out in accordance with the conditions specified in Bartın University's Graduate Education and Training Regulations. Quotas are proposed by the relevant departments (fields of study), and after they are assessed by the Education Commission through the Graduate Education Institute, they are approved by our university senate and student announcements are published on the dates stated in the academic calendar. The documents required for application for the relevant academic term and the application dates are announced on our faculty website, the Graduate Education Institute page, and all social media accounts. Applications are received online and are evaluated face-to-face (**Evidence 3, 4**). As of the fall semester of the 2021-2022 academic year, the Nursing Department initiated education and training under the Master's Degree Program with Thesis in Surgical Nursing, and since its opening has received a very high number of applications; it currently continues its education and training with 6 master's students within its quota (one international

student) (**Evidence 5**). Since the Master's Degree Program in Surgical Nursing has just been newly opened, no students have graduated yet, and students have not yet been able to publish.

With regard to the recognition of prior learning; at the beginning of the semester in which the student first enrolls for courses that they had previously completed at another higher education institution (Horizontal Transfer, Vertical Transfer Examination, courses for students who graduated from another higher education institution), the student may submit a request for exemption. Which of the courses for which the student requests exemption will be accepted is determined by the opinion of the teaching staff member who teaches the course and/or the department/program placement adjustment committee. The grades and letter equivalencies of the courses for which the student is deemed exempt are recorded in the transcript. In addition, within the framework of the "Directive on the Recognition of Prior Learning," which sets out the principles to be followed for the recognition, awarding of credits, and placement of achievements acquired outside a higher education institution, the administrative procedures for the recognition of prior formal learning are carried out by the educational training placement adjustment committee of the relevant units and are recorded in the transcripts (**Evidence 4**).

Within the scope of the "Regulation on Procedures for Transfers Between Associate Degree and Undergraduate Degree Programs, Double Major, Minor, and Inter-Institution Credit Transfer in Higher Education Institutions"; in line with the directives and principles determined by the University Senate, applications for inter-institution horizontal transfer to our university's equivalent programs from other higher education institutions are received and evaluated using the centralized placement exam score, along with the additional article 1 for horizontal transfer. For our faculty's programs at equivalent levels, double major, minor, and intra-institution horizontal transfers are carried out objectively and in a clearly accessible manner for everyone through the guide and announcements published on the university's web page (**Evidence 5**).

Students admitted from abroad are placed according to international exam results or the Foreign Student Exam (YÖS) results conducted by public universities. How this placement process is carried out is determined by a directive prepared by the University Senate. After the registration periods, orientation training is provided during the first week of each academic term. In the orientation trainings, detailed information is given to national and international students with the participation of the Dean of the Faculty, the deputy dean(s), and the head(s) of the department (**Evidence 6**). In our faculty, besides the fact that there are no students who have arrived within the scope of international exchange programs (the COVID-19 pandemic caused disruptions in the activities carried out within this scope), our current international student ratio among our enrolled students is 24% (**Evidence 1**).

**Evidence:****Evidence 1.**Our Student Profile**Evidence 2.**Academic Board Agenda**Evidence 3.**Graduate admissions guide for the 2020-2021 academic year**Evidence 4.**Bartın University Directive on the Recognition of Prior Learning**Evidence 5.**Bartın University Graduate Education Institute**Evidence 6.**Health Sciences Faculty Orientation Training

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

#### **B.3.1. Learning Environment and Resources**

***Maturity level: 4***

*Monitoring and improvement activities are carried out in the institution for the development of learning resources and their use.*

Our faculty has the appropriate infrastructure, resources, and facilities to achieve the qualified graduate competencies it aims for and to carry out education and training activities, ensuring that learning opportunities at our faculty are sufficient and accessible to all students. Our faculty provides support services for students' academic development and career planning. The classrooms and laboratories at our faculty, as well as course textbooks, online books/ documents/videos, and similar resources, have appropriate quality and quantity, are accessible, and have been made available to students for their information and use. Our faculty has an Anatomy Laboratory and a Nursing Skills Laboratory, serving in a total area of 110 square meters, with 14 classrooms and, provided that 8 are actively used, and these are open for use by students and teaching staff. Within the scope of the relevant courses to be conducted in the laboratories, we have the necessary equipment such as mannequins, specimen slides, and models (**Proof 1, 2**). In addition, among our infrastructure opportunities, we also have a library in our university that our teaching staff and students can benefit from. Our library provides printed and electronic publications through purchase, donation, or subscription in order to support the education and training and research carried out at our university and to meet the information and document needs of academic staff, students, and other users

**(Evidence 3).** Especially during the global pandemic period, the library’s resources have also been diversified. In its current capacity, our university’s library, which is the largest library in Western Black Sea, has memberships in many databases, and through this, students and faculty members are provided with access to these databases, thereby contributing to their professional development. Nevertheless, the “DeepKnowledge” cloud-based library service platform is used, which enables access to the subscribed databases from outside the institution without any additional configuration **(Evidence 4)**. Through the Library Publication Request System (KYTS), publications that are intended to be available in the university library can be requested, and every type of publication requested by students and faculty members is made to be provided promptly **(Evidence 5)**. With the “Pocket Library” app, you can access the library from smartphones, and a range of transactions—from borrowing books without scanning the catalog—can be carried out using this app **(Evidence 6)**.

The use of learning environments and resources is monitored and improved. Our faculty has a learning management system that is user-friendly and ergonomic, and that can fully meet the needs of teaching and learning. It provides opportunities for developing enriched content, as well as for measurement and assessment and in-service training, including both synchronous and asynchronous learning. Participation in university-internal and external trainings organized to increase the instructional staff members’ competencies in delivering courses in distance education and in carrying out measurement and assessment has been ensured **(Evidence 7)**. In addition, instructors teaching in our faculty are required to prepare course files for the courses for which they assume responsibility at the end of each term **(Evidence 8)**. Thus, it is planned to concretely compare the relationship between the learning objectives of the courses and the program outcomes. The learning environment and resources are geared toward improving interaction between student-student, student-instructor, and student-material. Students’ views regarding improving learning resources are gathered using methods such as surveys according to the nature of the course and these views are included in course planning **(Evidence 9)**. In many stages, technology is utilized with regard to learning resources; online and free programs are used for in-class additional activities **(Evidence 10)**, and students are encouraged to prepare original assignments with the technological opportunities they can access **(Evidence 11)**. In addition, a TÜBİTAK 2209-A project is being carried out in our Faculty in which different instructional methods such as game-based learning are tested, and learning resources are developed through student-participatory methods **(Evidence 12)**.

**Evidence:**

**Evidence 1.**Our Faculty Anatomy Laboratory (Sample Model)

**Evidence 2.**Our Faculty Nursing Skills Laboratory

**Evidence 3.**Library, “DeepKnowledge” Library Services Platform

<http://ekutuphane.bartın.edu.tr/bartın>

**Evidence 4.**Library Publication Request System

**Evidence 5.** The Pocket Library app

<https://kutuphane.bartın.edu.tr/cep-kutuphanem.html>

**Evidence 6.** 2021 Performance Program Implementation Report

**Evidence 7.** Sample course file

**Evidence 8.**Correspondence sent to instructors for preparing the course file

**Evidence 9.** Anatomy course survey

**Evidence 10.** Sample Kahoot

**Evidence 11.** Example of a video assignment

**Evidence 12.** Project evidence

### **B.3.2. Academic Support Services**

***Maturity level: 4***

*At the institution, practices regarding students' academic development and career planning are monitored, and improvements are made with the participation of students.*

Approximately 25 students per faculty member advisor from our Faculty's Nursing Department and Social Work Department are assigned at our faculty to follow and guide students' academic development, provide support for their academic issues, and assist with career planning (**Evidence 1**). At our faculty, the day and time range during which instructors will provide advising to their students is determined and indicated in the weekly course plans (**Evidence 2**). The advising services are monitored by requiring our advisor faculty members to report the meetings they conduct at the end of each month to the department chair offices (**Evidence 3**). Students can easily access their advisors, with various access options (in person, online). In this context, all of our academic staff who have advising responsibilities hold meetings via Zoom with the students they advise every two weeks, address students' requests, complaints, and suggestions, and provide information related to the orientation/

handbook guide (**Evidence 3**).The level of student satisfaction with academic counseling services is determined through the Academic Counseling Evaluation Survey, and the compatibility of the results with the Faculty's Strategic Goals is evaluated at the end of each term (**Evidence 1, 4**). In 2021, our students' satisfaction rate with the counseling services took place at a very satisfactory level and was calculated as 93.8% for 2021 (**Evidence 4**). In our Faculty, psychological counseling services exist in order to enable students to receive counseling when needed; they are accessible (in person and online), made available to students, and the number of students who benefit from these services is reported (**Evidence 5**). Although no graduates have been given yet from our Faculty's Departments, our Faculty and Department-level Alumni Communication Committees have been established (**Evidence 6**).

Within the scope of the Faculty's academic support services, a total of 14 activities were carried out for students during 2021, and the strategic plan target was achieved (**Evidence 1, 7**). Our students are encouraged through membership in student clubs as part of their academic support activities, and as of 2021, 77 of our students have club membership; it is understood that this figure is above our strategic plan target (**Evidence 1, 7**). Again, during this year, two student clubs (Lösev Club and Healthy Steps Club) were established under the supervision of the teaching staff from the Faculty's departments, namely the Department of Social Work and the Department of Nursing (**Evidence 8, 9**). One of our faculty members was assigned as the academic advisor of the Yeşilay Club (**Evidence 10**).

**Evidence:**

**Evidence 1.**2021 Performance Program Implementation Report

**Evidence 2.**Door label

**Evidence 3.**Minutes of the advisory meeting

**Evidence 4.**Results of the Student's Academic Advising Service Satisfaction Survey

**Evidence 5.**Guidance and Psychological Counseling Commission

**Evidence 6.**Alumni Communication Commission

**Evidence 7.** Strategic Plan of the Faculty of Health Sciences 2021–2023

**Evidence 8.**Healthy Steps Club

**Evidence 9.**Lösev club

**Evidence 10.** Greenay Club Consultancy

### B.3.3 Facilities and Infrastructure

#### ***Maturity level: 3***

*Throughout the unit, facilities and infrastructure are accessible and are used on the basis of equal opportunity.*

In terms of facilities and infrastructure (cafeteria, technology-equipped working areas; health, transportation, information services, distance education infrastructure), our Faculty has the appropriate qualitative and quantitative capacity for the needs, is accessible, and has been made available to students for their information/use. Ağdacı Campus of our University, where our Faculty is also located, has been established on an area of 87,520.00 m<sup>2</sup>. At Ağdacı Campus, there are the Bartın Faculty of Forestry, Faculty of Health Sciences, School of Foreign Languages, Vocational School of Health Services, Mehmet Akif Ersoy Lecture Hall and Faculty Member Building, Yahya Kemal Beyathı Lecture Hall, Distance Education Application and Research Center, Early Childhood Education Application and Research Center, Forest Products Application and Research Center, Continuing Education Application and Research Center, Renewable Energy Application and Research Center, Career Planning Application and Research Center, Language Education-Teaching Application and Research Center, Child Education Application and Research Center, and the General Coordination Office of the Project and Technology Office, as well as workshops, administrative units, dormitories, and social-sports facilities (**Evidence 1**). In terms of access to the facilities, the institution has advantages in every respect since both the Ağdacı and Yazıcılar campuses can be easily reached by the institution's service vehicles, municipal public buses, and the students' private vehicles as well as the administrative and academic human resources, and because the campuses are located within a distance of 10 km from the city center. Due to the ongoing Covid-19 outbreak at our institution, where online procedures have gained importance, as a result of the work carried out by the Directorate of Information Processing, the coverage area of the internet network in the premises has been expanded, and the number of wireless access devices in indoor areas has been increased to 201, while the number of devices in outdoor areas has been increased to 21 (**Evidence 2**).

In our faculty, the classrooms and laboratories, textbooks, online books/documents/videos, and other resources are of appropriate quality and quantity, are accessible, and have been made available to students for their information and use. In our faculty, there is an Anatomy Laboratory and a Nursing Skills Laboratory, which provide services in a total area of 110

square meters and include 14 classrooms, provided that 8 are actively used, and they are open for use by students and teaching staff (**Evidence 1, 2**).

**Evidence:**

**Evidence 1.**Bartın University Strategic Plan

**Evidence 2.**Internet services

**Evidence 3.**Our Faculty's Anatomy Laboratory (Sample Model)

**Evidence 4.**Our Faculty's Nursing Skills Laboratory

### **B.3.4 Disadvantaged Groups**

***Maturity level: 4***

*At the institution, practices are monitored regarding access of disadvantaged groups to educational opportunities, and improvements are made by also taking into account the views of disadvantaged groups.*

Access to educational opportunities for disadvantaged, vulnerable, and underrepresented groups (people with disabilities, the poor, minorities, immigrants, etc.) is ensured by taking into account equality, fairness, diversity, and inclusion. The distance education infrastructure has been developed considering the needs of these groups. At university campuses, there are barrier-free university practices in line with needs. The access of these groups to educational opportunities is monitored, and improvements are made in accordance with feedback. Although there are no students with disabilities in our faculty, at our University, enhancements are carried out to increase the academic performance of students who require a special approach and to enrich their social environment. For our students with disabilities, support is provided by the Office of the Coordinator of Students with Disabilities, and coordination is ensured with all units. In the Directive of the Office of the Coordinator of Students with Disabilities, the necessary arrangements have been made regarding this matter, and studies are carried out in accordance with these arrangements. During the education of students with disabilities, in order to identify the needs in various fields and the difficulties they encounter, and with the aim of meeting the determined needs and eliminating those difficulties, all units of our University take an active role. Along with directing participation in the activities organized by our Faculty and developing awareness in our students, the Faculty of Health Sciences also held the “Disability Mother–Disability Child Symposium” online on account of the 10–16 May Week of Persons with Disabilities (**Proof 6**).

Considering that students with disabilities may encounter certain challenges during the teaching and learning process, we have prepared guides for our academic and administrative staff so that our students with disabilities studying at our university can benefit from and be guided by the educational process in the most efficient way. During the educational process of our students with disabilities, service request forms (note-taking support or course partner service) and academic accommodation forms (audio recordings, course resources and materials in digital format, etc.) have been prepared in order to receive and evaluate service requests related to accessibility in education. For all courses, course syllabi are provided to our students with disabilities. If our students with disabilities request it, the syllabus/program that explains in detail the course's detailed plan, the topics to be covered weekly, assignments, evaluation criteria, attendance requirements, expectations, etc. is provided in written and/or electronic format according to the student's preference. Under distance education, it is possible to include this in a digital environment (**Evidence 7**). There are no students with disabilities in our Faculty of Health Sciences. However, electronic formats of course notes and presentations, as well as audio recordings, are provided. All course notes and presentations related to the course are also uploaded to the system on the Bartın University Distance Education platform. They are made available for access by students with disabilities at the beginning of the term (within the first two weeks of the term) or at least 48 hours before each class, to these resources (**Evidence 8**). Regulations regarding the education-training and examination processes for students with disabilities are considered important by our Faculty, and the measures that need to be taken have been determined (**Evidence 9**). Our Faculty building has also been arranged to be accessible to persons with disabilities. In this regard, entry to the building is provided via a disability ramp; there is an accessible restroom on the ground floor; and from the ground floor onward, access to all classroom floors is provided by an elevator. In addition to being located on the ground floor, our student cafeteria also has designated spaces for persons with disabilities in the parking lot (**Evidence 10**).

#### **Evidence:**

**Evidence 1.**Barrier-Free Education

**Evidence 2.**Online event for Barrier-Free Life and Design in Educational Facilities <https://www.youtube.com/watch?v=1VhWmHiSC20>

**Evidence 3.2** April World Autism Awareness Day Event

**Evidence 4.**Turkish Sign Language Panel

**Proof 5.**Accessible Solutions in Landscape Design Project

**Proof 6.**Symposium of Disabled Mothers and Disabled Children

**Proof 7.**Academic adaptation forms

<https://engelsiz.bartın.edu.tr/formlar.html>

**Evidence 8.**E course enrollment sample (document, synchronous and asynchronous course enrollments)**Evidence 9.** Faculty Administrative Board Decision

**Evidence 10.** Accessibility for people with disabilities within the building (photographs)

### **B.3.5. Social, Cultural, and Sports Activities**

#### ***Maturity level: 4***

*At the institution, mechanisms for social, cultural, and sports activities are monitored; activities are diversified and improved in line with needs/requests.*

Transportation services for students' scientific, cultural, technical, and sporting activities are supported by the Directorate of Health, Culture, and Sports and are carried out in accordance with our University's Strategic Plan (**Evidence 1**). At our University, there is a closed sports hall with a capacity of 250 people, 1 synthetic turf football field, and 1 basketball court. Our University organizes sports activities in order to make use of students' time outside of their classes, to encourage their interest in sports, to motivate them to engage in sports, and to protect their physical and mental health, and it ensures that our University's academic and administrative staff can benefit from sports services and facilities. Within the Ağdacı Campus, which also includes the Faculty, there is a state-of-the-art conference hall equipped with a simultaneous sound system for 210 people and advanced imaging. In the aforementioned conference hall, on 5 days of the week, if necessary, including weekends, Conferences, Seminars, Panels, and Training seminars are held. From time to time, certificate programs and career trainings for personal development purposes are also among the activities of our Conference Hall. It also hosts concerts, theater performances, and film screenings in addition to scientific studies.

In 2021, at our university's Mediko-Social Center, health services are provided to students, staff, and the relatives for whom the students and staff are responsible, with 1 physician, 1 dentist, 1 dietitian, 1 psychologist, and 1 nurse. At our University's Ağdacı Campus, there is a cafeteria that serves students and staff, and in addition, there are 3 snack bars. One of these snack bars is located on the ground floor at the entrance of our Faculty. Our students can meet their needs for rest and meals by making use of these snack bars. Under the responsibility of the Directorate of Health, Culture and Sport and led by an academic advisor, there are 2

student clubs established in our Faculty (**Evidence 2**) . Among our Faculty students, the total number of students registered with our University and our Faculty clubs is 77 (**Evidence 2**) . It is planned to establish sports teams within our Faculty (**Evidence 1**); however, due to the pandemic, the target of the strategic plan could not be achieved, though efforts to set them up continue in the following year (**Evidence 3**) .

**Evidence:**

**Evidence 1.**Strategic Plan of Bartın University

**Evidence 2.**Strategic Plan of the Faculty of Health Sciences, Bartın University

(2021-2023)**Evidence 3.** 2021 unit activity report

## **B.4. Academic Staff**

### **B.4.1. Appointment, Promotion and Assignment Criteria**

***Maturity level: 4***

*In the institution, the results of appointment, promotion, and assignment practices are monitored, and measures are taken by evaluating the monitoring results.*

In the appointment of the education-instruction faculty, when recruiting teaching staff relevant to the program's qualifications and field, the Bartın University Directive on Criteria for Promotion to and Appointment as Faculty Member, which entered into effect as of 16 August 2019 (**Evidence 1**), the "Regulation Amending the Regulation on Determining and Using Standard Staff Positions for Teaching Staff in State Higher Education Institutions" published in the Official Gazette dated 2 November 2019 and numbered 30936 (**Evidence 2**), the principles of the "Regulation on Procedures and Principles Regarding the Central Examination and Entrance Examinations to Be Applied in Lateral Appointments or Direct Appointments to Teaching Staff Positions Other Than Faculty Members," published in the Official Gazette dated 9 November 2018 and numbered 30590 (**Evidence 3**), "Procedures and Principles Regarding the Graduate Studies of Those Appointed to Research Assistant Positions in Priority Fields and Other Matters" (**Evidence 4**) and "Procedures and Principles Regarding the Employment of Teaching Staff with Foreign Nationality" are taken into account (**Evidence 5**).

At our faculty, the hiring, appointment, and promotion of teaching staff are carried out, in accordance with the relevant legislation, through job advertisements published in newspapers and in the Official Gazette for

university faculty members. In this process, respectively: a request for positions is received from the units, the requests are discussed by the University Executive Board, a written request for permission to use positions is sent to the Council of Higher Education (YÖK), advertisements are placed for the permitted positions, and appointment and promotion procedures are carried out in accordance with the appointment criteria for the academic personnel obtained by a senate decision. The needs of the departments of our faculty are discussed in our departmental board meetings and are addressed in line with decisions reached unanimously (**Evidence 6**) . The job postings for the teaching staff to be recruited for the departments of our faculty are announced in a transparent manner in accordance with the specified legal provisions, and the results are published (**Evidence 7, 8**) .

The allocation and distribution balance of course load according to the fields of expertise of the teaching staff is shared transparently through discussion and decision-making with the participation of all teaching staff in the Department Boards, also in accordance with “Principles to Be Followed in the Determination of Course Load and the Payment of Additional Lecture Fees” (**Evidence 9**). The performance of teaching staff regarding the courses they deliver is evaluated through course satisfaction surveys, and in the spring term of the 2020-2021 academic year the satisfaction rates for the courses given are above 80% except for one course (**Evidence 11**). Follow-ups for courses with satisfaction rates below 80% are carried out by the Dean’s Office and Department Chairships, and feedback regarding the measures taken is collected (**Evidence 12, 13**).

#### **Evidence:**

**Evidence 1.**Directive on Criteria for Promotion and Appointment to Academic Staff Positions at Bartın University **Evidence 2.**Regulation on Amendments to the Regulation on Determination and Use of Standard Staff Positions for Academic Staff in Public Higher Education Institutions

**Evidence 3.**Regulation on Determination and Use of Standard Staff Positions for Academic Staff in Public Higher Education Institutions

**Evidence 4.**Procedures and principles regarding postgraduate education and other matters for those appointed to research assistant positions in priority fields

**Evidence 5.**Procedures and principles related to the employment of teaching staff of foreign nationality

**Evidence 6.**Sample department board decision

**Evidence 7:** Example announcement of preliminary evaluation results

**Evidence 8:** Sample announcement requirement

**Evidence 9.** Principles to be followed in determining course load and in the payments of additional course fees

**Evidence 10.** Decision of the Department Board where the Course Sharing took place

**Evidence 11.** Student Course Satisfaction survey results

**Evidence 12.** Student Course Satisfaction survey results—letter on taking measures

**Evidence 13.** Student Course Satisfaction survey results—response to taking measures

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

### ***Maturity level: 4***

*Findings obtained from the institution's practices to improve teaching competencies are monitored, and the monitoring results are discussed together with the instructors to take measures.*

Research and scientific activity activities of faculty members within the country and abroad are supported by our Faculty. It is encouraged for faculty members to increase their activities by taking advantage of mobility opportunities such as Erasmus or by using funding such as TÜBİTAK. Participation in and encouragement for programs such as congresses, seminars, trainings, and conferences related to the fields of the instructors are ensured (**Evidence 1, 2**). During 2021, 18 academic staff members participated in training for trainers, 3 activities were organized to increase the research competencies of the teaching staff, and these activities were carried out above the targets of the Faculty of Health Sciences Strategic Plan (**Evidence 4**). In addition to the fact that studies related to foreign research and scientific activities remained limited due to the COVID pandemic, it is expected that activities will increase through the initiatives carried out within the Faculty to encourage faculty members (**Evidence 5, 6**).

### **Evidence:**

**Evidence 1.**Bartın University Erasmus Exchange Program Directive

**Evidence 2.**Bartın University Directive on Supporting Participation in Domestic and International Scientific Activities

**Evidence 3.**Bartın University Faculty of Health Sciences Strategic Plan (2021-2023)

**Proof 4.**2021 Performance Program Implementation Report

**Proof 5.**Erasmus Information Meeting

**Proof 6.**Erasmus Information Document

### B.4.3. Incentives and Rewards for Educational Activities

#### ***Maturity level: 4***

*Incentive and reward practices in the institution are being monitored and improved.*

At our faculty, importance is attached to trainers' training activities in order to enable instructors' professional development aimed at student-centered learning. For this purpose, our academic staff are encouraged to participate in trainings, and within the year 2021, 18 academic personnel took part in trainer training (**Evidence 1**). In addition to encouraging academic staff to attend trainings, goals regarding activities for which participation is required have also been set in the Faculty of Health Sciences Strategic Plan, and it is expected that these goals will be achieved every year (**Evidence 2**). The participation of academic staff in training and teaching activities is included among the appointment and promotion criteria (**Evidence 3**). The fact that a larger number of our instructors have participated in the activities compared to previous years is considered an indicator of the importance they attach to training and teaching activities (**Evidence 4**). The contributions of our instructors to the training and teaching processes are also appreciated through internal faculty follow-ups (**Evidence 5**).

#### **Evidence:**

**Evidence 1.**Strategic Plan of Bartın University Faculty of Health Sciences

(2021-2023)**Evidence 2.**Performance Program Implementation Report for 2021

**Evidence 3.**Directive on Criteria for Promotion to and Appointment to Faculty Positions at Bartın University **Evidence 4.** Unit Activity Report

**Evidence 5.** Acknowledgement letter

## C. RESEARCH AND DEVELOPMENT

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

#### C.1.1. Management of Research Processes

#### ***Maturity Level: 3***

*Results related to the management of research development processes in the unit and the functionality of the organizational structure are monitored, and measures are taken.*

The guidance and motivation processes regarding the management and organizational structure of the Faculty of Health Sciences' research and development processes are addressed through methods such as encouraging academic staff to participate in activities aimed at increasing their research capacity, organizing activities (**Evidence 1, 2**), recognizing academic staff who receive research scholarships, and making news on the Faculty's official website in order to encourage other instructors. In the management of the research process, monitoring is carried out by following methods such as the above. The targets related to our Faculty's research and development processes have been set out in our Faculty's Strategic Plan; the realization status of the targets is monitored on a six-month and annual basis (**Evidence 4, 5**), and at the Academic Board Meeting held at the end of the year, measures to be taken for targets that were not realized for the next year are determined (**Evidence 6**).

#### **Sources:**

**Evidence 1.**The "Nursing Field: The Place and Importance of International Collaborations and International Projects" event

**Evidence 2.**The "Publishing in Journals Included in Web of Science" event

**Evidence 3.**Academic Staff Awarded the Research Scholarship

**Evidence 4.** Faculty Strategic Plan, 2021-2023

**Evidence 5.** Performance Program Implementation Report

**Evidence 6.** Academic Board Agenda

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

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

#### ***Maturity Level: 3***

*Results related to the management of research and development processes within the unit and the functionality of the organizational structure are monitored, and measures are taken.*

In line with the needs of our faculty members, activities and trainings are carried out to help the academic staff of the Faculty of Health Sciences and researchers maintain and improve their scientific research competence (**Evidence 1, 2, 3**). Academic personnel are also encouraged to participate in research trainings and BAP trainings conducted under the umbrella of PTO, and their participation is followed up through the performance program implementation report prepared in 6-month periods. (**Evidence 4, 5**).Likewise, training has

been provided to our students together with the General Coordination Office of the Project and Technology Office to increase our students' requests and achievements in writing 2209-A TÜBİTAK projects (**Evidence 6**). Such measures include those taken with the aim of increasing the number of our 2209-A TÜBİTAK projects through our Faculty's active role in these activities.

**Evidence:**

**Evidence 1.**Request for In-Service Training

**Evidence 2.**The Place and Importance of International Collaborations and International Projects in the Field of Nursing

**Evidence 3.**Publishing in Journals Within the Web of Science **Evidence**

**4.**2021 First 6-Month Performance Program Implementation Report

**Evidence 5.**2021 Performance Program Implementation Report

**Evidence 6.** Project training for students of the Faculty of Health Sciences

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

***Level of Maturity: 2***

*The unit has planning and mechanisms for multi-research activities such as establishing participation and collaborations in research networks at national and international levels, along with joint programs and joint research units.*

Our faculty has mechanisms that encourage collaboration between units and institutions, interdisciplinary initiatives, and joint initiatives that will create synergy. Multiple research activities are emphasized, such as joint research or graduate programs, participation in research networks, the presence of joint research units, and national and international collaborations. Two publicly funded research projects are carried out in our faculty (**Evidence 1, 2**). Our students are encouraged to take part in projects, and most of our students have served or are serving on a project within the scope of TÜBİTAK 2209-A. Within 2021, 11 projects were submitted in our faculty, and 8 projects were deemed eligible for support within the scope of TÜBİTAK 2209-A (**Evidence 3**). In addition to taking part in scientific projects, our students are also encouraged through advisory meetings in terms of developing their social skills, such as being motivated to participate in sports activities, taking active roles in student clubs (**Evidence 3**), and actively using the library (**Evidence 4**). The

faculty also establishes new student clubs in areas where there is a need (**Evidence 5**), and these processes are followed up through the performance program implementation report (**Evidence 3**).

During 2021, research activities that had been applied for and received approval, or whose evaluation process was ongoing, continued. In this context, although there were no faculty members who went abroad for research purposes, a project acceptance was obtained within the scope of TÜBİTAK 2219 (**Proof 6**), there is a patent application, an application under the 1001 Tübitak Scientific and Technological Research Projects Support Program, and an acceptance under the TÜBİTAK 3501 Career Development Program (**Proof 3**). Within our faculty, it is planned to encourage our faculty members regarding national and international partnered project applications. Although there are no students going abroad or coming from abroad within the scope of international exchange programs in our faculty, the pandemic plays an important role in this situation. In this regard, increasing the number of students and faculty members who can benefit from the exchange programs is among the areas that need to be developed. On the other hand, it is foreseen that the issue of faculty members being unable to devote sufficient time to research and development due to their excessive course loads and/or administrative duties will be resolved through the expansion of our faculty's academic staff positions (**Proof 7**).

#### **Proofs:**

**Proof 1:** “There Is Also Us for Healthy Living” Project

**Proof 2:** “Program for Respectful and Healthy Relationships”

**Proof 3.** Performance Program Implementation Report for the Year 2021

**Proof 4.** Advisor Meeting Reports

**Proof 5.** Introduction of the Healthy Steps Club

**Proof 6:** Research Scholarship Recipient Academic Staff

**Proof 7.** Course distribution for the Fall Semester of the 2021–2022 Academic Year

### **C.3. Research Performance**

#### **C.3.1. Monitoring and Evaluation of Research Performance**

##### ***Maturity Level: 3***

*Mechanisms created to monitor and evaluate research performance across the faculty are being used.*

In our faculty, research activities are monitored through performance program evaluation reports prepared at 6-month intervals within the framework of the strategic plan (**Evidence 1, 2**). In our faculty, the principles, rules, and indicators for monitoring and evaluating research performance are defined in the strategic plan (**Evidence 3**). Mechanisms are used across our faculty to monitor research performance (**Evidence 2**). In 2021, the objectives of our faculty's strategic plan were achieved with the number of articles published in 21 Web of Science or Scopus categories (**Evidence 2**). Based on performance, our university uses incentive and recognition mechanisms (**Evidence 4, 5, 6, 7**).

Our faculty's instructors continue to participate in courses and activities with the aim of improving their research knowledge and resources, and the number of projects accepted within the scope of TUBITAK 2209-A is increasing steadily (**Evidence, 1, 2**). The areas that need further development are ensuring that our instructors, despite being affected by the pandemic, are able to benefit from international exchange programs, carrying out interdisciplinary R&D projects, having our research-oriented faculty members go abroad, establishing a follow-up mechanism and activities within the scope of competing with rivals and benchmarking with selected units.

**Evidence:**

**Evidence 1.** 2021 First 6-Month Performance Program Implementation

Report **Evidence 2.** 2021 Performance Program Implementation Report

**Evidence 3:** Strategic Plan of the Faculty of Health Sciences 2021–2023

**Evidence 4.** Directive on Academic Performance and Project Awards of Bartın

University **Evidence 5:** Academic Staff Who Won the Research Scholarship

**Evidence 6:** The “We’re Also Here for Healthy Living” Project

**Evidence 7:** “The Respectful and Healthy Relations Program”

### **C.3.2. Evaluation of Lecturer/researcher Performance**

***Maturity Level: 3***

*Mechanisms have been established across the faculty to monitor and evaluate the research and development performance of the academic staff.*

Our faculty's instructors' research performance is monitored through performance program evaluation reports prepared in 6-month periods regarding the status of achieving the targets set in our faculty's strategic plan (**Evidence 1, 2**). During the education-training period, our faculty's instructors participate in the activities of the Project and Technology Office according to the suitability of their calendars. Participation above the indicators determined in our faculty's strategic plan is realized by our instructors (**Evidence 1, 2, 3**). Although there are no instructors who go abroad for research purposes, a project acceptance was obtained within the scope of TÜBİTAK 2219 (**Evidence 4**). Again, in our faculty in 2021, scientific publications were made in excess of the figures targeted in the strategic plan (**Evidence 2**). Another system used to evaluate instructor/researcher performance is academic incentive applications (**Evidence 5**). The number of instructors benefiting from the academic incentive increased from 4 to 10 in 2021 compared to the previous year (**Evidence 6**).

**Evidence:**

**Evidence 1.**2021 First 6-Month Performance Program Fulfillment Report

**Evidence 2.**2021 Performance Program Fulfillment Report

**Evidence 3.**Faculty of Health Sciences 2021-2023 Strategic Plan

**Evidence 4.**Academic Staff Awarded Research Scholarship

**Evidence 5.** Academic Incentive

**Evidence 6.** Academic Incentive Applications

## **D. SOCIAL CONTRIBUTION**

### **D.1. Management of Social Contribution Processes and Social Contribution Resources**

#### **D.1.1. Management of Social Contribution Processes**

***Maturity Level: 3***

*Across the unit, the management of social contribution processes and the organizational structure are implemented in line with unit preferences*

Our faculty organizes many activities for social contribution purposes and carries out scientific studies. Within our faculty, there are currently two projects being conducted for social contribution purposes that are supported by external public resources (**Evidence 1, 2**).

Although there is sufficient human resources to sustain our faculty's social contribution activities, there are no financial resources. For financial resources, cooperation is established with external sources (**Evidence 1, 2**).

Our faculty carries out social contribution activities that respond to the needs of society and the environment, including disadvantaged groups, in line with the Faculty's Sustainable Development Goals and create value (**Evidence 3, 4, 5**). At the national level and through institutional collaborations, there are education-oriented social contribution activities carried out via assignments made to various public units and organizations, and through the units within the Faculty (**Evidence 3**). In terms of what and how the contributions of our faculty's departments and the students who will graduate from those departments will make to community health are to be introduced to society, care is taken to select topics related to major health problems in the community and the factors affecting health (**Evidence 3**). At our faculty, monitoring and evaluating social contribution performance is carried out through performance program evaluation reports prepared every six months within the framework of the strategic plan, and activities were realized in line with the targets set for 2021 (**Evidence 3, 6**).

## **Evidence**

**Evidence 1.** "There's Us for Healthy Living" Project

**Evidence 2.** "Program for Respectful and Healthy Relationships"

**Evidence 3.** Activities organized for the public in 2021

**Evidence 4.** 14 November World Diabetes Day

<https://ogrencibartinedu->

[my.sharepoint.com/personal/ncomlekci\\_personel\\_bartin\\_edu\\_tr/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncomlekci%5Fpersonel%5Fbartin%5Fedu%5Ftr%2FDocuments%2FDiyabet%20G%C3%BCn%C3%BC%2014%20Kas%C4%B1m%2Emp4&parent=%2Fpersonal%2Fncomlekci%5Fpersonel%5Fbartin%5Fedu%5Ftr%2FDocuments](https://ogrencibartinedu-my.sharepoint.com/personal/ncomlekci_personel_bartin_edu_tr/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncomlekci%5Fpersonel%5Fbartin%5Fedu%5Ftr%2FDocuments%2FDiyabet%20G%C3%BCn%C3%BC%2014%20Kas%C4%B1m%2Emp4&parent=%2Fpersonal%2Fncomlekci%5Fpersonel%5Fbartin%5Fedu%5Ftr%2FDocuments)

**Evidence 5.** 3-9 November Organ Donation Week [https://www.youtube.com/watch?v=r91aQd0OA&ab\\_channel=bart%C4%B1n%C3%BCnisbf](https://www.youtube.com/watch?v=r91aQd0OA&ab_channel=bart%C4%B1n%C3%BCnisbf) **Evidence 6.** 2021 Performance Program Implementation Report

## D.1.2. Resources

### ***Maturity Level: 3***

*It manages unit-based social contribution resources by considering the social contribution strategy and the balance among units.*

Studies for determining the resources allocated to social contribution activities (financial, physical, human resources) are planned in line with the objectives of the Faculty of Health Sciences 2021-2023 Strategic Plan (**Evidence 1**) and in coordination with our University's Public Relations and Press Publications Coordination Office (**Evidence 2**), and the assignment of responsibilities is carried out in our Department Boards (**Evidence 3**). In addition to experiencing insufficient financial resources for the organized activities, these processes are carried out through online activities (**Evidence 4**) and costs are managed by providing public funding (**Evidence 5, 6**). The process of securing more public and private funding resources for the scientific studies and activities that contribute to our faculty's work for society is among the aspects that need to be improved.

### **Evidence:**

**Evidence 1:** Faculty of Health Sciences 2021-2023 Strategic Plan

**Evidence 2:** 2021-2022 Academic Year, Bartın University Publications and Public Relations Coordination Office (2021-2022 Academic Year Event Calendar)

**Evidence 3:** Nursing Department Board Decision (Based on the 2021-2022 Academic Calendar, Assignment of Responsibilities)

**Proof 4.** Activities organized in 2021

**Proof 5.** "We're Also Here to Support Healthy Living" Project

**Proof 6.** "A Program for Respectful and Healthy Relationships"

## D.2. Social Contribution Performance

### D.2.1 Monitoring and Improving Social Contribution Performance

### ***Maturity Level: 3***

*In Birmingham, mechanisms are used to monitor and evaluate social contribution performance.*

Our faculty carries out social contribution activities that address the needs of society and the environment, including disadvantaged groups, in line with the Sustainable Development Goals and that create value (**Evidence 1, 2**). At the national level and through institutional collaborations, there are education-based social contribution activities carried out via various public units and organizations through assigned duties, and through the units within the Faculty (**Evidence 1, 3**). The activities are internalized, systematic, sustainable, and exemplary practices. Our faculty manages social contribution resources by maintaining a balance among the Nursing social contribution strategy (**Evidence 4, 5**), Midwifery (**Evidence 6**), the Social Work Departments (**Evidence 7**) and the Department of Nutrition and Dietetics (**Evidence 8**). Activities are organized through collaboration with the University's Center for Application and Research on Women and Family Studies (**Evidence 9**) and with non-institutional units (**Evidence 1, 10**). The 2021-2023 Strategic Plan includes planning for monitoring social impact performance (**Evidence 11**). Whether the targets are met is monitored through the Performance Program Realization Report prepared in 6-month periods (**Evidence 12, 13**). In addition, nine (9) of our faculty staff participated in the training within the scope of compliance trainings related to environmental awareness (**Evidence 14**). It has been determined that, among the areas that need improvement, there are plans to open courses in our faculty departments that will enable the development of projects and activities that contribute to society, such as social responsibility and volunteer work, and to encourage students to take these courses. In the 2021-2022 academic year Spring Term, it is planned to offer courses on social responsibility and volunteer work (**Evidence 15**).

#### **Evidence:**

**Evidence 1.**Current Perspectives on Vaccines

**Evidence 2.**Current Approaches in Insulin Treatment and Its Applications in Diabetes and the Webinar on Blood Sugar Monitoring

**Evidence 3.**17 November World Prematurity Day

**Evidence 4.**Diabetes Management During the Pandemic: Care, Eating Disorders and Stress Management **Evidence 5.**Current Approaches in Insulin Treatment and Its Applications in Diabetes and Blood Sugar Monitoring

**Evidence 6.**The Key to Healthy Generations: Breastfeeding and Mother's Milk

**Evidence 7.**Parenting During a Pandemic: Webinar on Risks and Recommendations

**Evidence 9.**Healthy Nutrition

**Evidence 9.**Breast Cancer Awareness Webinar

**Evidence 10.**Risks and Approach by Child Development Stages

**Evidence 11.**Faculty of Health Sciences 2021-2023 Strategic Plan **Evidence**

**12.**Performance Program Implementation Report for the Year 2021

**Evidence 13.**Performance Program Implementation Report for the First 6

Months of the Year 2021 **Evidence 14.**Environmental Awareness Activity

**Evidence 15.** Section Board Agenda

## **RESULT AND EVALUATION**

The faculty's strengths and areas open to improvement are summarized under the headings Leadership, Management and Quality, Education and Teaching, Research and Development, and Social Contribution. When making an overall status assessment;

- In our faculty, as in the previous year, in 2021 there was a significant increase in both the quantity and quality of the number of articles presented and accepted in journals within the Web of Science or Scopus categories.
- In our faculty, compared to previous years, there is a very substantial increase in student applications and acceptance numbers for TÜBİTAK 2209-A.
- In our faculty, during 2021, important projects funded through external institutional sources began to be put into practice.
- Our students have started to benefit from double major programs.
- In addition to activities organized by our faculty for the benefit of society and aimed at the personal and social development of our students, the number of activities arranged to increase the research capacity of our faculty members has continued to rise steadily, as it did in previous years.

## **STRENGTHS**

### **Leadership, Management, and Quality**

- Publication of decisions of the Faculty Board and the Faculty Management Boards to the public in accordance with the Personal Data Protection Law,
- Ensuring that our student representative, who is our most important internal stakeholder, and our research assistant representative are represented in the Department Boards, Academic Boards, and Advisory Boards,
- Having a “Quality Policy” established in line with our faculty's vision and mission,

- In line with our faculty’s quality policy, the formation of the Health Sciences Faculty 2021–2023 Strategic Plan, with the strategic goals and indicators of the departments determined
- That in the activities of our faculty, all stages of the PUKÖ cycle are implemented to a large extent,
- That the Health Sciences Faculty Advisory Board has been established with the participation of internal and external stakeholders,
- Ensuring students’ participation in the education and training processes through student meetings held at the beginning and end of each term by faculty management,
- That unit activity reports, strategic plan reports, and internal control action plan reports are published publicly on our faculty’s website in accordance with the Personal Data Protection Law,
- During the COVID-19 pandemic process, by setting an example of leadership in our faculty, in addition to delivering courses synchronously and asynchronously in an online environment using our university’s distance education module, and also providing practical applications in a face-to-face setting for diluted groups in the laboratory environment,
- That our faculty’s website is kept actively updated in Turkish and English through the activities of the “Information Technology and Web Commission,”
- That the processes related to determining academic staff norm positions and making requests for the areas where there is a need are decided and determined in Department Councils in which all department heads participate,
- Annual updating of our Student Adaptation Guide and Staff Adaptation Guide to be used in orientation training,
- Establishment of the Alumni Communication Commission within the faculty and by departments before graduates are actually issued,
- The proportion of international students enrolled in our faculty departments is high.

## **Education and Training**

- In the nursing department, where there are many students in our faculty, the courses to be delivered face-to-face are provided by splitting them into classes A and B.
- Ensuring alignment between course learning outcomes and program outcomes by routinely preparing, at the beginning of each term, the “Course Syllabus and Checklists,” and at the end of the term, the “Course Files,” for our departments within the faculty.

- That the educational infrastructure has largely been completed,
- That teaching staff place importance on educational training and participate in it,
- That course assignments are made by considering the teaching staff's areas of expertise and balancing their teaching loads,
- That there are students who benefit from Double Major programs,
- That the facilities of our Faculty are accessible to persons with disabilities,
- That the Guidance and Psychological Counseling Commission carries out activities within our Faculty in order to identify students with low academic performance and provide the necessary support,
- That our newly enrolled students are provided with orientation training on a regular basis,
- That meetings are held by the Faculty administration at the beginning and end of each term with the participation of all students,
- That there is awareness in our Faculty regarding the accreditation process,
- That as of the fall semester of the 2021-2022 academic year, the Nursing Department and the Surgical Diseases Nursing Postgraduate Program with Thesis have started their education and training.
- The application of multiple assessment and evaluation methods in evaluating our faculty's education and training activities.

## **Research and Development**

- Monitoring and measuring our faculty's research and development activities through the Faculty's 2021–2023 Strategic Plan and the Performance Program Implementation Reports prepared with six-month periods,
- Carrying out activities aimed at increasing the awareness of our teaching staff in order to ensure an increase in the quality of scientific publications in our faculty,
- Having accepted and ongoing projects in our faculty that are funded from external sources,
- Achieving a significant increase in both quantity and quality in the number of articles presented and accepted in journals indexed in the Web of Science or Scopus categories at our faculty,
- There has been a substantial increase in the number of student applications and admissions for TÜBİTAK 2209-A at our faculty.

## **Social Contribution**

- That the goals of activities and projects aimed at our faculty's social contribution have been set in the strategic plan,
- That the consistent continuation of the increase in the number of faculty-based activities for the community in recent years is maintained,
- That a project is being carried out within our faculty to contribute to the community in our region .

## **AREAS OPEN TO IMPROVEMENT**

### **Leadership, Management, and Quality**

- That our faculty does not have a sufficient number of administrative and academic human resources,
- That there are not yet any students, academic staff, or administrative personnel who benefit from international exchange programs,
- To widely implement the closure of the PDCA cycle in all of our faculty's activities .

### **Education and Training**

- Completion, within the next year, of materials that were missing in the educational infrastructure,
- Encouraging students to benefit from minor (Yandal) programs and encouraging an increase in the number of students who benefit from double major (Çift Anadal) programs,
- Increasing graduate programs in terms of both quality and quantity,
- Encouraging students and faculty members to benefit from international exchange programs,
- Increasing student club activities.

### **Research and Development**

- With new appointments, faculty members' teaching loads and/or administrative duties will be reduced, thereby increasing the time allocated to research and development,
- There is a need to develop a culture of collaborative and sharing-based academic work in the faculty,
- Encouraging faculty members to apply for projects in order to receive project support from external funds.

## **Social Contribution**

- Carrying out and encouraging activities aimed at raising awareness among our faculty's instructors regarding conducting activities in line with the needs of our region and the province where we live,
- Encouraging students to take part in social responsibility activities and volunteer work.