

FACULTY OF HEALTH SCIENCES



UNIT INTERNAL EVALUATION REPORT 2022

Prepared By

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A. LEADERSHIP, GOVERNANCE AND QUALITY

A.1. Leadership and Quality

A1.1. Governance Model and Administrative Structure

Maturity Level: 4

The practices regarding the unit's governance and organizational structuring are monitored and improved.

The establishment of the Faculty of Health Sciences, in accordance with the additional Article 30 of Law No. 2809 dated 28/3/1983, upon the proposal letters of the Ministry of National Education, by decision of the Council of Ministers on 17/01/2018, subject to the Rectorate of Bartın University, and published in the Official Gazette dated 16 February 2018 and numbered 30334 (**Evidence 1**). Our faculty's organizational structure has been formed in line with the provisions of Law No. 2547 on Higher Education and the Law Decree on the Administrative Organization of Higher Education Institutions and Higher Education Higher Executive Bodies regarding the academic and administrative structuring of universities, as well as the relevant regulations (**Evidence 2**). The organizational chart of our faculty and the duties, authorities, and responsibilities of all units and personnel included in this organizational chart have been shared with the public on the Faculty website in accordance with the understanding of transparent working (**Evidence 2, 3, 4**). Additionally, alongside the understanding of transparent working, the representation of students, which is the most important internal stakeholder, is ensured through student representative membership in the Faculty Board (**Evidence 5**). In addition, the student representative attends meetings of the department board and kStudent opinions regarding education and training are reflected in decisions obtained continuously (**Proof 6**). Decisions of the Faculty Administrative Board and Faculty Board are ensured to be published publicly in accordance with the Personal Data Protection Law (**Proof 7**). The activities determined by Law No. 2547 on Higher Education, Law No. 2914 on Higher Education Personnel, Law No. 657 on State Civil Servants, Law No. 2809 on the Organization of Higher Education Institutions, and Decree Law No. 124 are carried out in line with the business process workflows (**Proof 8, 9**). Bartın University has conducted a process management handbook study, and the Deputy Dean of the Faculty and the Faculty Secretary have actively taken part in this study (**Proof 10**). In accordance with the process cards created in the process management handbook, the faculty's work and transactions will continue to be carried out (**Proof 11**).

The mission and vision of the Faculty of Health Sciences have been prepared in line with our university's mission and vision (**Proof 12**). The faculty has a "Quality Policy" established in line

with its vision and mission. In this policy: the faculty's academic and administrative staff and its students play an active role in maintaining, improving, and developing the quality assurance processes; establishing a transparent and open evaluation mechanism for the faculty's education and training, research, and community service activities, one that is traceable, measurable, and can be made known to all internal and external stakeholders; ensuring adherence to the principle of equality set out in Article 10 of the Constitution by preventing all forms of discrimination in the employment of academic and administrative staff and in the working environment in ways that will increase their knowledge and work efficiency; preventing all forms of discrimination in order to improve the professional knowledge and skills of students who continue their education in the faculty departments and of graduates, and to increase their professional standing; in line with social needs in the health field, developing education curricula and, by including in the quality processes our external stakeholders—employers, non-governmental organizations, and other public institutions and organizations—to produce projects, creating a bridge for all of our stakeholders in the quality process as set out (**Evidence 13**). In line with the faculty quality policy, activities are carried out in the Faculty of Health Sciences to achieve the aims and objectives of the 2021–2023 Strategic Plan (**Evidence 14**). In order to ensure that quality processes are operated actively and continuously, there is a Quality Commission in the Faculty with the student representative also being a member (**Evidence 15**). The Quality Commission has been updated (**Evidence 16**) **to spread the quality culture throughout the entire faculty and for its active work**. The Quality Commission continues its work in accordance with the Bartın University Quality Assurance Directive, which was adopted and brought into effect 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 15**).

All employees in the faculty have job descriptions in place (**Evidence 4**), and these job descriptions are notified to all academic and administrative staff who start in the position (**Evidence 17**). In addition, adaptation trainings (**Evidence 18**) for all academic and administrative staff who begin their duties in the faculty are provided within the first four weeks. In line with the personnel adaptation guide regarding our faculty's governance model and administrative structure, a comprehensive adaptation training program is implemented (**Evidence 19, 20**). The job descriptions of each commission have been defined and published on the faculty's Turkish and English webpages (**Evidence 21**). The commissions ensure that student representative membership and students' opinions are reflected in the decisions taken (**Evidence 15**). In order to monitor the active work of the commissions, Commission Activity Reports are submitted to the Dean's Office every year. In these reports, the commissions also present their recommendations for improvements (**Evidence 22, 23**). The Advisory Board of the Faculty of Health Sciences has been established with the participation of

internal and external stakeholders, and through the meetings held, it provides input to the community regarding the education and training processes. It makes an important contribution to making decisions tailored to your needs (**Evidence 24, 25**). Whether the Faculty Strategic Plan has achieved its goals is monitored in 6-month periods (June–December) (**Evidence 26, 27**). Monitoring and evaluation reports prepared regarding the measures that need to be taken for goals that cannot be achieved in the Faculty Strategic Plan are sent to the Departments, ensuring that the necessary measures are taken to achieve the goals (**Evidence 28**). The reports sent to the Departments are assessed at the end of the year through the Strategic Plan Monitoring and Evaluation Report and the Internal Control Monitoring and Evaluation Report (**Evidence 27, 29**). In addition, an Annual Activity Report is prepared by our Faculty and submitted every year to the Strategy Development Directorate, and it is shared with the public on our Faculty's website; monitoring and evaluation are carried out with this report (**Evidence 30**). At our Faculty, starting from 2021, the Quality Commission prepares a Unit Internal Evaluation Report, and an annual action plan is prepared for our Faculty's strengths and aspects that are open to development, and an action plan evaluation report is produced at the end of the year (**Evidence 31, 32, 33**). All evaluations conducted are discussed after the end of the year at the Academic Board Meetings with the participation of all instructors and the Faculty Secretary, and measures to be taken in the following year are determined (**Evidence 34**). In addition, these reports are notified to the departments of our faculty via official correspondence so that they can make their own plans (**Evidence 28**).

In our Faculty, which adopts a governance model that is committed to the active participation of internal and external stakeholders in processes and fully complies with the principles of accountability and transparency; the Faculty Board and Faculty Management Boards' decisions are published publicly in accordance with the Personal Data Protection Law; there is a "Quality Policy" established in line with our Faculty's vision and mission; in accordance with our Faculty's quality policy, the Faculty of Health Sciences 2021–2023 Strategic Plan is developed; the strategic goals and indicators of the departments have been set; in the activities carried out by our Faculty, all stages of the PUKÖ cycle are implemented; unit activity reports and unit internal evaluation reports are prepared annually; strategic plan monitoring and evaluation reports and internal control action plan reports are shared with the public through our Faculty's website; our Student Compliance Guide and Personnel Compliance Guide, which include practices used in compliance trainings that cover the rights and responsibilities of our internal stakeholders, their duties, etc., are updated every year; our Faculty's strong point is. That our administrative and academic human resources are not sufficient in number is an area open to improvement.

Evidence

Evidence 1.Council of Ministers Decision

Evidence 2.Organizational Chart of the Health Sciences (Web Visual)

Evidence 3.Sample Job Descriptions for Health Sciences

Evidence 4.Job Description Definitions for Health Sciences (Web Visual)

Evidence 5.Web Visual of Members of the Faculty Board

Evidence 6.Example of a Department Board Decision

Evidence 7.Decisions of the Faculty Administrative Board (Web Visual)

Evidence 8.Workflow (Web Visual)

Evidence 9.Workflow Example

Evidence 10.Process Handbook Assignment Official Letter

Evidence 11.Sample Process Card, Forms and Correspondence Used in the Operation.

Evidence 12.Faculty Mission and Vision Web Visual

Evidence 13.Faculty Quality Policy Web Visual

Evidence 14.Strategic Plan of the Faculty of Health Sciences 2021-2023

Evidence 15.Quality Committee Members, Their Definition and Responsibilities, and the Faculty Board Decision **Evidence 16.**Official Letter for Updating the Quality Committee

Evidence 17.Signed Sample Job Description

Evidence 18. Compliance Training Web Visual and Official Letter

Evidence 19.Personnel Compliance Guide

Evidence 20.Personnel Compliance Guide Web Visual

Evidence 21. Faculty Committees Definition and Responsibilities Web Visual and Faculty Board Decision **Evidence 22.**Sample Committee Activity Report

Evidence 23.Official Request Letter for the Dean's Activity Report

Evidence 24.Web Visual of the Faculty Advisory Board Members

Evidence 25.Faculty Advisory Board Decision

Evidence 26. First 6-Month Strategic Plan Monitoring Report for the Year 2022

Evidence 27.Strategic Plan Monitoring Report 2022

Evidence 28. Official Letter Written to the Departments Regarding Strategic Plan Targets Not Achieved **Evidence 29.** Internal Control Monitoring and Evaluation Report 2022

Evidence 30.Faculty of Health Sciences Activity Report for the Year 2022

Evidence 31.Faculty of Health Sciences Unit Self-Evaluation Report for the Year 2021

Evidence 32.Faculty of Health Sciences Action Plan for the Year 2022

Evidence 33. Screenshot of the Faculty of Health Sciences 2022 Action Plan Evaluation Report

Evidence 34. Sample of the Academic Board Decision

A.1.2. Leadership

Maturity Level: 4

Leadership practices and the contribution of these practices to the development of the quality assurance system and culture are being monitored, and related improvements are being implemented.

The Faculty of Health Sciences Management undertakes and provides leadership to effectively carry out all necessary activities to develop the Quality Management System within the Faculty, implement it, and continuously increase its effectiveness (**Evidence 1, 2**). **Within the scope of the Faculty's education and training activities, it designs the institutional structure by accurately identifying the needs and expectations of students, administrative staff, and academic staff—important internal stakeholders—through their active participation in the processes, ensuring these needs are met at the highest level by using their available resources in the most effective way. To this end, in addition to ensuring student representation in faculty commissions, as management, through meetings held at the beginning and end of each term, exchanges of views are conducted with students, administrative staff, and academic staff, and the reported views are used for the effective management of the processes (Evidence 3, 4).**

The faculty administration and staff are highly attentive and proactive in establishing a quality assurance system and culture that takes into account any potential uncertainties and complexities. Since the faculty's initial establishment, it has eliminated uncertainty through quality assurance policy-aligned procedures for managing processes and the job descriptions prepared for academic and administrative work (**Evidence 5, 6**).

In addition to the activities carried out by the leaders in line with the aims and values of the unit they are responsible for, they also manage, in an effective and balanced manner, the sharing of authority, relationships, time, unit-based motivation, and stress. Care is taken to ensure that the task allocations of the commissions in the Faculty are distributed fairly, and before the issues are discussed in the Faculty Board, the suitability of task allocations is discussed with academic staff and feedback is obtained through discussions at the academic board (**Evidence 6, 8**). An effective communication network has been established between academic and administrative staff and management. At the Faculty, communication

is provided very quickly through programs such as the UBYS system, the “contact us” section, academic and administrative mail groups, and an instant messaging application (**Evidence 9, 10, 11**). In addition, through the social activities commission established within the Faculty (**Evidence 12**). Communication within the Faculty is strengthened, and environments are created in which employees can share their views regarding management processes with each other. (**Evidence 13**). As part of effective leadership practices that support the dissemination of the quality assurance system across the unit, they continue leadership competencies such as positive thinking, representational ability, and problem-solving, as well as management competencies such as delegation and organizational skills, performance surveys are conducted in order to identify and monitor management’s satisfaction, complaints, and recommendations, and their results are evaluated (**Evidence 14**).

One of our faculty’s strengths is that communication between academic and administrative staff with each other and with the senior management is strong, that many activities within the faculty are carried out through committees, and that workflow processes and job descriptions are clearly defined.

Evidence

Evidence 1. 2022 Strategic Plan Monitoring and Evaluation Report

Evidence 2. Unit Strategic Plan 2021-2023

Evidence 3. Meetings Held by the Dean at the Beginning and End of the Term with the Participation of Students, Administrative Staff, and Academic Staff

Evidence 4. Student Representative

Evidence 5. Faculty Workflow Processes

Evidence 6. Faculty Job Descriptions

Evidence 7. Unit Activity Report 2022

Evidence 8. Commission Definitions and Responsibilities

Evidence 9. Mail (sbf@bartin.edu.tr)

Evidence 10. UBYS

Evidence 11. Contact Us

Evidence 12. Social Activities Committee

Evidence 13. Social Events Held at the Faculty

Evidence 14: Results of the Manager Performance Survey

A.1.3 Unit Conversion Capacity

Maturity Level: 4

In line with the purpose, mission, and goals, change management practices carried out are monitored and measures are taken.

Our Faculty uses a working principle that takes into account changes in the higher education ecosystem, national objectives, and stakeholder expectations, ensuring that the unit is aligned and ready for the future. Our unit carries out its work by using modern management techniques in accordance with the purpose, mission, and goals defined in the strategic plan for future adaptation **(Evidence 1)**. All processes within our unit are implemented by adopting a continuous improvement philosophy. Within this scope, activities such as monitoring how processes are handled in other institutions (benchmarking), updating the processes in our unit within the scope of regulatory changes, and providing training related to new implementations (change management) are carried out. In these activities, consultations are held together with our faculty's advisory board regarding education and training processes, and the necessary opinions are obtained **(Evidence 2)**.

Considering the needs of the society, for the first student intake in the 2023–2024 academic year, the faculty board has made a decision to admit students for the first time to the Department of Nutrition and Dietetics, the Department of Child Development, and the Department of Midwifery, and also to establish the Department of Speech and Language Therapy; the necessary work has been initiated and the application process is ongoing **(Evidence 3)**. In accordance with the public normalization process related to COVID-19, at our faculty, courses (excluding common compulsory courses) that were previously delivered in a synchronous and asynchronous manner in an online environment using the distance education module, and the examinations of all courses, have been conducted face-to-face **(Evidence 4)**. To keep up with the digital transformation in higher education, as compulsory and elective courses, courses such as Basic Information Technologies, Resourcefulness, Informatics, Innovation, and Social Entrepreneurship are included in the education plan **(Evidence 5)**. The participation of teaching staff in their educational trainings is ensured. Within the year 2022, training was provided by the Project Technology Office and the Quality Coordination under the following headings: Computer-Aided Instruction; Method and Technique Practices Specific to Different Disciplines; The Use of Learner-Centered Methods and Techniques in Online Environments; Method and Technique Practices with Web 2.0 Tools; Digital Measurement Tools; Method and Technique Practices Specific to Different Disciplines; Computer-Aided Instruction; Planning of Multiple Measurement Tools; Step-by-Step Introduction of Remote Measurement and the Portal. During 2022, 25 academic staff members participated in the educator training program, and these activities were carried out above the targets of the Faculty of Health Sciences Strategic Plan **(Evidence 6)**.

Work has been initiated to establish simulation laboratories that provide learning opportunities based on experiences closest to reality, with the aim of improving students' care skills. In the 2023 investment budget for improving laboratory conditions, technological materials such as a Computer-Assisted Patient/Nurse Care Simulator, a Computer-Assisted Birth Training Simulator, etc., were requested (**Evidence 7**).

A strong aspect of our faculty is having a management competency that takes into account global and environmental changes in higher education, as well as regional, national, and international goals and stakeholder expectations. The continued work on new laboratories with strong technological infrastructure is an area that is open to improvement.

Evidence

Evidence 1.Strategic Plan 2021-2023

Evidence 2.Decision of the Advisory Board of the Faculty of Health Sciences

Evidence 3.New Unit, Department and Program Proposals

Evidence 4.Senate Decision Regarding Conducting Courses and Examinations Face-to-Face **Evidence 5.**Courses for Digital Transformation

Evidence 6.Training of Trainers

Evidence 7.2023-2025 Investment Budget Preparation Studies

A.1.4. Internal Quality Assurance Mechanisms

Maturity Level: 4

Internal quality assurance system mechanisms are being monitored and improved together with the relevant stakeholders.

All academic and administrative staff, along with our faculty commissions' duties, powers, and responsibilities, have been defined for the implementation of the faculty's internal quality assurance mechanisms (**Evidence 1, 2**), and the unit's internal control monitoring and guidance committee and the quality committee continue their work actively (**Evidence 3, 4**). The unit's internal control monitoring and guidance committee contributes to the internal quality assurance process by carrying out the following responsibilities in order to ensure compliance of Bartın University's Internal Control System with the Public Internal Control Standards: preparing the Health Sciences Faculty Internal Control Standards Action Plan, determining control strategies and control methods, identifying risky areas by conducting process analyses of activities, preparing measures to bring risks under control, evaluating concrete

outputs aimed at monitoring actions related to the Public Internal Control Standards, and preparing reports as a result of periodic evaluation meetings held twice a year (June and December) (**Evidence 3**).

Quality Commission, in addition to carrying out quality assurance studies related to the evaluation of the Faculty's education-training and research activities as well as its administrative services and the improvement of their quality, and to support the quality management system activities of the Faculty's academic and administrative units in coordination with the Quality Coordination Office, encourages departments to enter the accreditation processes, ensures that the quality approach is adopted by all employees, and in the implementation of quality management processes; contributes to the establishment of an institutional culture based on participation, more effective and efficient use of resources, improving processes, and providing quality services, makes the necessary preparations for the external evaluation process, evaluates the compliance of newly developed forms in the Faculty with the quality process, and assumes an important role in the internal quality assurance process by preparing an activity presentation for the commission's work at the end of each term (**Evidence 4**). All members of the Commission share the role of the Quality Assurance System and the PUKÖ (Plan-Do-Check-Act) Cycle and the place of the PUKÖ cycle in the quality processes, PUKÖHe attended the 'Training on Evidence and Report Writing in Quality Processes, the Quality Assurance System and the PUKÖ Cycle' in order to implement the cycle more accurately by adopting it and to prepare internal evaluation reports systematically on a unit basis, in accordance with the criteria determined by YÖKAK (**Evidence 5**).

Within our faculty, all procedures and transactions are recorded using the current forms published by the Quality Coordination Office (**Evidence 6**). In this context, processes related to activities such as the start of using the exam question-and-answer form (**Evidence 7**), ensuring that the relevant departments track course syllabi and checklists at the beginning of the term and course files at the end of the term (**Evidence 8**), the faculty tracking the commission activity reports at the end of the year (**Evidence 9**), ensuring the review of e-course records in the middle of the term and at the end of the term (**Evidence 10**) 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 at the institution. The indicators included in the faculty's strategic plan are assessed for their achievement rates, which are determined twice a year in six-month periods, and are published as the Strategic Plan Monitoring and Evaluation Report (**Evidence 11, 12**). In line with our faculty's 2021 Unit Internal Assessment Report (BİDR) and the 2021 strategic plan monitoring and evaluation report, an action plan for 2022 has been prepared (**Evidence 11, 13**). In the assessments carried out, for indicators that could not be achieved, short- and long-term

improvements that needed to be made are sent to the relevant units, and whether these improvements take place during the process is monitored through the evaluation of the next internal assessment report and the evaluation of the strategic plan indicators (**Evidence 11, 12**).

In our faculty, the participation of internal stakeholders (academic and administrative staff, students) and external stakeholders (employers, professional organizations, research sponsors, students' relatives, etc.) in the quality assurance system is ensured and their contributions are facilitated (**Proof 14**). In our faculty's activities and in obtaining stakeholder feedback, integrated information systems such as the ÜBYS (University Information Management System), the Direct Procurement Follow-up System, the LYS (Logistics Management System), and the Automation System are used, along with academic and administrative mail groups and an instant messaging application (**Proof 15**).

In our faculty, an Internal Control Action Plan has been prepared, and whether the planned actions are carried out, as well as for actions that have not been implemented the measures that need to be taken, are reported to the departments in six-month periods and evaluated at the end of the year with the Internal Control Monitoring and Evaluation Report regarding whether the specified measures have been implemented (**Proof 16**). The evaluations conducted are discussed after the end of the year in Academic Board Meetings with the participation of all faculty members and the Faculty Secretary, and measures to be taken in the following year are determined (**Proof 17**).

Carrying out and disseminating activities within the PUKÖ cycle framework in our faculty is a strong aspect.

Evidence

Evidence 1. Faculty Job Descriptions

Evidence 2. Committees and Their Duties

Evidence 3. Minutes of the Unit Internal Control Monitoring and Guidance

Committee **Evidence 4.** Minutes of the Quality Committee

Evidence 5. Participation in the Quality Assurance System and PUKÖ (Plan-Do-Check-Act) Cycle Training

Evidence 6. Quality Documents

Evidence 7. Exam Question-Answer Form

Evidence 8. Course File Form

Evidence 9. Cover Letter for the Committee Activity Report

Evidence 10. Cover Letter for e-Lesson Records

Evidence 11. Strategic Plan Monitoring and Evaluation Report for 2022 (First Six-Month Period) of the Faculty of Health Sciences

Evidence 12. Strategic Plan Monitoring and Evaluation Report for 2022 of the Faculty of Health Sciences **Evidence 13.**Internal Unit Self-Assessment Report 2021

Evidence 14.Internal and external stakeholders of the faculty

Evidence 15.Internal Control Action Plan

Evidence 16. Action Plan Monitoring and Evaluation Report and Cover Letter **Evidence 17.** Academic Board Meeting

A.1.5. Public Information and Accountability

Maturity Level: 4

The unit is monitoring its mechanisms for informing the public and ensuring accountability, and it is improving them in line with stakeholder feedback.

The Turkish and English web pages of the Faculty of Health Sciences inform the public that, in all its work and procedures, the Faculty ensures that its site is user-friendly with up-to-date and accurate information in line with the principles of transparency and accountability. **(Proof 1)**.In the Faculty, a “Information Technology and Web Commission” has been established so that the Faculty’s website and social media accounts can operate regularly and efficiently, and its duties, powers, and responsibilities have been defined **(Proof 2)**.This commission both organizes the websites of the Faculty and its departments and ensures that the content remains continuously updated; makes the necessary announcements from the Faculty and departmental websites (meetings, seminars, symposiums, scientific and social activities, etc.); publishes analyses and evaluations for personnel and students within the scope of quality and accreditation processes on the website; updates the contact information of the Faculty’s academic and administrative staff; announces the scientific studies and projects of the Faculty departments on the website; updates graduate student information on the website; and ensures that all data, documents, and information related to the website are stored reliably.On the faculty’s website, which channels are to be used and how they are to be used has been designed, announced as accessible, and all notification steps have been systematically organized **(Proof 2)**.

Relationships with external stakeholders in the region, the local administrations they are associated with, other universities, public-sector organizations, non-governmental organizations, industry, and the local community are being assessed. Partnerships with other public institutions are announced on the website. A Cooperation Protocol between Bartın University and the Bartın Provincial Directorate of Health regarding vocational training practice for students studying in the field of health has been announced 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 2022 our web page was visited by 31456 people (**Evidence 4**), and this figure is above the target of our strategic plan that has been set in relation to informing the public and accountability for our faculty (**Evidence 5**). Again, in 2022, 302 news items were prepared regarding our faculty (**Evidence 1**), and it is seen that this figure is above the target set in our Faculty's Strategic Plan (**Evidence 5**). In addition, for the purpose of informing the public and ensuring accountability, the internal control documents on our faculty's website (**Proof 6**), unit activity reports, make-up exam application requests, and student lateral transfer results are published publicly in accordance with the Law No. 6698 on the Protection of Personal Data (**Proof 7**).

Publishing the Faculty Board and Faculty Management Board decisions publicly in accordance with the Personal Data Protection Law, publicly publishing unit activity reports, strategic plan reports, and internal control action plan reports from our Faculty's website in accordance with the Personal Data Protection Law is a strong aspect of our Faculty.

Evidence

Evidence 1. Faculty of Health Sciences Website News and Announcements

Evidence 2. Information Processing and Web Commission

Evidence 3. Cooperation Protocol between the Directorate of Health Services in Bartın and the students studying in the field of health for professional training practices

Evidence 4. Number of Visits to the Faculty WEB Page in 2022

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

Evidence 6. Faculty of Health Sciences Internal Control Documents

Evidence 7. Sample Web Announcements Compliant with KVKK

A.2. Mission and Strategic Objectives

A.2.1. Mission, Vision, and Policies

Maturity Level: 5

There are internalized, systematic, sustainable, and exemplary practices that can be demonstrated.

The mission of our faculty is “to train equipped health professionals who, with a student-centered approach, adopt lifelong learning as a principle, use scientific methods with an awareness of social responsibility, and contribute to the protection, improvement, and development of society's

health; who are committed to ethical values, capable of research, analysis, and synthesis, compatible with teamwork, fluent in foreign languages, and continuously renew themselves professionally and culturally, and who contribute to society and to universal science.” (**Evidence 1**).Our faculty’s vision is “to be a reputable faculty that, in the field of health sciences, in education, teaching, and practice, has achieved national standards, and that carries out research and applications targeting scientific and societal problems with a solution-oriented approach, with a strong institutional culture and sense of belonging, that is preferred through the education it provides.” (**Evidence 1**).The quality policy of the Faculty of Health Sciences; “is to use science and technology in order to enable interdisciplinary collaboration and teamwork in the health field, and to raise the health and quality of life of society; to be inquisitive, ethical, and respectful of human values; to have the necessary knowledge and skills in the professional fieldto train professionals and trainers”(Evidence 2).In order for our Faculty employees to adopt our Faculty’s mission and vision and to establish an awareness of working within this framework during working life, our Faculty’s mission and vision are regularly sent by email to all our employees (**Evidence 3**).Our Faculty’s department teaching plans have been prepared in line with our Faculty’s mission and vision and published on our Faculty’s website (**Evidence 4, 5**).In accordance with our Faculty’s policies, our work is ongoing, and we focus on writing student projects and involving as many students as possible in projects in order to improve our students’ research capacities and prepare them in line with the requirements of the 21st century. The concrete output of the activities we carry out in line with our mission— which we claim is not found in any Faculty of Health Sciences in our country and which we describe as an exemplary practice— is that in 2022, 37 TÜBİTAK 2209 A student projects were approved, and they involved 116 student projects, with the number increasing every year (**Evidence 6, 7**).

Evidence

Evidence 1.Faculty of Health Sciences Mission and Vision

Evidence 2.Quality Policy of the Faculty of Health Sciences

Evidence 3.Vision, Mission, Quality Policy Reminder Email Sample

Evidence 4.Nursing Department Curriculum Teaching Plan

Evidence 5. Social Work Department Curriculum Teaching Plan

Evidence 6.2021 Performance Program Implementation Report

Evidence 7. 2022 Strategic Plan Monitoring and Evaluation Report

A.2.2. Strategic Objectives and Goals

Maturity Level: 4

The unit follows its strategic plan and is reflected in future plans by evaluating it together with relevant stakeholders.

In line with our Faculty's strategic objectives and goals, we have identified 5 objectives and 23 goals to achieve these objectives. Strategic goals and indicators are also set at the level of departments. The Faculty of Health Sciences' strategic objectives and goals are as follows:

Objective 1. Increase student achievement through student-centered education

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

Goal 1.2. Education and training programs will be improved.

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

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

Goal 1.5. 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 activities 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. Disseminate and institutionalize entrepreneurial and innovative activities across our Faculty

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

Target 3.2. The number of research, application, and project activities related to entrepreneurship will be increased.

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

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

Objective 4. To increase social, cultural, and scientific activities aimed at 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 aimed at the region's development and growth will be increased.

Objective 5. To develop the institutional culture through participatory management and 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 level will be increased.

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

The stated objectives and targets are included in our Faculty's 2021–2023 Strategic Plan, and the status of achieving the annual target indicators over six-month periods is periodically monitored. (**Evidence 1, 2**). The second six-month follow-up of the strategic plan was carried out on 07 January 2022, and in addition, our Faculty's Internal Control Action Plan is also monitored in six-month periods. The annual report has been published on our website and announced to internal and external stakeholders (**Evidence 3, 4**). It has been determined that the internal control action plan was completed successfully. With the aim of implementing improvement practices, the first six-month report was discussed at the academic general assembly (**Evidence 5**). Within this scope, a participation level exceeding the target set in the strategic plan was achieved in the number of staff taking part in the training of our Faculty's instructors (**Evidence 4**). In addition, the adequacy level of training tools and materials, the number of students per instructor, the number of students participating in the double major program, the number of course curricula updated in line with stakeholder and societal expectations, the frequency of reviewing and updating course information packages, and the ratio of enrolled student numbers to the quota number the number of students who benefit from psychological counseling services, the number of students per counselor at the undergraduate level, the target level of students' satisfaction with academic counseling services has been achieved (**Evidence 4**). In our faculty, the target number of all kinds of social, cultural, sports, and educational activities related to individuals with disabilities organized has been achieved. The target number of activities carried out to increase the research competencies of teaching staff has been achieved (**Evidence 4**). The target number of academic staff participating in activities aimed at increasing the effectiveness of the training organized by the Project and Technology Office has been achieved. The targets for scientific events in which teaching staff participated actively, the total number of scientific publications, the number of national scientific events organized, and the number of events organized for contributing to society have been achieved successfully (**Evidence 4**). The targets have been achieved for the number of research projects funded by the public or private sector, the number of students assigned in national and international projects, the number of completed projects, and the number of scientific events in which teaching staff participated actively (**Evidence 4**). The number of faculty members who went abroad for research purposes has been reached the target (**Evidence 4**). The number of publications made by graduate students, the number of scientific

publications by faculty members, and the number of scientific publications and citations per faculty member have reached their targets (**Evidence 4**). Within our faculty's 2022 strategic plan, we have a total of 78 targets, and 55 of them (%70.5) have been achieved (**Evidence 4**). 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**). At the end of each year, the evaluations are discussed in 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 5**).

Within the framework of the faculty's strategic plan, it is a strength that all practices covering the strategic purposes and objectives of all units and areas are systematically monitored in alignment with the faculty's internal quality assurance system, evaluated together with stakeholders and measures are taken, ensuring continuity; this is a direction that could be improved.

Evidence

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

Evidence 2. 2022 Annual (First Six-Month) Strategic Plan Monitoring and Evaluation Report **Evidence 3.** 2022 Internal Control Monitoring and Evaluation

Evidence 4. 2022 Strategic Plan Monitoring and Evaluation Report

Evidence 5. Academic Board Agenda

Evidence 6. Feedback Regarding Unattained Targets

A.2.3. Performance Management

Level of Maturity: 4

In the unit, the functioning of performance indicators and performance management mechanisms are monitored, and improvements are carried out according to the monitoring results.

At our faculty and within its departments, the issues observed during the year and points considered for improvement are reviewed, and planning is carried out to support improvement. The departments within the faculty form the necessary improvement requests among themselves. At the faculty as well, the incoming requests are examined and, in line with available opportunities, attempts are made to implement the requested improvements (**Evidence 1**). Monitoring and evaluation of the implementation of our faculty's strategic plan and the status of reaching the performance indicators included in the strategic plan, as well as the monitoring, evaluation, and reporting activities for the activities and projects to be carried out in order to achieve the plan

objectives, are carried out by the Internal Control Monitoring and Evaluation Committee (**Evidence 2**). In addition to monitoring the performance indicators in the strategic plan, various events and studies were conducted within our faculty. Informative meetings and trainings were provided for both students and instructors; at the end of these, participants' views were gathered and planned within the PUKÖ cycle, and by controlling the implementations, the necessary precautions were ensured. In this context, our faculty's instructors have participated in training sessions related to improving their teaching and learning skills within and outside the university (**Evidence 2, 3**).

Practices covering all areas are regularly monitored in order to track and evaluate the research and development performance of faculty members, and the monitoring results are assessed together with stakeholders to take measures. The research performances of our faculty members are shown in the 2022 strategic plan (**Evidence 3**). Our faculty's research performance is measured regularly each year, and the results are evaluated at 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 monitored (**Evidence 3**). All performance indicators related to all fields/processes are monitored systematically in alignment with the institution's internal quality assurance system, and the results obtained are assessed together with stakeholders, used in decision-making, and measures regarding performance management are taken. Performance management systems in the unit are handled with a holistic approach. These systems help the unit continuously improve in line with its strategic objectives and prepare for the future. By being supported with information systems, the performance management is ensured to be correct and reliable. The performance management processes, reflecting the unit's strategic perspective, are carried out in a process-oriented manner with stakeholder participation (**Evidence 2**).

Our strength is ensuring the presence and monitoring of performance management mechanisms in the unit, as well as the continuity of making improvements according to monitoring results; this is an area for development.

Evidence

Evidence 1. Official Correspondence for Updating the Training Program and the Faculty of Health Sciences Strategic Plan 2022

Evidence 2. Report on Internal Control Monitoring and Evaluation for the Year 2022 (First Six-Month Period) and the Decision of the Academic General Board

Evidence 3. Strategic Plan Monitoring and Evaluation Report for the Year 2022

A.3. Management Systems

A.3.4. Process Management

Maturity Level: 4

Business process management mechanisms are being monitored and improved by evaluating them with the relevant stakeholders.

In our Faculty's strategic plan, the work flow processes regarding the structure of the management and administrative units have been defined and published on our Faculty website (**Evidence 1**). Taking into account the University's strategic plan, our Faculty prepared its own unit strategic plan, and within the scope of this plan it clearly states the organizational structure involved in process management and the titles and job descriptions of the employees within this structure (**Evidence 2**). In addition, in 2022, the "Bartın University Faculty of Health Sciences 2022-2023 Strategic Plan" of the Faculty of Health Sciences was revised, and the Bartın University Faculty of Health Sciences 2021-2023 Strategic Plan, the Nursing Department and the Social Work Department 2021-2023 Strategic Goals and Indicators were prepared (**Evidence 3, 4, 5**). Whether our Faculty and our departments have achieved their goals is monitored in 6-month periods, and the monitoring and evaluation report is published on our website (**Evidence 6**). In addition, a follow-up process is carried out to take the necessary measures regarding the goals that could not be achieved in the first 6 months (**Evidence 7**). Our University's YÖK legislation, TS-EN-ISO 9001:2015 Quality Management System Standards Based on the fundamental values of Bartın University; on our faculty's website, there are task and definitions so that our academic/administrative/support staff can carry out their duties, authorities, and responsibilities in accordance with the working rules and conditions. In this context, a process map has been created, with the individuals involved in the process, their titles, and job descriptions supported by detailed workflow charts (**Evidence 2**). In addition, in our Unit there are sensitive duties and a commission responsible for monitoring these duties (Unit Internal Control Monitoring and Guiding) (**Evidence 8**). At our faculty, orientation training is provided for all staff who begin their duties, and a Personnel Orientation Guide for our faculty staff, and an Student Orientation Guide for students, have been published on our website (**Evidence 9, 10, 11**). During our university's distance education process, the Bartın University Distance Education Practice and Research Center (BUZEM), which plays an active role in distance education, has defined every process in distance education, presenting the process owner, their duties and responsibilities, performance criteria, and the process map. In addition, our university has ensured effective management of the process by including many guide documents and videos on the compliance guides available on our website, such as 'Distance education for those who

are curious about it', 'General information video regarding the entire process', 'Information document on delivering courses through distance education', 'Example of using the e-lesson system for the first time – Summary of the entire process', 'Help guide for using the e-lesson system', and others.

(Evidence 10, 11).

To ensure coordination with our students regarding common compulsory courses, informational briefings were provided on the BUZEM website for instructors and students about the courses delivered via distance education (**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 14**). In accordance with quality standards, course documents uploaded to the e-lesson system are monitored using the report obtained from the Dean's Office through the e-lesson system. After reporting, feedback was provided for corrections. It was determined that adjustments were made in the system following the feedback (**Evidence 15**). Flowcharts for all processes carried out in our faculty have been prepared, and work and transactions are carried out in line with these processes. Our workflow charts are published publicly on our website (**Evidence 1**). In addition, in order to establish a certain standard for the conduct and planning of processes and to provide guidance, our university published the Process Handbook (**Evidence 16**).

Our faculty is in a rapid restructuring process and continues to develop. Within this scope, it is a strength that the faculty-related workflow processes, job descriptions, strategic objectives of the faculty and departments have been prepared, and that monitoring and evaluation processes are effectively operated, followed at regular intervals, and internal and external stakeholders are involved in the process.

Evidence

Evidence 1. Workflow Processes Web Visual

Evidence 2. Job Descriptions Web Visual

Evidence 3. Bartın University Faculty of Health Sciences 2021-2323 Strategic Plan

Evidence 4. Strategic Objectives and Indicators of the Nursing Department of the Faculty of Health Sciences **Evidence 5.** Strategic Objectives and Indicators of the Department of Social Work of the Faculty of Health Sciences **Evidence 6.** 2022 Annual (First Six-Month) Strategic Plan Monitoring and Evaluation Report **Evidence 7.** Upper Correspondence (Strategic Plan Unreached Objectives)

Evidence 8. Internal Control Documents

Evidence 9. Proof of Compliance Training

Evidence 10. Personnel Compliance Guide

Evidence 11. Student Adaptation Guide

Evidence 12.For UZEM Instructors

Evidence 13. For UZEM Students

Evidence 14. Distance Education Orientation (Adaptation) Activity (For Our New Students)**Evidence 15.** E-lesson Registration Upper Text

Evidence 16. Process Management Handbook

A.4 Stakeholder Participation

A.4.1 Internal and External Stakeholder Participation

Maturity Level: 4

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

In the faculty management processes, the participation of internal and external stakeholders in decision-making is ensured. A consultative board has been established so that internal and external stakeholders can take part in these processes (**Evidence 1**).Our internal stakeholder, the student representative, serves on the Faculty, Faculty consultative, and department boards (**Evidence 1, 2, 3**). In addition to the boards, our student representative participates in our Faculty quality commission, the peer mentoring working group, the accreditation working group, and the curriculum commission, thereby contributing to decisions (**Evidence 4, 5, 6**).Our internal stakeholders, the students, are ensured active participation in the education and training processes through meetings at the beginning and end of each term (**Evidence 7, 8**).In addition, academic staff serve on academic and consultative boards (**Evidence 1, 3, 9**).

Mutual exchange of information and views is carried out with our external stakeholders. In the internal quality assurance system, particularly student and external stakeholder participation and activity are available. The results of these activities are evaluated, and related improvements are carried out (**Evidence 10**) .

Faculty of Health Sciences monitors stakeholders' perceptions of how well the needs and expectations of internal and external stakeholders are met through stakeholder satisfaction surveys conducted at specific intervals, brainstorming sessions, meetings, request, suggestion and complaint forms, and face-to-face interviews. Our faculty also tracks whether the services it provides meet the conditions requested by stakeholders and follows their satisfaction levels. Stakeholders' satisfaction levels are monitored, discussed, and reported by measuring them at least once a year (**Evidence 11, 12,**

13, 14).In addition, through the Rectorate Communication Center (RIMER), which has been established by our University, it is possible to convey stakeholders' requests, suggestions, and complaints 24/7. Once the applications made via RIMER reach the channels of the senior management, a response is provided as soon as possible (**Evidence 15**). In the Faculty, there were 5 RIMER applications in 2022 (**Evidence 16**).The application was assessed and the necessary explanations were provided (**Evidence 17**).At the same time, CIMER applications are followed up in our Faculty and there are no complaints. In our Faculty, there are no complaints received from the suggestion, request, and complaint boxes placed in specific locations in the faculty building in order to express requests, suggestions, and complaints more easily. Ensuring that academic and administrative staff are available on-site during working hours, the planned delivery of academic advisory services (**Evidence 18**),and meetings regularly held by the administration at the beginning and end of each term (**Evidence 9**)are used to minimize complaints.These practices are included as unique applications developed by the unit in line with its needs.

Department Board and Academic General Assembly meetings held within the faculty are announced via the UBYS system and take place with the participation of all relevant staff (**Evidence 19, 20**).The Faculty Secretary (**Evidence 9**)participates in Academic Board meetings. At Department Board meetings, a student representative also attends meetings where the agenda includes matters related to education and training in order to convey students' views (**Evidence 21**).

A strength of our Faculty is ensuring representation of our internal stakeholders—students and academic staff—in the Department, Academic, and Advisory Boards; that the Faculty's Advisory Board is formed with the participation of both internal and external stakeholders; and that students' participation in their education and training processes is ensured through student meetings conducted by the Faculty administration at the beginning and end of each term. Ensuring that student representations are expanded across committees is a development area for our Faculty.

Evidence

Evidence 1.Faculty Advisory Board Web Visual

Evidence 2.Faculty Board Members Web Visual

Evidence 3.Sample Department Board Decision

Evidence 4.Department Board Decisions Regarding the Establishment of the Curriculum Commission and the Peer Mentoring Study Group

Evidence 5.Quality Commission Members, Duties, Powers, and Responsibilities

Evidence 6.Accreditation Working Group Department Board Decision

Evidence 7.End-of-Term Student Feedback Meeting Web Visual Conducted by the Dean's Office

Evidence 8.Beginning-of-Term Student Feedback Meeting Web Visual Conducted by the Dean's Office

Evidence 9.Sample Academic Board Decision

Evidence 10.Sample Advisory Board Decision

Evidence 11.Web Visual of Student Course Satisfaction Survey Results

Evidence 12.Sample Results of Student Advising Satisfaction Surveys

Evidence 13.Sample Social Work Department Academic Advising Evaluation Report

Evidence 14. Academic General Assembly Where Student Course Satisfaction Survey Results Were Discussed

Evidence 15.RİMER Application Page Web Visual

Evidence 16.RİMER Application Web Visual

Evidence 17.RİMER Response Web Visual

Evidence 18.Example of Academic Advising Hours for Faculty **Evidence**

19.Example Formal Invitation Letter for the Department Board Meeting

Evidence 20.Example Formal Invitation Letter for the Academic General

Assembly Meeting **Evidence 21.**Example of a Department Board Decision

A.4.2. Student Feedback

Maturity Level: 4

In all programs, practices regarding the collection of student feedback are monitored and improved based on student participation. The results of the feedback are reflected in the decision-making processes.

In our faculty, student feedback regarding educational processes is given importance. Our student representative takes part as a member in the Faculty Board and the Faculty Advisory Board, the Quality Commission, the Peer Mentoring Working Group, the Accreditation Working Group, and the Curriculum Commission, and by participating in department board meetings, plays an active role in decision-making processes (**Evidence 1, 2, 3, 4, 5**).The faculty administration holds evaluation meetings with students at the beginning and end of each term to receive feedback (**Evidence 6, 7**).Our advising faculty members regularly hold face-to-face/

online online meetings to receive feedback from students regarding educational and instructional as well as managerial processes, and after obtaining this feedback, they make plans (**Evidence 8**). In addition, feedback is also collected from our students through periodic end-of-term satisfaction surveys (**Evidence 9**). The results of the surveys are discussed in the academic board, and departments and teaching staff are notified, with requests to carry out improvement activities (**Evidence 10**). At the same time, our university's RİMER center The requests, demands, and complaints that reach us are evaluated in our students' decision-making processes. Regarding our faculty, there were a total of 5 applications to RİMER in 2022 (**Evidence 11, 12**). Regarding our students' application topics, regular meetings are held by our academic advisor faculty members; meeting agendas are determined in order to complete any missing information for the students; and the monthly meeting reports are sent to the Dean's Office (**Proof 8, 13**). In addition to enabling our students to communicate face-to-face with our Faculty's academic and administrative staff, they can also easily communicate via the "Contact Us" option on our Faculty's website, the email addresses for the Faculty of Health Sciences (sbf@bartin.edu.tr) and for the departments, e-lesson system communication tools, and social media accounts (**Proof 14, 15, 16**).

A strong aspect of our Faculty is the representation of students in boards and committees, the continuity of satisfaction surveys, the regular meetings conducted by our advisor faculty members, and the student feedback meetings at the beginning and end of each term held by the Dean's Office. This is an area open for improvement in terms of students' lack of willingness to attend the meetings.

Proofs

Proof 1. Faculty Advisory Board Web Visual

Proof 2. Faculty Board Members Web Visual

Proof 3. Sample Department Board Decision on the Establishment of the Curriculum Committee and Peer Mentoring Working Group

Evidence 4. Quality Commission Members, Their Duties, Powers, and Responsibilities

Evidence 5. Accreditation Working Group Decision of the Department Board

Evidence 6. End-of-Term Student Feedback Meeting Web Visual Conducted by the Dean's Office

Evidence 7. Beginning-of-Term Student Feedback Meeting Web Visual Conducted by the Dean's Office

Evidence 8.Examples of Academic Advising Meeting Minutes

Evidence 9.Web Visual of Student Course Satisfaction Survey Results

Evidence 10.Example of Academic Board Decision

Evidence 11:Web Visual of the RIMER Application Page

Evidence 12:Web Visual of the RIMER Application

Evidence 13.Official Letter for Advising Meeting

Evidence 14.Webpage Visual of the Faculty of Health Sciences

Evidence 15.Example Visual of the Faculty of Health Sciences Social Media

Account **Evidence 16.**Web Visual of the E-Learning System Message Box

A.4.3. Management of Alumni Relations

Maturity Level: 3

There are alumni tracking system practices implemented across all of the programs in the unit.

Within the faculty, the Department of Nursing and the Department of Social Work actively carry out education and training activities; however, no graduates have been provided yet. With regard to planning and carrying out studies on how the achievements gained by graduated students are evaluated in working life, and on strengthening the relationship between our Faculty and our graduates, the Faculty Alumni Communication Commission has been established and has started its work. The Alumni Communication Commission structure has also been formed at the level of departments (**Proof 1**). All events organized by our University's Career Planning, Practice and Research Center are announced to our students with the aim of contributing to their career planning from now on (**Proof 2, 3**). Our faculty's academic staff works in cooperation with the Career Planning, Practice and Research Center to arrange courses for our students and graduates (**Proof 4**).

Our University's Career Planning, Implementation and Research Center, which provides services to contribute to our students' career planning and to support their development along their career path, is introduced and the services it offers are explained during the orientation training organized for the 1st-year students of our Faculty (**Evidence 5, 6**). At the same time, at academic advising meetings, our faculty members also introduce our students to the University's Career Planning, Implementation and Research Center (**Evidence 7**). In addition to the Career Center, our students are also informed by faculty-advisor mentors about the

National Internship Program (USP) organized by the Office of the Presidency Human Resources Office, and they are encouraged to participate (**Evidence 8**). In 2022, the number of students who applied for the National Internship Program (USP) was 128 (**Evidence 9**).

Our faculty supports all activities carried out so that its students can improve their professional skills, recognize their self-efficacy, and acquire information in order to make decisions regarding their careers. In this context, the Western Black Sea Career Fair, held on 25–26 March 2022 and in which our University participates as a stakeholder, was announced to our students and they were encouraged to attend (**Evidence 10, 11**). In addition, our faculty has begun preparations for the 9th Employment and Career Days, to be held on 24–26 May 2023, for which our University aims to increase career opportunities and bring together employers, students, and graduates (**Evidence 12**). Another strong aspect of our faculty is that a Alumni Communication Committee has been established in our faculty and departments, enabling our students to gain career-related information before graduating and to be guided regarding participation in activities.

Evidence

Evidence 1. Establishment of the Alumni Communication Committee, Faculty Administrative

Board Decision **Evidence 2.** Sample Web Visual of Courses Announced to Students and Alumni

Evidence 3. Example of a Course Announcement Directed to Students and

Graduates **Evidence 4.** Career Planning, Implementation and Research Center

Course Posters **Evidence 5.** Web Visual of the Alignment Training Announcement

Evidence 6. Student Alignment Handbook 2022-2023 for the Faculty of

Health Sciences **Evidence 7.** Example of an Academic Advising Meeting

Evidence 8. Example of an Academic Advising Meeting

Evidence 9. Strategic Plan Monitoring Report 2022

Evidence 10. Western Black Sea Career Fair Announcement Web Visual

Evidence 11. Official Letter: List of Students to Attend the Western Black Sea

Career Fair **Evidence 12.** Official Letter for the Preparation of the Career Days Event

A.5. Internationalization

A.5.1. Management of Internationalization Processes

Maturity Level:3

The organizational structure for managing internationalization processes in the unit has been completed; it operates in a transparent, inclusive, and participatory manner.

There is an Erasmus Commission operating within our faculty. Except for Farabi, which is the national mobility program, all other commissions carry out their work in order to achieve our university's internationalization goals (**Evidence 1**).The commissions hold regular meetings so that they can fulfill their duties and continue their activities (**Evidence 2**).In the Erasmus Exchange Program of our faculty, there are currently agreements with 4 countries, namely Lithuania Siaulia University, North Macedonia Goce Delcev University, Latvia Riga Medical College of the University of Latvia, and Kosovo University for Business and Technology – Higher Education Institution; if our students so wish, they can also do internships at many other universities or organizations besides these institutions (**Evidence 3**).Increasing the number of universities with which agreements are made is among the areas our faculty needs to develop. In order to encourage our students to gain international experience, our faculty also carries out educational activities (**Evidence 4**).So that our faculty students can better master and manage the processesFor this purpose, an “Erasmus Information Document” has also been prepared (**Evidence 5**).Our faculty's academic staff are increasing the number of publications in internationally recognized journals each year, and this contributes significantly to our university's recognition (**Evidence 6**).The proportion of international students enrolled in our faculty's departments is 22.89%. In this regard, our students have the opportunity to gain experience in international joint work and to establish international connections for their future lives (**Evidence 7**).The regular meetings held by our commissions play an important role in managing the internationalization process (**Evidence 8**).At our faculty, the Erasmus and Mevlâna Unit Coordinators and Assistants continue their activities in cooperation with the Erasmus and Mevlana Coordinators' Offices (**Evidence 9, 10**).

Our faculty attaches importance to internationalization, and in this context, increasing the number of international publications is a strong aspect. The limited number of student

exchange programs that our faculty offers for use abroad is an area open for development, as is the insufficient level of student and faculty member mobility.

Evidence

Evidence 1. Erasmus, Mevlâna and Farabi Commission Member Lists and Duties, Authority, 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 2022

Evidence 7. Our Student Profile

Evidence 8. Sample Meeting Minutes

Evidence 9 Erasmus Unit Coordinators

Evidence 10. Mevlâna Unit Coordinators

A.5.3. Internationalization Performance

Maturity Level: 4

Internationalization activities in the unit are monitored and improved.

At our Faculty, the Unit Activity Report and Strategic Plan Follow-up 6-Month Reports are used to monitor internationalization performance. Through these reports, the number of international students, the numbers of students and staff benefiting from international exchange programs, the numbers of incoming students and staff, the number of internationally supported projects, international events, and publications are monitored as internationalization indicators. In 2022, we have a total of 476 students within our Faculty, and 109 of these students are international students. Accordingly, the proportion of international students within the total student number targeted for 2022 in our Faculty's Strategic Plan at 19% was realized as 22.89%. The number of international publications within the number of publications made in international scientific journals per faculty member (SCI, SCI Expanded, SSCI, AHCI), targeted for 2022 in our Faculty's Strategic Plan at 1%, was realized as 1.5% (**Evidence 1, 2, 3**). There are no international partnership/supported projects within our Faculty. Our faculty organizes informational meetings and prepares guides so that students can gain insight into international mobility. Within this scope, Erasmus promotional

events enable students to obtain detailed information about opportunities for study and internship mobility abroad (**Evidence 4, 5**). Faculty member mobility took place under the Erasmus KA171 program. (**Evidence 6**). In addition, our 2 students and 1 Associate Professor Doctor and 1 research assistant benefited from international programs. Additionally, 1 Associate Professor Doctor serving in our Faculty is carrying out a project abroad within the scope of an international project, as part of a postdoctoral scholarship program. (**Evidence 7, 8, 9**). Our faculty has achieved its international publication targets and continues to maintain its progress in this regard; the fact that it is not yet at a sufficiently high level internationally is an area that remains open for development.

Evidence

Evidence 1. 2022 Annual (First Six-Month Period) Strategic Plan Monitoring and

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

Evidence 3. Our Student Profile

Evidence 4. Health Sciences Faculty Erasmus Information Meeting

Evidence 5 Erasmus Information Document

Evidence 6. Erasmus Acceptance Document

Evidence 7. Erasmus Acceptance Document Student

Evidence 8. TÜBİTAK–2219 PhD Abroad

Evidence 9 TÜBİTAK–2219 PhD Abroad

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 evaluated together with relevant stakeholders to enable continuous improvement.

The Faculty of Health Sciences has active student intake for the Nursing Department and the Social Work Department. The Nursing Department curriculum has been arranged and course contents have been prepared in line with the National Core Education Program, by taking into account the views of internal and external stakeholders (**Evidence 1**). Similarly, the Social Work Department curriculum has been developed by collecting the opinions of internal and external stakeholders in accordance with the national and international program qualification framework (**Evidence 2**). Considering the needs of the society, in the 2023–2024 academic year, a faculty board decision was made to admit students for

the first time to the Department of Nutrition and Dietetics, the Department of Child Development, and the Department of Midwifery, and to open the Department of Speech and Language Therapy, and the necessary work has been initiated; the application process is ongoing (**Evidence 3**).The learning outcomes of all courses of the faculty departments have been defined, a mapping between program outcomes and course outcomes has been established, and the information has been shared with the public through the course information package system (**Evidence 4**).After the senate decision regarding conducting the 2022–2023 academic year through face-to-face and distance education was taken, ortUpdates have been made to enable the required courses to be delivered via distance education (**Evidence 5**). In our faculty, within the scope of our university’s Safe Campus applications, courses that will be delivered face-to-face in the nursing department—with a high number of students—have been offered by splitting them into sections A and B in order to dilute the students. (**Evidence 6**). By preparing the course file initiated within our faculty in 2020, in 2022 the course syllabi of the courses included in the curriculum, the assessment and evaluation of the courses, and the status of achieving program outcomes were carried out (**Evidence 7**). The alignment of each course’s learning outcomes with the program outcomes is provided in the Bologna course information package. At the beginning of each academic year, the alignments of course learning outcomes with program outcomes are updated (**Evidence 7, 8**).Assessments regarding the program designs for our Faculty’s education and training 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 Bartın University Survey Implementation Directive, through program competencies, program objectives, course learning outcomes, and activity planning (**Evidence 9**). The student satisfaction survey results for academic staff were discussed in the academic board, official notification was sent to the units by correspondence, and the units are requested to carry out improvement efforts by making use of these monitoring results and reports (**Evidence 10**).In addition to these, accreditation study groups have been established in our Faculty and accreditation activities have been initiated (**Evidence 11**).

In line with the leadership of the faculty’s top management, developing awareness regarding accreditation efforts within the institution is one of our strengths.

Evidence

Evidence 1.Nursing Department National Core Curriculum

Evidence 2.Social Work Department National Core Curriculum **Evidence 3.**Upper-Level Correspondence Regarding Newly Planned Departments and Student Intake **Evidence 4.**Course Information Package

Evidence 5.Decision Documents Related to the Distance Education of Common Compulsory Courses **Evidence 6.**Splitting Courses into Sections as A and B

Evidence 7.Sample Course File

Proof 8.Course Syllabus Writing

Proof 9.Academic and Administrative Staff and Student Satisfaction Results

Proof 10.Sample of an Official Letter Regarding Course Evaluation Satisfaction Survey

Results **Proof 11.**Letter on the Formation of Accreditation Working Groups

B.1.2. The Course Distribution Balance of the Program

Maturity level: 4

In the programs, the balance of course distribution is monitored and improved.

The structure of the programs in our faculty and the balance of course distribution are available on the Bartın University Information Package web page. The 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 choose. In the distributions under the heading “Curriculum Plan” of the program, compulsory courses, along with elective courses within the department and outside the department, are presented together in the same table along with their ECTS. On the Bartın University Information Package web page, under the heading “Curriculum Plan,” an additional section for elective courses is provided in the page; elective courses within the department and outside the department are listed in a way that includes the course code, course title, and credit weights. In addition, in the relevant tables, the weights of all elective and compulsory courses—such as ECTS, local credits, theory, practice, and laboratory—can be seen together and compared (**Evidence 1**). Students are intended to become acquainted with different disciplines through elective courses outside the department. In-department elective courses are related to the diploma field that students are affiliated with, while out-of-department elective courses consist of other courses offered at the university and are announced on our faculty’s official website (**Evidence 2**). In addition, the goal of making the elective course application more flexible in later periods is included in our faculty’s strategic planning (**Evidence 3**). Since the number of courses and the weekly course hours are arranged so that students can also allocate time to non-academic activities, our students can take part in online activities aimed at their individual, social, and cultural development (educational club activities, conferences, meetings, competitions, seminars, discussions, introductions, etc.). Principles, rules, and methods regarding the distribution of courses in our faculty’s programs have been defined. The curriculum structure (syllabus) takes into account the balance between required and elective courses outside the field, and provides opportunities for cultural depth and recognition of different disciplines. The number of courses and the weekly course hours are arranged so that the student can also allocate time to non-

academic activities. Within this scope, the suitability and functionality of the course information packages developed are monitored for their intended purpose and improvements are made. With the authority granted by the department heads to the relevant instructors through the University Information Management System, information is entered by the instructors through the same system, and the “Course Definitions and Contents” is checked (**Evidence 1, 4, 5**). In addition, at our Faculty, we place importance on supporting our students’ social development, and activities are carried out in which students take an active role (**Evidence 6**).

Having a faculty course schedule design, along with its being completed at 100%, evaluated, monitored, and having the information packages completed at 100%, is a strong aspect.

Evidence

Evidence 1. Nursing Department Curriculum Plan

Evidence 2. Department Elective Courses Pool

Evidence 3. Strategic Plan Monitoring and Evaluation Report

Evidence 4. Social Work Department Program Training Plan

Evidence 5. Dean's Office Letter Regarding Completion of the Course Information Package

Evidence 6. Activities

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.

The program description, program outputs, course descriptions for each course, course learning outcomes, program outputs, and the linkage between program outputs and learning outcomes for our Faculty’s Nursing Department and Social Work Department are presented in course information packs. Similarly, under the heading “Program’s Teaching Plan,” another matrix is included that shows the relationship between course/program outputs. This matrix indicates 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 packs can be accessed from the institution’s Bartın University Information Package website (**Evidence 1, 2, 3**). At each term, course syllabi and checklists for each course are prepared and monitored by the departments; and again at the end of each term, course files are prepared in which the relationship between the course learning outcomes and program outputs is demonstrated, and these are checked by the department heads (**Evidence 4, 5**).

The sustainability of the alignment between course learning outcomes and program outputs is a strong aspect of our Faculty.

Evidence

Evidence 1.Course Information Package

Evidence 2.Nursing Department Program Training Plan

Evidence 3.Social Work Department Program Training Plan

Evidence 4.Course Syllabus and Checklist Cover Letter

Evidence 5.Course File Cover Letter

B.1.4. Course Design Based on Student Workload

Maturity level: 4

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

In calculating course credits, student workload is based on enabling students to gain the knowledge, skills, and competencies determined according to the Turkish Qualifications Framework for Higher Education and planned on a program basis. In calculating student workload, the weekly class hours of the course in question, the time allocated for preparations such as assignments, projects, and presentations if there is study time outside the class, and the study time required for exams are taken into account, and the total workload is determined for each course. The obtained total workload is divided by the total number of semester ECTS credits to determine the ECTS credits of each course included in the programs. The workload of internships and practices that students can carry out in domestic and/or foreign workplace environments is determined in accordance with the Bartın University Associate, Undergraduate Teaching and Examination Regulations and is included in the program's total workload (**Evidence 1**). Students' assignments, in-class presentations, in-year practical activity, and all courses they take are also indicated with ECTS workload in the diploma supplement and are included in the course syllabi (**Evidence 2, 3**).

In the Education Catalogue within the information package website of Bartın University, the student workload credits for programs at all levels are defined and shared with stakeholders. Activities related to the entirety of the courses offered within our faculty have been prepared in detail in this context and have been incorporated into the course information packages (**Evidence 4**). The workload-based monitoring of the courses included in the programs was carried out through student evaluation surveys (**Evidence 5**).

To design courses based on students' workload, it is envisaged that some courses will be delivered through distance education (**Evidence 6**). In line with this objective, a total of 12

courses were delivered via distance education in the Spring term of the 2021-2022 academic year and in the Fall term of the 2022-2023 academic year (**Evidence 7, 8**).

One of the strengths in our faculty is having processes in place for designing, evaluating, and updating the course curriculum. Since our faculty does not graduate students, the inability to monitor these processes is an area open to improvement.

Evidence

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

Evidence 2.Sample Student Transcript

Evidence 3.Sample Course Syllabus

Evidence 4.Student Workload Credits by Program (Education Catalog)

Evidence 5.Student Course Evaluation Surveys

Evidence 6.Faculty Board of Management Decisions

Evidence 7.Half-Year Performance Program Implementation Report for

2022 **Evidence 8.**Performance Program Implementation Report for 2022

B.1.5. Monitoring and Updating of Programs

Maturity level: 4

Program outputs are monitored through these mechanisms, and they are updated by also taking the opinions of relevant stakeholders into account.

In the delivery of our faculty's courses, in addition to face-to-face lectures, course notes are uploaded to the e-course system (**Evidence 1**).In the course files, within the scope of multi-faceted assessment, the workload each course creates for students, the impact of each activity used for assessment purposes—such as examinations, assignments, and practices—on the course's learning outcomes, and the course's impact on program outputs are documented (**Evidence 2**).In addition, analyses are carried out in the course files regarding the learning objectives for each exam question and the program outputs, and they are submitted to the department head (**Evidence 2, 3**).

To effectively carry out curriculum plan changes and course schedules in our faculty, a Curriculum Committee has been established in the Nursing Department (**Evidence 4**). **In the education catalog, the name of the Internship course in the Nursing Department's curriculum has been changed to the HEM 402 Professional Practice course (Evidence 5). Within the scope of the HEM 402 Professional**

Practice course, the Nursing Department has requested practice control forms in line with the expected outcomes from each of its departments (Evidence 6). The professional practice evaluation forms for the HEM 402 Professional Practice course and the principles for the conduct of the course were discussed at the department board meeting (Evidence 7, 8). At the department boards, the learning outcomes for the HEM 402 Professional Practice course determined by the Nursing Department Curriculum Committee and the feedback of the 4th-year Nursing students regarding the Professional Practice course were discussed (Evidence 9, 10). Work has started to monitor and update the programs (Evidence 11). For the Nursing Department, accreditation working groups have been formed and preparations for the self-evaluation report have begun (Evidence 12, 13).

Updating and monitoring the current course schedule is a strong aspect. The work to be carried out after our faculty graduates students is an area open to improvement.

Evidence

Evidence 1.Sample Course Notes in the E-Lesson System

Evidence 2.Sample Course File

Evidence 3.Faculty Internal Correspondence for Preparing the Course File

Evidence 4.Decision to Establish the Curriculum Committee

Evidence 5.The Inclusion of the HEM 402 Vocational Practice Course in the Education Catalog
Evidence 6.HEM 402 Vocational Practice Course Application Control Forms

Evidence 7.Department Board Meeting on Discussing the Principles of Vocational Practice

Evidence 8.Department Board Meeting on the HEM 402 Vocational Practice Course's Vocational Practice Evaluation Forms

Evidence 9.Department Board Meeting on Learning Outcomes for the HEM 402 Vocational Practice Course

Evidence 10.Department Board Meeting on Feedback from 4th-Year Students of the Nursing Department

Evidence 11.Department Board Meeting for Monitoring and Updating Programs
Evidence 12.Department Board Meeting of Accreditation Working Groups

Evidence 13.Department Board Meeting to Prepare the Self-Assessment Report

B.1.6. Management of Education and Training Processes

Maturity level: 4

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

Our faculty, to manage education and training processes in a holistic manner; within the framework of organizational structure, it is carried out through an education committee composed of expert human resources, an orientation/intake committee, curriculum committees, and in accordance with the activities of these committees (**Evidence 1, 2, 3, 4, 5, 6**). At our faculty, undergraduate students who successfully run the major program for double major, minor, and intra-institutional transfer can also study in order to obtain an associate (undergraduate/pre-graduate) diploma in a second field (**Evidence 7**).

Within our Faculty, as part of our university's Safe Campus practices, courses to be delivered face-to-face to the nursing department, where the number of students is high, are provided by organizing the classes into sections A and B in order to reduce student density (**Evidence 8**). For 1st-year students in the Nursing Department and the Social Work Department, who are newly starting at our Faculty, orientation training was carried out based on the student orientation guide (**Evidence 9, 10**). While the elective courses within our Faculty are related to the diploma field to which students belong, elective courses outside our Faculty consist of other courses offered at the university and are announced on the official website of our Faculty (**Evidence 11**). In addition, the goal of making the elective course application practice more flexible in the future is included in our Faculty's strategic planning (**Evidence 12**). The management of education and training processes is carried out by obtaining students' feedback and evaluating the level of satisfaction with students' academic advising services (**Evidence 13**). Students were provided with necessary support through the activities of the Guidance and Psychological Counseling Commission established within our Faculty (**Evidence 1, 14**).kli support has been provided (**Evidence 1, 14**).

Among the teaching and learning methods used in our faculty are methods such as theoretical lecture delivery, assignments, student presentations, group work, role play, show-and-do (demonstration and practice), and brochures (**Evidence 15, 16, 17, 18, 19**). The evaluation of the outputs of different teaching methods is carried out using different assessment and evaluation methods. These include student assignment files, preparing brochures, written and oral exams, as well as self- and peer-assessment (**Evidence 20, 21, 22, 23**).

In our faculty, a strong aspect is that courses are delivered by being divided into sections in the nursing department, that we provide our newly enrolled students with regular orientation

training, and that there are elective courses as well as arrangements for non-departmental elective courses. The fact that there are no students enrolled in the dual major program, and conducting studies on this matter, is an area open to improvement.

Evidence:

Evidence 1.Education Committee

Evidence 2.Sample Education Committee Decision

Evidence 3.Department Exemption and Placement Committee

Evidence 4.Sample Department Exemption and Placement Committee Decision

Evidence 5.Curriculum Committee

Evidence 6.Sample Curriculum Committee Decision

Evidence 7.Double Major, Minor, and Institutional Internal Lateral Transfer Directive

Evidence 8.Splitting Courses into Sections A and B

Evidence 9.Student Orientation Guide

Evidence 10.Student Adaptation Training Web Visual

Evidence 11.Department-Outside Elective Course Pool

Evidence 12.Strategic Plan Monitoring and Evaluation Report

Evidence 13.Results of Satisfaction Level with Academic Advising Services

Evidence 14.Student Evidence Supported by the Sample Guidance and Psychological Counseling Committee

Evidence 15.Example of Course Presentation in the E-Lessons System

Evidence 16.Our Faculty's Sample Student Assignment

Evidence 17.Sample Student Presentation

Evidence 18.Sample Role Play, Show-and-Do Assignment

Evidence 19.Sample Brochure Assignment

Evidence 20.Student Assignment Instructions

Evidence 21.Brochure Preparation Assignment Instructions

Evidence 22.Sample Lesson File

Evidence 23.Summary and Peer Assessment

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 improved with the participation of relevant internal stakeholders.

Our faculty's teaching method is focused on interactive learning, aiming for effective learning by ensuring students take an active role in their classes. Among the types of education, different methods are preferred, such as face-to-face, distance, and blended models. In our courses, an educational approach is used that is appropriate to the needs of the education type; it includes student-centered, competency-based, process- and performance-focused approaches across disciplines, an integrative perspective, and approaches that prioritize learning based on cases/practice. By focusing on deep learning, teaching methods are selected by taking into account students' interests and motivation. The face-to-face education processes are enriched by using multiple assessment methods and by uploading lecture notes to the e-course system together with synchronized videos of the lessons (**Evidence 1**). The curriculum, methods, and multiple approaches support students' participation in their research processes. For this purpose, students have been encouraged to carry out TÜBİTAK 2209-A projects, and with the acceptance of a total of 37 projects from our Faculty in 2022—within the fields of nursing and social work—116 students have taken roles in the projects (**Evidence 2**). In all these processes, academic staff's adequacy... In order to increase its effectiveness, instructors are encouraged to participate in training, and participation in the trainings as well as the implementation of all these processes—carrying out, monitoring them, and taking the necessary measures—are systematically evaluated (**Evidence 3, 4**). As an internal stakeholder, meetings were held with the student representative's participation in the Faculty and Department Boards, as well as the participation of students, administrative staff, and academic staff at the beginning and end of the term (**Evidence 5, 6**).

At the departments of our Faculty, at the beginning of the academic term, teaching methods and techniques related to the course are monitored with "Course Syllabi and Checklists." At the end of the academic term, reporting is also carried out with "Course Files" regarding alignment between the course learning outcomes and program outcomes. Along with these practices, it is a strong point that the instructors are participating in the instructor training.

Evidence

Evidence 1: Sample course file

Evidence 2:Project Acceptances

Evidence 3.Bartın University Education Catalog

Evidence 4.Strategic Plan Monitoring and Evaluation Report

Evidence 5. Participation of the Student Representative in the Academic Board and the Department Board **Evidence**

6. Meetings at the Beginning and End of the Term with Students, Administrative Staff, and Academic Staff

B.2.2. Measurement and Evaluation

Maturity Level: 4

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

In our faculty, the defined processes specified in the Education-Teaching 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 in to UBYS with their passwords and follow their own processes. In order to ensure that the assessment tools and methods used to measure student achievement contribute to alignment with course learning outcomes, instructor training activities were carried out (**Evidence 2**). In the university's 2019-2023 strategic plan, there are also goals aimed at effectively measuring learning outcomes and students' satisfaction, and organizing assessment methods at the distance education postgraduate level (**Evidence 3**). The continuity of measurement and evaluation (multiple exams, assignments, projects, etc.) implementation of the methods to ensure monitoring of the courses uploaded to the e-lesson system (**Evidence 4, 5**) and the course files delivered at the end of the term are regularly requested by the administration (**Evidence 6**) and are prepared and sent for evaluation by all instructors (**Evidence 7**). The administration supports the proper implementation of measurement and evaluation methods, and each academic staff member is duly appreciated (**Evidence 8**). Our faculty's measurement and evaluation committee carries out the evaluation of exam questions and related statistical analyses for the courses conducted in the departments (**Evidence 9,10**). In addition, in our faculty, rules to be followed in the exam have been determined for students and instructors to enable exams to be conducted effectively (**Evidence 11**).

A strong aspect in the evaluation of our faculty's teaching and learning activities is the implementation of multiple measurement and evaluation methods.

Evidence

Evidence 1.Bartın University Associate and Undergraduate Education, Teaching, and Examination Regulations

Evidence 2.2022 Performance Program Implementation Report

Evidence 3.Strategic Plan (2021-2023)

Evidence 4.E-course Records

Evidence 5.E-course Registration Review Report

Evidence 6. Course File Official Correspondence

Evidence 7.Sample Course File

Evidence 8.E-course Thank-You Letter

Evidence 9.Assessment and Evaluation Committee

Evidence 10.Faculty of Nursing Measurement and Evaluation Committee Activity Report

Evidence 11.Examination Rules to Be Followed

B.2.3. Student Admission, Recognition and Credit Transfer of Prior Learning

Level of Maturity: 4

Processes related to student admission, recognition of prior learning, and awarding of credits are monitored, improved, and updates are announced

Student admission to the undergraduate-level programs of our Faculty is completed through the centralized placement process resulting from the central exam administered annually by ÖSYM and then the student preferences applied thereafter. Based on the placement results produced by ÖSYM for student admission, all departments of our Faculty have full occupancy, with the nursing department having an enrollment rate of 98.72% and the social work department an enrollment rate of 97.65% (**Evidence 1**).The lowest and highest scores of the 2022–2023 nursing students enrolled in the Faculty are 336.57267–381.72194; for social work, they are 282.71646–316.81445 (**Evidence 1**).Students admitted from abroad are placed according to the results of international exams or the Foreign Student Examination (YÖS) conducted by state universities. How this placement process is carried out is determined by a directive prepared by the University Senate (**Evidence 2**)

In terms of recognition of prior learning, the student may submit a request for exemption at the beginning of the semester in which they first enroll for the courses they previously completed at another higher education institution (Horizontal Transfer, Vertical Transfer Exam, Courses completed by those who

graduated from another higher education institution). Which of the courses the student requests an exemption from will be accepted is determined based on the opinion of the faculty member teaching the course and/or the department/program placement advisory committee. The grades and letter equivalents of the courses for which the student is granted exemption are recorded on 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, crediting, and placement of achievements acquired outside of a higher education institution, the administrative procedures regarding the recognition of prior official learning are carried out by the units’ education-training placement advisory committee and are recorded in the students’ transcripts (**Evidence 3**).

Under the “Regulation on the Procedures for Transfer Between Associate’s Degree and Bachelor’s Degree Programs, Double Major, Minor (Yandal), and Making Credit Transfers Between Institutions in Higher Education Institutions”; in line with the directives and principles determined by the University Senate, applications for horizontal transfer from other higher education institutions to our university’s equivalent programs are being received and evaluated based on the score from the central placement examination, with the additional clause-1 for horizontal transfer. For our faculty’s programs at the equivalent level, Double Major and Minor (Yandal), as well as in-institution horizontal transfers, are carried out objectively and openly for everyone through the guides and announcements published on the university’s website (**Evidence 4**).

The use of multiple teaching methods and the application of teaching techniques that are appropriate to students’ needs and motivations are strengths of our faculty. A further improvement opportunity is to enhance awareness regarding the improvement of teaching processes and to continue the related studies by using effective teaching methods and techniques in our faculty.

Evidence

Evidence 1.Our Student Profile

Evidence 2.Directive on Admission and Registration Procedures for International Students

Evidence 3.Directive on Recognition of Prior Learning at Bartın University **Evidence 4.**Directive on Double Major, Minor (Secondary Program), and Intra-Institutional Horizontal Transfer

B.3. Learning Resources and Academic Support Services

B.3.1. Learning Environment and Resources

Maturity level: 4

Monitoring and improvement are carried out for the development and use of learning resources

Our faculty has appropriate infrastructure, resources, and facilities to achieve the qualified graduate competencies it targets and to carry out its education and training activities, and it ensures that learning opportunities are sufficient and accessible to all students. Our faculty provides support services for students' academic development and career planning. The classrooms and laboratories in our faculty; learning resources such as textbooks, online books, documents, videos, etc. are of appropriate quality and quantity, are accessible, and have been made available to students for their knowledge and use. In our faculty building, there are 14 classrooms, provided that 8 of them are actively used. The Anatomy Laboratory, Nursing Skills Laboratory, and First Aid are available on a total area of 195 square meters and are open for use by students and teaching staff. For the relevant courses to be conducted in the laboratories, we have necessary equipment such as models, slides, and similar materials (**Evidence 1, 2, 3**). In order to enable students to develop their care skills, for the establishment of simulation laboratories that provide learning opportunities based on the most realistic experience possible, Work has started. In the 2023 investment budget aimed at improving laboratory conditions, technological equipment such as a Computer-Assisted Patient/Nurse Care Simulator and a Computer-Assisted Birth Training Simulator were requested (**Evidence 4**).

Within our infrastructure facilities, our university also has a library that our faculty members and students can benefit from. Our library provides printed and electronic publications through purchase, donation, or subscription in order to support education and training and research activities carried out at our university and to meet the information and document needs required by academic staff, students, and other users. Especially during the global epidemic period, the library's resources have also been diversified. At our university's library, there are subscriptions to many databases; through this, students and faculty members are provided with access to these databases, contributing to their professional development. In addition, the "Vetis" cloud-based library service platform is used, which enables access to the subscribed databases from outside the institution without any configuration (**Evidence 5**).

Through the Library Publication Request System (KYTS), publications that are desired to be available in the university library can be requested, and any type of publication requested by students and faculty members is sought to be provided promptly (**Evidence 6**). With the “Pocket Library” application, it is possible to access the library from smart phones, and a range of processes can be carried out using this application, from taking out books without scanning the catalog (**Evidence 7**). The status of our faculty students benefiting from the facilities of our university’s libraries is monitored through strategic-planning follow-up and evaluation. In order to increase the opportunity to benefit, recommendations are also made by our instructors for publications that need to be acquired by the library and they are submitted to the Library and Documentation Department (**Evidence 8, 9**).

The use of the learning environment and resources is monitored and improved. In our Faculty, there is a learning management system that is user-friendly and ergonomic, and that can fully meet the needs of education and teaching. It offers opportunities for developing enriched content, as well as for measurement and evaluation and in-service training, including both synchronous and asynchronous learning. The participation of the instructors working in our Faculty in university internal and external training activities organized to enhance their competence in delivering courses and conducting assessment and evaluation in distance education has been ensured (**Evidence 8**). In addition, instructors teaching in our Faculty are expected to prepare course files for the courses for which they assume responsibility at the end of the term (**Evidence 10**). Thus, it is planned to compare in a concrete manner the relationship between the learning objectives of the courses and the program outcomes. The learning environment and resources are oriented toward improving student-student, student-instructor, and student-material interaction. Student opinions aimed at improving learning resources are collected through methods such as surveys according to the nature of the course and these opinions are included in course planning (**Evidence 11**). During the term, students were encouraged to use different technological methods and programs in line with the assignments given (**Evidence 12**). In addition, a TÜBİTAK 2209-A project is being carried out in our Faculty in which different teaching methods such as game-based learning are being tested, and learning resources are being developed through student-participatory methods (**Evidence 8, 13**).

A strong aspect of our Faculty is that the classes and the laboratory have sources such as textbooks, online books, documents, videos, etc. with appropriate quality and quantity that are accessible. A development-oriented aspect is increasing the number of students who benefit from the learning environments and resources of our Faculty.

Evidence

Evidence 1.Faculty Anatomy Laboratory

Evidence 2.Faculty Nursing Skills Laboratory

Evidence 3.First Aid Laboratory

Evidence 4.Investment Budget Preparation Studies for the 2023–2025 Period

Evidence 5.Library, “Vetis” Library Services Platform

Evidence 6.Library Publication Request System

Evidence 7.Our Pocket Library Application

Evidence 8.Strategic Plan Monitoring Report for 2022

Evidence 9. Book Purchase Requests

Evidence 10.Course File Cover Page, Course File Sample

Evidence 11.Course Evaluation Surveys

Evidence 12.Sample Assignments

Evidence 13.TUBITAK 2209-A Project Example

B.3.2. Academic Support Services

Maturity level: 4

In the unit, internalized, systematic, and exemplary practices regarding students’ academic progress and career planning are monitored, and they are improved with students’ participation.

Our Faculty’s School of Nursing and Department of Social Work counselors take part in following and guiding the academic development of students, and in providing support regarding academic issues and career planning. At our Faculty, one instructor provides academic counseling for approximately 23 students (**Evidence 1, 2**).The day and time range in which faculty members and staff will provide counseling to their students is determined and indicated in the weekly lesson plans (**Evidence 3**).Counseling services are monitored monthly by the Dean’s Office through the Department Chairpersons. The counseling instructors report the meetings they conduct to the Department Chairpersons at the end of each month (**Evidence 4**).In-person and online methods are used for students to reach their counselors. Within this scope, all instructors who act as counselors hold agenda-based meetings with the students they counsel, either in person or online, once every two weeks. In these meetings, students’ requests, complaints, and

suggestions are addressed, and information is provided regarding the orientation guide. This service is considered a best-practice example because it has been carried out in a sustainable manner for years (**Evidence 4**). The level of students' satisfaction with academic advising services is determined through the Academic Advising Evaluation Survey. The compliance of the survey results with the Faculty's Strategic Goals is evaluated at the end of each term (**Evidence 1, 2, 5**). In 2022, the percentage of our students who were satisfied with the advising services was calculated as 89.3% for the Department of Social Work, 93.4% for the Department of Nursing, and an average of 91.35% (**Evidence 5**). At our Faculty, there are psychological counseling services so that students can receive counseling when needed. These services are accessible (in person and online) and have been made available to students. The number of students who benefit from this service is reported (**Evidence 6, 9**). In 2022, the number of students who benefited from psychological counseling services was reported as 28 (**Evidence 2, 6**).

In line with the academic support services provided by our faculty, 37 TÜBİTAK student projects have been accepted in which our students have developed a project culture and our instructors and staff conduct their advisory work (**Evidence 1, 2, 7**).

Through our faculty's academic support services, 128 students applied to the Presidential National Internship Program (**Evidence 2, 10**). Within the scope of our faculty's academic support services, a total of 24 activities were carried out in 2022 for the personal development of students (**Evidence 1, 2, 8**). Our students are encouraged to join student clubs as part of our academic support activities, and as of 2022, 228 of our students have club memberships (**Evidence 1, 2**).

Our faculty's instructors hold meetings with the students they advise every two weeks and closely monitor the students' academic progress, provide internship opportunities, and encourage them to apply for projects—this is our strong point. It is our area for improvement to develop how students who need it are guided to benefit from psychological counseling services.

Evidence

Evidence 1. 2022 Faculty Strategic Plan

Evidence 2. 2022 Faculty Performance Program Implementation

Report **Evidence 3.** Door Label

Evidence 4. Minutes of Academic Advising Records

Evidence 5. Academic Advising Satisfaction Survey Results

Evidence 6.Lists of Activity Participants of the Guidance and Psychological Counseling Services Commission **Evidence 7.**List of Accepted TÜBİTAK Student Projects

Evidence 8.Activities Carried Out for Personal Development

Evidence 9.Report of the Guidance and Psychological Counseling Services Commission

Evidence 10.List of Students Applying to the Presidential National Internship Program

B.3.3. Facilities and Infrastructure

Maturity level: 4

The use of the facilities and infrastructure is monitored and improved in line with needs.

Our faculty's facilities and infrastructure (cafeteria, technology-equipped study areas; health, transportation, information services, distance education infrastructure, and indoor and outdoor sports areas) are suitable in terms of both quality and quantity, are accessible, and have been made available for students' information and use. The University campus, where our Faculty is also located, known as the Ağdacı Campus, was established on an area of 87.520,00 m². On the Ağdacı Campus, there are the Bartın Faculty of Forestry, the Faculty of Health Sciences, the School of Foreign Languages, the Bartın Vocational School of Health Services, the Mehmet Akif Ersoy Lecture Hall and Faculty Member Building, the Yahya Kemal Beyatlı Lecture Hall, the Distance Education Application and Research Center, the Preschool Education Application and Research Center, the Forest Products Application and Research Center, the Continuing Education Application and Research Center, the Renewable Energy Application and Research Center, the Career Planning Application and Research Center, the Language Education-Teaching Application and Research Center, the First Aid Center, the Child Education Application and Research Center, and the General Coordination of the Project and Technology Office, as well as workshops, administrative units, dormitories, and social-sports facilities (**Evidence 1**).In 2022, our Faculty's... First Aid Training Center has been established (**Evidence 2, 3**).Our university has 3 indoor sports halls, 2 fitness rooms, and 7 outdoor sports facilities at the Ağdacı and Kutlubey Campuses. Within our faculty, there is a table tennis table available for students to use (**Evidence 5,6**). The number of students benefiting from the sports facilities in 2022 is 29 (**Evidence 4,7**).With regard to access to the facilities, it provides an advantage in every respect because students can easily reach both the Ağdacı and Kutlubey campuses using the institution's shuttle vehicles, municipal public buses, administrative and academic staff, as well as students' private vehicles, and because the campuses are located at a distance of 10 km from the city center (**Evidence 1**).

The classes and laboratories in our faculty; educational books, online books, documents, videos, etc. are suitable in terms of both quality and quantity, accessible, and made available for students' information/use. Our faculty has an Anatomy, First Aid, and Nursing Skills Laboratory, providing services in a total area of 110 square meters with 14 classrooms, on the condition that 8 are actively used, and it is open for use by students and teaching staff (**Evidence 3, 8, 9**).

Our faculty's strong aspect is that the social and sports facilities, classrooms, and various centers, as well as the Anatomy, First Aid, and Nursing Skills Laboratories, are of appropriate quality and quantity and are accessible; increasing the number of students who benefit from these facilities, centers, laboratories, and resources is a development-oriented aspect.

Evidence

Evidence 1.2022 Faculty Strategic Plan

Evidence 2. Application for Opening the First Aid Education and Instructor Training Center **Evidence 3.** Our Faculty's First Aid Education Center

Evidence 4.2022 Strategic Plan Monitoring and Evaluation Report

Evidence 5.University Promotion Brochure-Sports Complex

Evidence 6.Faculty Table Tennis Table

Evidence 7.Fitness Center Usage Statistics

Evidence 8.Our Faculty's Anatomy Laboratory

Evidence 9.Our Faculty's Nursing Skills Laboratory

B.3.4. Disadvantaged Groups

Maturity level: 4

Practices for monitoring access to educational opportunities for disadvantaged groups are carried out, and improvements are made by also taking into account the views of disadvantaged groups.

Access to educational opportunities for disadvantaged, fragile, and underrepresented groups (people with disabilities, the poor, minorities, migrants, etc.) is provided by considering equality, fairness, diversity, and inclusion. The distance education infrastructure has been established taking into account the needs of these groups. At university campuses, there are barrier-free university practices in line with identified needs. At the 2022 Barrier-Free University Awards, our University

received awards in three categories: Accessibility in the Site (Orange Flag), Accessibility in Education (Green Flag), and Accessibility in Socio-Cultural Activities (Blue Flag) (**Evidence 1**).

There is a disabled student in our faculty, and our disabled students are supported by the Office of the Coordinator for Disabled Students, with coordination provided with all units. In the Directive of the Office of the Coordinator for Disabled Students, the necessary arrangements have been made regarding this issue, and studies are carried out in accordance with these arrangements (**Evidence 2, 3**). Throughout the education process of disabled students, in order to identify their needs in various areas and the difficulties they encounter, and for the purpose of meeting the identified needs and eliminating the difficulties, all units of our University take an active role, and they are directed to participate in the activities organized by our Faculty and to help raise awareness among our students. Within the scope of the 10–16 May Week for Persons with Disabilities, an activity titled “Overcoming Barriers with Music Therapy” was carried out online by the Department of Social Work at the Faculty of Health Sciences (**Evidence 4**). In the scope of 21 March World Down Syndrome Day, an activity titled “Down Syndrome in Every Aspect” was organized in our Faculty (**Evidence 5**). A blue-lid collection event titled ‘Let Lids Turn Into Wheels’ for people with disabilities to obtain wheelchairs was carried out by our faculty’s teaching staff and students (**Evidence 6**). Within the scope of December 13, World Day of Persons with Disabilities, an event titled ‘I Have My Health Checkups, I Enjoy Sports.’ was carried out by our faculty (**Evidence 7**). Our faculty Nursing Department students and, in cooperation with the Bartın Autism and Persons with Disabilities Support Education Solidarity Sports Club Association, held an event with the theme ‘We Have No Obstacle to Sharing Life.’ (**Evidence 8**). Within the project supported by the Turkish Employment Agency titled ‘We Are Here to Support Healthy Living Too,’ which was created by the faculty’s instructors and staff, trainings were conducted (**Evidence 9**).

Considering that students with disabilities may encounter certain problems during the teaching and learning process, guides have been prepared for our academic and administrative staff so that our disabled students studying at our university can make the most efficient use of the education process and so they are guided. Within the educational process of our students with disabilities, service request forms (note-taking support or course partner service) and academic adaptation forms (audio recordings, course resources and materials in digital format, etc.) have been prepared in order to receive and assess service requests under the scope of 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, which explains in detail the course’s detailed plan, the weekly topics to be

covered, assignments, assessment criteria, attendance requirements, expectations, etc., is presented in written and/or electronic format according to the student's preference. Within the scope of distance education, it is possible to include it in a digital environment (**Evidence 10**). In addition, electronic formats of course notes and presentations and audio recordings are provided. All notes and presentations related to the course are also uploaded to the Bartın University Distance Education platform. At the beginning of the term (within the first two weeks of the term) and/or at least 48 hours before each course, these resources are made available for access by students with disabilities (**Proof 11**). Our Faculty attaches importance to the arrangements for the education and training and examination processes of students with disabilities, and the measures to be taken have been determined (**Proof 12**). Our Faculty building is also arranged to be accessible to persons with disabilities. In this context, entry to the building is provided via a disabled access ramp; there is a disabled restroom on the ground floor; and access to all lecture room floors from the ground floor onward is provided by an elevator. In addition to the fact that our student cafeteria is located on the ground floor, space has also been allocated for persons with disabilities in the parking lot (**Proof 13**). As part of these activities, our Faculty has applied for the 2022 awards for Accessibility in the Workplace (Orange Flag), Accessibility in Education (Green Flag), and Accessibility in Socio-Cultural Activities (Blue Flag) (**Proof 14**).

It is a strong point of our faculty that the necessary arrangements are being made to enable disadvantaged groups to access educational opportunities and that these arrangements are monitored by the Dean's Office, and that various activities are organized in order to raise our students' awareness of disadvantaged groups. It is an area open for improvement that our faculty building's accessibility for individuals with disabilities is being enhanced.

Evidence

Evidence 1. University of Bartın Disabled University News Text

Evidence 2. 2022 Faculty Strategic Plan

Evidence 3. University Senate Decision

Evidence 4. "Overcoming Barriers with Music Therapy" Online Event

Evidence 5. "Down Syndrome in Every Aspect" Event

Evidence 6. "Let the Lids Turn into Wheels" Event

Evidence 7. "I Have My Health Checkups Done; I Enjoy Myself with Sports"

Event **Evidence 8.** "There Is Nothing to Prevent Us from Sharing Life." Event

Evidence 9. "We Are Here Too to Support Healthy Living." Project

Evidence 10. Academic Adaptation Forms

Evidence 11. Sample E-course Enrollment Record

Evidence 12.Faculty Administrative Board Decision

Evidence 13.Suitability for People with Disabilities Inside the Building (Photographs)

Evidence 14.2023 YÖK Flagship Awards Application for Barrier-Free Universities

B.3.5. Social, Cultural, and Sports Activities

Maturity level: 4

Social, cultural, and sports activity mechanisms 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 Faculty's Strategic Plan (**Evidence 1, 2**). Our University has 3 indoor sports halls, 2 fitness halls, and 7 outdoor sports facilities (**Evidence 3, 4**). Our University organizes sports activities for the purpose of making use of students' time outside of classes, fostering their interest in sports, encouraging them to participate in sports, and protecting physical and mental health, and ensures that our university's academic and administrative staff can benefit from sports services and facilities. At our University, within the Ağdacı Campus, which also includes our Faculty, there is a state-of-the-art conference hall equipped with an imaging system and simultaneous sound system with a capacity for 210 people (**Evidence 3, 5**). In the aforementioned conference hall, Conferences, Symposiums, Panels, and training seminars are held 5 days a week, and if necessary also on weekends (**Evidence 5**).

In our faculty, 22 events were organized in 2022 for the purpose of contributing to society. This number is above the strategic plan target and shows that we have achieved the target (**Evidence 2, 8**). In 2022, 8 social, cultural, and sports training activities related to persons with disabilities were carried out. The faculty strategic plan target has been reached (**Evidence 2, 9**). In 2022, the annual number of activities of student clubs within the scope of social and cultural activities was reported as 26. This number is satisfactory and is above the strategic plan target (**Evidence 1, 2, 10**). In 2022, the number of students benefiting from our University's Sports Facilities was 29. This number shows that the strategic target was not achieved (**Evidence 1, 2, 6**). The number of students benefiting from our University's library services is 662. This number shows that the strategic target has been achieved (**Evidence 1, 2, 7**).

Our faculty's strength is that students' participation in scientific, cultural, social, and sporting activities is encouraged by our academic staff and members; and that various events and various club activities are carried out on topics such as contributing to society and raising

awareness about people with disabilities. An area open to improvement is increasing the number of students who make use of our university's infrastructure and facilities to carry out scientific, cultural, social, and sporting activities.

Evidence

Evidence 1. 2022 Faculty Strategic Plan

Evidence 2. 2022 Faculty Performance Program Implementation Report

Evidence 3. Student Adaptation Guide

Evidence 4. University Introduction Brochure-Sports Complex

Evidence 5. Conference Hall Visual

Evidence 6.List of Students Benefiting from Sports Facilities **Evide-**

nce 7.List of Students Benefiting from Library Services **Evidence 8.**

Events Organized for the Purpose of Contributing to Society

Evidence 9.Trainings Conducted on Disability

Evidence 10.Student Clubs Activities

B.4. Academic Staff

B.4.1. Appointment, Promotion, and Assignment Criteria

Maturity level: 4

The results of appointment, promotion, and assignment practices are monitored, and measures are taken by evaluating the monitoring outcomes.

In the appointment of the education and teaching staff, in the recruitment of teaching staff with qualifications appropriate to the program, the Bartın University Directive on Criteria for Promotion to and Appointment as Faculty Members (**Evidence 1**), which began to be implemented as of 16 August 2019, the “Regulation on Amendments to the Regulation on Determining and Using Standard Staff Positions for Teaching Staff in State Higher Education Institutions” (**Evidence 2**), published in the Official Gazette dated 02 November 2019 and numbered 30936, the provisions of the “Regulation on the Procedures and Principles Regarding the Central Examination and Entrance Examinations to Be Applied in Lateral Appointments or Direct Appointments to Positions of Teaching Staff Other Than Faculty Members” published in the Official Gazette dated 09 November 2018 and numbered 30590 (**Evidence 3**), “Procedures and Principles Regarding the Graduate Education of Those Appointed to Research Assistant Positions in Priority Fields and Other Matters” (**Evidence**

4)and “Procedures and Principles Related to the Employment of Teaching Staff with Foreign Nationality” are taken into account (**Evidence 5**).At our faculty, the hiring, appointments, and promotions of teaching staff are carried out in accordance with the relevant legislation, including within the...through announcements published in newspapers and in the Official Gazette. In this process, respectively; a request for staff is received from the units, the requests are discussed by the University Administrative Board, a letter requesting permission to use staff is sent to the Council of Higher Education (YÖK), announcements are issued for the approved positions, and appointment and promotion procedures are carried out in accordance with the appointment criteria of the academic personnel obtained by the senate decision. The needs of the departments of our faculty are discussed in our department board meetings and are presented in line with the decisions taken unanimously (**Evidence 6**). The announcements for the teaching staff to be recruited into the departments of our faculty are published on our university’s website in accordance with the specified legal regulations and the results are published (**Evidence 7, 8**).Within the year 2022, a total of 16 teaching staff members started their duties at our faculty, including: 1 associate professor doctor, 1 doctor faculty member, 4 lecturers, and 2 research assistants in the nursing department; 1 doctor faculty member and 3 research assistants in the social work department; 2 doctor faculty members in the midwifery department; 1 research assistant in child development; and 1 research assistant in the nutrition and dietetics department (**Evidence 9**).

Regarding the course assignments of teaching staff, the matters are shared transparently as “in accordance with the Principles to be Followed in Determining Course Workload and in the Payment of Additional Lecture Fees (**Proof 10**),” by discussing and deciding—through the participation of all teaching staff in the Department Board Meetings—on the course workload and distribution balance according to the areas of expertise of the teaching staff (**Proof 11**). The performance of the teaching staff in the courses they teach is assessed through course satisfaction surveys, and in the 2021-2022 academic year spring term, the course satisfaction rates for the courses delivered are above 80% (**Proof 12**).

A strong aspect is that the processes regarding the determination of teaching staff standard quotas and making requests for the areas in need are decided and determined in the Department Board Meetings held with the participation of all heads of the departments (anabilim dalı), and that the course assignments are distributed fairly by considering the teaching staff’s areas of expertise and the balance of course workloads. A development area is the continuation of employing teaching staff in line with their field of expertise.

Proofs

Proof 1.Directive on the Criteria for Promotion to the Academic Title of Bartın University Faculty Member and Appointment

Evidence 2.Regulation on Amendments to the Regulation Concerning the Determination and Use of Standard Staff Positions for Teaching Staff at State Higher Education Institutions, published in the Official Gazette dated 02 November 2019 and numbered 30936

Evidence 3.Regulations on the Procedures and Principles Regarding the Central Examination to Be Applied in Appointments by Lateral Transfer or Direct Appointment to Teaching Staff Positions Other Than Faculty Members and the Entrance Examinations

Evidence 4.Procedures and Principles Concerning the Graduate Education of Those Appointed to Research Assistant Positions in Priority Fields and Other Matters

Evidence 5.Procedures and Principles Regarding the Employment of Teaching Staff with Foreign Nationality

Evidence 6.Sample Faculty Board Decision

Evidence 7.Example Preliminary Evaluation Results Announcement

Evidence 8.Sample Announcement Requirement

Evidence 9.2022 Newly Appointed Academic Personnel

Evidence 10.Principles to Be Followed in Determining Course Load and in Paying Additional Course Fees **Evidence 11.**Faculty Board Decision on the Course Sharing

Evidence 12.Results of the Student Course Satisfaction Survey

B.4.2 Teaching Competencies and Their Development

Maturity level: 4

Findings obtained from practices aimed at improving teaching competency are monitored, and follow-up results are discussed together with teaching staff to take corrective measures.

Research and scientific activity by our faculty members within Turkey and abroad are supported by our Faculty. Faculty members are encouraged to increase their activities by taking advantage of mobility opportunities such as Erasmus and funding sources such as TÜBİTAK (**Evidence 1, 2, 3**). Participation in and encouragement for programs such as congresses, seminars, training, and conferences related to the teaching staff's fields are provided (**Evidence 2, 3, 4**).

Our faculty provides participation in instructional trainings for newly appointed academic staff. During 2022, the Project Technology Office and the Quality Coordinatorship organized trainings under the following titles: Effective Communication and Problem Solving Training, Classroom Management, Computer-Assisted Instruction, Method and Technique Implementation Practices Specific to Different Disciplines, Use of Learner-Centered Methods and Techniques in Online Environments, Method and

Technique Implementation Practices with WEB 2.0 Tools, Gamification Technique, Preparing Rubrics, Reliability, Digital Measurement Tools, Method and Technique Implementation Practices Specific to Different Disciplines, Computer-Assisted Instruction, Planning of Multiple Measurement Tools, Step-by-Step Remote Measurement and Portal Introduction. During 2022, 25 academic personnel participated in the instructional training; 2 activities were organized to improve the research competencies of the instructors; and these activities were carried out above the targets set in the Strategic Plan of the Faculty of Health Sciences.

(Proof 3, 5).

In addition to supporting overseas research and scientific activities, activities are organized such as an information meeting about the Erasmus Exchange Program, which aims to encourage faculty members within the faculty to conduct overseas research and participate in scientific activities **(Proof 6, 7)**. At our Faculty, 1 Research Assistant benefited from the Erasmus exchange program, and a project in which 1 faculty member received support within the scope of the TÜBİTAK–2219 Postdoctoral Research Scholarship Program is still ongoing at Manchester Metropolitan University. In addition, 2 of our students were sent abroad for education within the scope of Erasmus—Learning Mobility **(Proof 8)**.

At our Faculty, requests for in-service training from academic staff were collected and reported to the Rectorate; within this scope, it is a strength to ensure regular participation in trainings such as training the trainers so that especially new academic staff and all instructors can be followed up in their attendance for trainings related to teaching competencies, and can learn and use interactive active teaching methods and distance education processes. Preparing the trainings on specific and unit-specific topics, as well as increasing the number and variety of training sessions, is an area open for improvement.

Proofs

Evidence 1. Bartın University Erasmus Exchange Program Directive

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

Evidence 3. Bartın University Faculty of Health Sciences Strategic Plan 2022 Performance Program Implementation Report

Evidence 4. Document for the Payment Order of the Conference

Participation Fee **Evidence 5.** Certificate of Participation of Academic

Staff in the Training Education **Evidence 6.** Erasmus Information Meeting

Evidence 7. Erasmus Information Document

Proof 8. International Mobility of Faculty Members and Students

B.4.3. Incentives and Awards for Educational Activities

Maturity level: 4

Incentive and award practices are being monitored and improved.

In addition to encouraging faculty members to participate in trainings, measures are determined at Academic Board Meetings held at the end of each term regarding targets that cannot be achieved in line with the Strategic Plan of the Faculty of Health Sciences (**Evidence 1**). Within the appointment and promotion criteria of faculty members, educational and teaching activities are included (**Evidence 2**). The fact that our faculty members have participated in a greater number of training activities compared to previous years is considered an indicator of the importance they attach to educational and teaching activities (**Evidence 3**). The contributions of our faculty members to the educational and teaching processes are also appreciated through internal Faculty follow-ups (**Evidence 4**). The Bartın University Academic Performance and Project Awarding Directive exists in order to regulate the methods and rules regarding the awards to be given to encourage increasing the academic performance of the faculty members assigned to our Faculty (**Evidence 5**). Students at our Faculty are encouraged to take part in scientific activities through the Students' Directive for Supporting Participation in Scientific Activities in Turkey and Abroadis being carried out (**Evidence 6**). Our Faculty's 2021-2023 Strategic Plan and the Performance Program Achievement Reports prepared for 6-month periods are used to monitor the results, and the necessary improvements are made. In this context, the number of instructors who wished to benefit from the 2022 academic incentive payment increased significantly compared to the previous year (**Evidence 7**).

At our Faculty, it is a strength that research and development activities are monitored and measured in line with our Faculty's 2021-2023 Strategic Plan and the Performance Program Achievement Reports prepared for 6-month periods, that the Faculty's participation in activities aimed at improving the scientific competencies of instructors is encouraged, and that there are incentive mechanisms to increase instructors' academic performance. At our Faculty, a weakness is the absence of a promotion and rewarding system aimed at improving teaching and training performance.

Evidence

Evidence 1.Performance Program Implementation Report for the Year 2022 of the Strategic Plan of the Faculty of Health Sciences at Bartın University

Evidence 2.Directive on Criteria for Promotion and Appointment to Academic Positions at Bartın University **Evidence 3.** Unit Activity Report

Evidence 4. Sample Letter of Thanks from the Nursing Department

Evidence 5.Directive on Academic Performance and Project Awards

Evidence 6.Directive to Support Students' Participation in Scientific Activities within and outside the Country

Evidence 7.Academic Incentive Application 2021-2022 Unit Point Table

C. RESEARCH AND DEVELOPMENT

C.1. Management of Research Processes and Research Resources

C.1.1. Management of Research Processes

Maturity Level: 4

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

At the Faculty of Health Sciences, monitoring research and development processes within their management and organizational structure is evaluated within the research process management through methods such as following guidance and motivation processes by encouraging academic staff to participate in activities aimed at increasing their research capacity, organizing activities (**Evidence 1, 2**), making news on our faculty's official web page in order to appreciate academic staff who have won research scholarships, whose projects have been accepted, and who have received awards at scientific events, and to encourage other instructors (**Evidence 3, 4, 5**), awarding the Academic Performance Award, and implementing the Directive on Supporting Participation in Domestic and International Events (**Evidence 6**). At our university, 5. At the Academic Performance and Project Awards Ceremony held within the R&D Market scope, our Faculty's Department of Nursing, Department of Midwifery, and Department of Social Work—academic staff who published the most in journals in the Q1, Q2, and Q3 categories—received the “Academic Performance Award” in the publication category. Our Faculty's instructors, who serve as project leaders for projects supported by external funding that last 12 months and longer than 12 months, also received the “Academic Performance Award” in the project category (**Evidence 7**). In addition, a faculty member from our

Faculty's Department of Nursing conducts her project supported under the "TÜBİTAK 2219 International Postdoctoral Research Fellowship Program" at the Manchester Metropolitan University, Faculty of Health, Psychology and Social Care (**Evidence 8**).

At our faculty, the targets for research and development processes have been set out in the Faculty Strategic Plan, and the realization status of the targets is monitored on a six-month and annual basis (**Evidence 9, 10**). At the end of the year, in the Academic Board Meeting held, measures to be taken regarding targets that were not achieved for the next six months/year are determined (**Evidence 11**).

The Faculty of Health Sciences' physical, technical, and financial research resources are sufficient and aligned with its mission, goals, and strategies. The University evaluates the diversity and adequacy of the resources, changes in internal University resources over the years, areas open to improvement, and the expectations of academic staff through an academic staff satisfaction survey conducted by the University (**Evidence 12**). The assessment report of these surveys is prepared by our University's Quality Coordination Office and published on its website. In addition, continuous improvement efforts are carried out in the resources in line with the requests made by academic staff to improve the diversity and adequacy of the resources (**Evidence 13, 14**). There is support from Bartın University's Scientific Research Projects (BAP) for all researchers. The success of academic staff publishing in the categories of awards won and projects supported by our Faculty staff is shared on the Faculty's webpage. In addition, our University's competitive promotion criteria are also applied in our Faculty (**Evidence 15**). By our Faculty, the orientation of academic staff to external university resources is increased in line with our University's mission and objectives through training and news published on the website (**Evidence 16, 17**). For this purpose, participation of our Faculty's academic staff in training and events organized by the support units working on behalf of our University is encouraged.

Our Faculty's strong aspect is carrying out activities aimed at increasing our instructors' awareness in order to improve quality in scientific publications, as well as carrying out infrastructure work that will provide resources for scientific studies. For the effective use of resources, obtaining project support from external funds and increasing the number of project applications are areas open to development.

Evidence

Evidence 1. "G-Power Analysis in Health Sciences" Event

Evidence 2. "Stepwise Selection Method and Application Example" Online Seminar

Proof 3.News of the Website of the Faculty Member Whose Project Was Accepted

Proof 4.News of the Website of the Academic Staff Member Who Received the Oral Presentation First Prize

Proof 5.News of the Website of the Academic Staff Member Who Received the Oral Presentation First Prize

Proof 6.Directive on Supporting Participation in National and International Scientific Events

Proof 7.News of the Website of the Academic Performance and Project Awards Ceremony

Proof 8.Faculty Member Assigned to Participate in the International Project

Proof 9.Implementation Report of the First 6-Month Performance Program for 2022

Proof 10.Implementation Report of the Performance Program

Proof 11.Report of the Academic General Assembly Meeting

Proof 12.2022 Academic Staff Satisfaction Survey Report

Proof 13.Letter Regarding the Database Subscriptions for 2023 and Requests from the Departments

Proof 14.Letter Regarding the Request for Book Recommendations from Instructors, Senate Decision, and Sample of the Instructor's Book Request

Proof 15.Letter Concerning the Directive on Appointment Criteria

Evidence 16.Information Meeting on the Introduction of TÜBİTAK ARDEB Support Programs and Their Innovations

Evidence 17.Faculty Website News About TÜBİTAK 2209 Projects

C.2. Research Competencies, Collaborations, and Supports

C.2.1. Research Competencies and Their Development

Maturity Level: 4

In the unit, practices aimed at developing the research competencies of instructors are monitored, and measures are taken by evaluating the monitoring results together with the instructors.

There are 16 faculty members in our faculty who hold doctoral degrees. Of these, 3 are faculty members in the Midwifery Department, 3 are in the Social Work Department, and 10 are in the Nursing Department. The distribution of faculty members with doctoral degrees in the Nursing Department according to their Main Scientific Fields is as follows: 3 in the Department of Surgical Diseases Nursing (ABD), 3 in the Department of Internal Medicine Nursing (ABD), 2 in Public Health Nursing (ABD), and 1 each in Psychiatric Nursing (ABD) and Child Health and Diseases Nursing (ABD). Academic staff requests are carried out in line with the needs of the departments and Main

Scientific Fields (**Evidence 1**). In alignment with our Faculty Strategic Plan, planning and implementation are carried out to improve the research competencies of faculty members. Our university's Project Technology Office carries out; scientific events (congresses, conferences, seminars, symposiums, councils, workshops, congresses, panels, invited talks, journals, etc.) organized/ to be organized by public institutions, organizations, and other organizations; and institutions such as TÜBİTAK, the EU, BAKKA, etc. (training, meetings, competitions, etc.) Announcements related to) are used to inform our faculty's instructors (**Evidence 2**). In addition, trainings are organized for TÜBİTAK, BAP, and TÜSEB projects provided by our University's Project Technology Office (PTO), and information about the trainings that are held is communicated to our academic staff, encouraging their participation (**Evidence 3**). Participation in the trainings carried out by our University's PTO is monitored in line with the 6-month and annual Strategic Plan (**Evidence 4,5**).

Training sessions attended by researchers in line with the 6-month and annual Strategic Plan, project-partnership collaboration studies, and the competencies gained are monitored (**Evidence 4,5**). Improvement efforts for this are discussed at Academic Board Meetings (**Evidence 6**).

In 2022, our Faculty's academic staff carried out 26 national and 19 international oral presentations, and 1 international poster presentation (**Evidence 7**). Two faculty members of our Faculty received Best Oral Presentation Awards at international congresses (**Evidence 8, 9**). In addition, academic staff of our Faculty published 6 papers in the Q1 category, 15 in the Q2 category, and 2 in the Q3 category. At our Faculty, the work for 44 externally funded projects is ongoing: 1 under the TÜBİTAK 3501- Career Development Program, 1 international project conducted under the leadership of TÜSEB-TÜSPE, 1 under the TÜBİTAK 1002- Rapid Support Program, and 41 under the TÜBİTAK 2209A- University Students Research Projects Support Program (**Evidence 7**).

At our university, the 2022 call for the 2209-A University Students Research Projects Support Program in the first term included 164 accepted projects, and since 30 of them belong to our Faculty, our Faculty ranked first across the university (**Evidence 10**). At the Academic Performance and Project Awards Ceremony held within the scope of the 5th R&D Market at our university, our Faculty's Nursing Department, Midwifery Department, and Social Work Department—whose faculty members published the most in the journals in the Q1, Q2, and Q3 categories—received the “Academic Performance Award” in the publication category, while our Faculty's instructors and faculty members who served as project leads for projects supported by external funds, lasting 12 months and longer than 12 months, received the “Academic Performance Award” in the project category (**Evidence 11**).

One of our strong points is that our Faculty carries out domestic and international, publicly and privately funded projects, and that the achievements and publications by our Faculty's instructors are increasing in terms of both quality and quantity. With the continuation of the instructor recruitment processes, it is a developable aspect that our academic staff will be strengthened.

Evidence

Evidence 1.Bartın University Academic Staff Recruitment Announcement, Departmental Academic Staff Request Letters

Evidence 2.Letter About Scientific Event Announcements of the Project and Technology Office

Evidence 3.Informational Meeting on the Introduction of TUBİTAK ARDEB Support Programs and Their Innovations

Evidence 4.2022 Performance Program Implementation Report

Evidence 5.2022 First 6-Month Performance Program Implementation Report **Evidence**

6.Agenda of the Academic General Assembly of the Faculty of Health Sciences

Evidence 7.Faculty of Health Sciences 2022 Activity Report

Evidence 8.Web Site News of the Faculty Member Who Received the Oral Presentation First Prize

Evidence 9.Web Site News of the Faculty Member Who Received the Oral Presentation First

Prize **Evidence 10.**Web Site News of the Faculty of Health Sciences' TUBİTAK 2209 Project

Evidence 11.Web Site News of the Academic Performance and Project Awards Ceremony

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

Maturity Level: 4

At the unit, joint programs and joint research activities at the unit level and between units at the national and international level are monitored, and they are evaluated with the relevant stakeholders and improved.

In our Faculty, there are commissions for the Erasmus+, Farabi, and Mevlâna programs, which include cooperation programs at the national and international level (**Evidence 1**). Our relevant commissions inform and guide academic staff about the Program. These commissions also establish new links in line with the needs of the departments of our Faculty and renew bilateral agreements whose terms have expired. Information of academic staff regarding the relevant agreements is provided through the Personnel Adaptation Guide (**Evidence 2**) and sharing on the Faculty website (**Evidence 3**). Within the scope of the Bologna Process studies, they follow program development,

measurement, and evaluation practices, guide the program development activities, and submit their work, recommendations, requests, and needs to the Dean's Office in the form of a report (**Evidence 4**). In addition, the number of academic staff members of our Faculty who benefit from international exchange programs is monitored in line with the Strategic Plan of our Faculty (**Evidence 5**). Targets that do not take place in Academic Board meetings are brought up for discussion (**Evidence 6**). In addition to faculty members, other academic staff are also encouraged to participate in international exchange programs and they take part in these programs (**Evidence 7**). In our faculty, academic staff, units, and institutions are encouraged through inter-unit and inter-institution collaborations, initiatives, and joint initiatives that will create synergy, along with the publication on our faculty website of appointment/promotion criteria and accepted projects (**Evidence 8, 9**).

One of our Faculty's strengths is that we have our commissions for business competence programs at the national and international levels; that during the orientation training of newly appointed faculty members, they are informed about and encouraged toward national and international exchange programs through the Personnel Compliance Handbook; and that, thanks to the support and encouragement from our academic advisors, our students take part in externally funded research projects/teams. It is an area open for improvement that the number of faculty members benefiting from the Faculty's international exchange programs is increased.

Evidence

Evidence 1.Erasmus, Mevlâna, and Farabi Commission Members, Job Description, Powers and Responsibilities

Evidence 2.Personnel Compliance Handbook

Evidence 3.Screenshot of the Faculty of Health Sciences Erasmus Exchange Program Agreements Website

Evidence 4.Erasmus Commission Activity Report and Commission Decisions

Evidence 5.Realization Report of the Performance Program for the Year 2022

Proof 6.Agenda of the Academic General Assembly of the Faculty of Health Sciences

Proof 7.Faculty member benefiting from the Erasmus Exchange Program

Proof 8.Faculty member appointed to take part in an international project

Proof 9.Directive on Appointment Criteria for Promotion to Faculty Rank

C.3. Research Performance

C.3.1. Monitoring and Evaluation of Research Performance

Maturity Level: 4

In the unit, research performance is monitored and improved by evaluating it with relevant stakeholders.

At our Faculty, research activities are monitored through performance program evaluation reports prepared in 6-month periods within the framework of the strategic plan (**Evidence 1, 2**). The principles, rules, and indicators for monitoring and evaluating research performance at our Faculty are defined in the strategic plan (**Evidence 3**). In line with our Strategic Plan, our Faculty achieved its target of 65 scientific publications with 152 scientific publications. In addition, in 2022, our Faculty produced 46 publications in journals in the Web of Science or Scopus categories at the Faculty. Moreover, our Faculty's instructors continue to participate in activities and trainings aimed at increasing their research competencies. In addition, at our Faculty, support-type activities are carried out to enhance instructors' research competencies (**Evidence 2**). In line with our Faculty's strategic plan, thanks to the support and incentives provided to our Faculty's instructors, 37 of our projects were accepted within the scope of TÜBİTAK 2209-A (**Evidence 1, 2**). In addition, our Faculty is also involved in international research project activities and benefits from exchange programs (**Evidence 4, 5**). To ensure the sustainability of these activities, the targets for implementing the Strategic Plan are addressed at the Academic General Meetings (**Evidence 6**) and, in addition, mechanisms are used such as implementing the Appointment Criteria Directive and the Directives on Academic Performance and Project Awards to encourage and recognize achievements based on performance applied across our University in our Faculty, and announcing the achievements obtained on the website (**Evidence 7, 8, 9**).

The high number of events organized to improve the research competencies of our faculty members and in which participation is provided is a strong aspect of our success in the TÜBİTAK 2209 Project, thanks to the support our faculty members give our students. The necessity to carry out interdisciplinary projects and R&D projects is an area open to improvement.

Evidence

Evidence 1.2022 Annual First 6-Month Performance Program Implementation

Report **Evidence 2.**2022 Annual Performance Program Implementation Report

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

Evidence 4.Lecturer Employed/Benefiting from the Erasmus Exchange Program

Evidence 5.Academic Staff Assigned to Participate in an International Project

Evidence 6.Report of the Faculty of Health Sciences Academic General Board

Evidence 7.Letter About the Appointment Criteria Directive

Evidence 8.Bartın University Directive on Academic Performance and Project Awards

Evidence 9.Web Site News of the Lecturer Who Received the Oral Presentation First Prize

C.3.2. Evaluation of Teaching Staff/Researcher Performance

Level of maturity: 4

The research and development performance of teaching staff is monitored and improved by evaluating them together with the teaching staff.

Bartın University “Academic Performance Information System” has been established. The Academic Performance Information System enables academic staff to easily transfer their scholarly publications and individual studies from YÖKSİS into the system, and by combining them in a platform, to obtain reports and statistics related to the publications (**Evidence 1**).In order to evaluate the performance of instructors, information is requested by the Dean’s Office of the Faculty of Health Sciences, every three months, regarding the objectives set in line with the performance program (**Evidence 2**).Within this performance program, under the aim of “Developing Scientific Research and Publication Activities in Terms of Quality and Quantity,” information about the projects carried out by instructors, the number of scientific publications, and the scientific and social activities they have carried out is requested for each six-month period (**Evidence 3**).In addition, in order to extend the terms of office of instructors, every three years, from doctoral lecturers, and every year, from teaching assistants and research assistants, an activity evaluation report is requested (**Evidence 4, 5**).Bartın University Distance BIn the Interest System (UBYS), through the Student Information System, the instructor evaluates each student for many topics, such as providing information about the content of the education and training program of every course the students take, how assessment and evaluation will be carried out, the course syllabus, the regular and timely delivery of the course, the instructor’s communication, the use of course tools and

materials, the provision of guidance/advising related to the course, teaching methods, and the development of skills such as critical thinking, problem solving, research, entrepreneurship, etc. **(Evidence 6, 7).**

Bartın University has established the “Bartın University Academic Performance and Project Awards Directive” based on annual academic performance **(Evidence 8)**. Under this directive, academic performance awards are given to faculty members who publish the most in journals in the Q1, Q2, and Q3 categories **(Evidence 9)**. In our faculty, scientific publications exceeding the figures targeted in the strategic plan also took place during 2022 **(Evidence 10)**. In our faculty, there are TÜBİTAK 2209-A projects that are applied for and carried out under the supervision of our faculty members, and 37 projects were approved in 2022 under the supervision of our faculty members **(Evidence 10, 11, 12)**. In addition, there is a faculty member who went abroad for research purposes within the scope of TÜBİTAK 2219 **(Evidence 13)**.

Another system used in the evaluation of faculty member/researcher performance is academic incentive applications **(Evidence 14)**. The number of faculty members benefiting from the academic incentive increased from 11 to 16 in 2022 compared to the previous year **(Evidence 15)**.

Within the scope of strategic target indicators for faculty members, achieving research and project objectives is a strong aspect. The fact that the number of projects by faculty members is not sufficient according to strategic targets is an area open to improvement.

Evidence

Evidence 1. Sample Academic Performance Information System

Evidence 2. Performance Indicator Achievement Tracking Form

Evidence 3. Strategic Plan Monitoring and Evaluation

Evidence 4. Sample Report on the Evaluation of Activities of a Faculty

Member (Doctor) **Evidence 5.** Sample Report on the Evaluation of Activities of a Research Assistant

Evidence 6. Student Course Evaluation Surveys

Evidence 7. Evaluation of Faculty Students at the End of the Term

Evidence 8. Directive on Academic Performance and Project Awards

Evidence 9. Academic Performance Award

Evidence 10. 2022 Performance Program Implementation Report **Evidence**

11. 2022 1st Term Applications Accepted for TÜBİTAK 2209-A Projects

Evidence 12. Sample TÜBİTAK 2209-A Project Application Form

Evidence 13. Academic Staff Who Won a Research Scholarship

Evidence 14.Applications for Academic Incentive

Evidence 15.Academic Staff Personnel Department of the Presidency

D. SOCIAL CONTRIBUTION

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

D.1.1. Management of Social Contribution Processes

Maturity Level: 4

Results related to the management and the functioning of the organizational structure of social contribution processes in the unit are monitored and measures are taken.

In line with the mission of “With a human-centered approach to education, and by basing our work on science and reason, yetiřtirmek; to raise individuals with outstanding qualifications in line with our country’s values and goals; to contribute to the region’s and the country’s sustainable development by producing science and technology at an international level; and to carry out studies aimed at solving society’s problems,” the Faculty of Health Sciences at Bartın University conducts activities in order to make social contribution activities effective and sustainable (**Evidence 1, 2**).

The Faculty of Health Sciences of Bartın University aims to serve the community as well through revitalizing the spirit of entrepreneurship in Bartın, one of the provinces prioritized for development. In this context, in addition to public-university cooperation activities, the Faculty of Health Sciences of Bartın University also includes among its priority plans activities that will contribute to the social, cultural, economic, and arts life of the city where it is located (**Evidence 3, 4, 5**).

In our faculty, in accordance with the social contribution policy, the management of processes is carried out by the Quality Commission of the Faculty of Health Sciences of Bartın University. Within this structure, a systematic structure and organization are provided by preparing calendars, directives, processes, etc. (**Evidence 6, 7**).

Our faculty takes the lead in various community engagement activities. Examples of these activities include conferences, meetings, health screenings, research projects, publications, activities for people with disabilities, and community awareness events. It can provide leadership in local, regional, national, or international community engagement practices. It is known that the community engagement functions encompass various community engagement practices carried out by the institution, which may vary according to higher education institutions. In this regard, our faculty contributes to society through services, research and publications, community

projects, social, sporting, artistic, and cultural activities. These functions are carried out by taking each step of the PUKÖ cycle into account. Planning, implementation, monitoring and evaluation, and improvement activities in all processes related to community engagement are carried out by our Faculty's Quality Commission (**Proof 4, 5, 7, 8, 9**).

Evidence

Evidence 1.Faculty Mission, Vision Screenshot

Evidence 2.Faculty Strategic Plan Document

Evidence 3.Priority Provinces in Development

Evidence 4.Provincial Health Directorate–Faculty Cooperation

Evidence 5.2022 Performance Program Implementation Report

Evidence 6.Faculty Quality Commission

Evidence 7.Action Plans for 2022

Evidence 8.Preparatory Work for the Strategic Plan

Evidence 9.SKS 2022 Unit Activity Report

D.1.2. Sources

Maturity Level: 4

The adequacy and diversity of sources for social contribution in the unit are monitored and improved.

Our Faculty provides various community services in line with its social contribution policies and strategies. These services are delivered through various research and practice centers (Health, Culture and Sports Department, Continuing Education Center, Inclusive Life Center, etc.). The financial expenses for the services provided by our Faculty are generally covered by the Health, Culture and Sports Directorate of our university. Our Faculty carries out some of these services as joint projects with internal and external stakeholders. Health screenings and activities for students with disabilities at health institutions affiliated with the Provincial Health Directorate and at schools affiliated with the Provincial Directorate of National Education fall within this scope. (**Evidence 1, 2, 3**).

For the purpose of social contribution, our Faculty continues the services it offers to participants free of charge in a sustainable manner. Our strong point is that these services provided by our Faculty will continue and grow. Our area for improvement is to increase the number of joint projects our Faculty will carry out with external stakeholders.

Evidence

Evidence 1.Protocol with the Provincial Directorate of Health

Evidence 2.Texts and Visuals Regarding Activities and Events

Evidence 3.Strategic Plan of SKS 2022-2024

D.2. Performance in Social Contribution

D.2.1. Monitoring and Improving Social Contribution Performance

Maturity Level: 4

Social contribution performance is monitored in the unit and is evaluated with relevant stakeholders and improved.

As part of the quality assurance system in our Faculty; the social contribution process is assessed. In our Faculty, social contribution processes are designed and evaluated in accordance with the PUKÖ cycle. Accordingly, in our Faculty, social contribution policies, strategies and targets, and how these targets will be achieved, are planned; social contribution practices are carried out; the quality and quantity of social contribution outputs are monitored and evaluated; and by checking the results obtained, improvement studies are carried out in line with the necessary measures (**Evidence 1, 2**).

In our faculty, many activities were carried out in 2022 with the aim of contributing to the public. Within this scope, 8 activities were carried out as all kinds of social, cultural, sports, and educational activities for persons with disabilities. The number of students who take part in national projects in our faculty is 116. One project supported internationally is being carried out in our faculty, and there are 11 completed national projects. The total number of publications carried out at national and international levels in our faculty is 152. The number of activities organized in our faculty for students' personal and social development is 24. Our faculty has 4 student clubs, and 228 students are members of these clubs. The annual number of activities of the student clubs is 26. The number of national scientific events organized in our faculty is 13. The number of events organized for public contribution is 22. In our faculty, 3 projects were carried out for the region, 4 regarding environmental awareness, and 12 within the scope of social responsibility (**Evidence 3**).

Developable aspect is the need to carry out and encourage activities to raise awareness among our faculty's instructors about carrying out activities in line with the needs of our region and

the province we live in, and to encourage students to take part in social responsibility activities and volunteer work.

Evidence

Evidence 1.SBF 2022 Action Plan

Evidence 2.PDCA Cycle-Based Action Plan Form

Evidence 3.Strategic Plan Monitoring Report for 2022

RESULTS ASSESSMENT

The strengths of our faculty and areas open to improvement are summarized under the headings Leadership, Governance and Quality; Education and Teaching; Research and Development; and Social Contribution.

LEADERSHIP, GOVERNANCE AND QUALITY

Strengths

- ☐ ☐ The faculty management has embraced a quality culture among its academic and administrative staff,
- ☐ ☐ The implementation of practices carried out in line with the mission, vision, and policies in our faculty has become widespread throughout the unit,
- ☐ ☐ Publishing the decisions of the Faculty Board and Faculty Administrative Boards, in accordance with the Law on the Protection of Personal Data, in a publicly accessible manner,
- ☐ ☐ In line with our faculty's quality policy, the creation of the Faculty of Health Sciences 2021–2023 Strategic Plan, with the strategic objectives and indicators of the departments having been determined,
- ☐ ☐ Publishing our faculty's unit activity reports, strategic plan monitoring and evaluation reports, and internal control action plan reports on our faculty website,
- ☐ ☐ Keeping our faculty website active in Turkish and English through the "Information Technology and Web Commission" activities,
- ☐ ☐ Ensuring that all stages of the PUKÖ cycle are being implemented in our faculty's activities,
- ☐ ☐ Our Student Orientation Guide and Personnel Orientation Guide to be used in the orientation trainings for academic and administrative human resources who start their duties in the faculty are up to date,
- ☐ ☐ Strong communication between academic and administrative staff with each other and with senior management,

As many activities are carried out within the faculty through committees, and the business process workflows and job descriptions are clearly defined,

There is management competence that takes into account the global and environmental changes in higher education, regional, national, and international objectives, and stakeholder expectations,

Within the faculty's strategic plan, an internal quality assurance system mechanism for practices covering all units and areas in line with strategic purposes and goals has been established, and this mechanism remains sustainable,

Ensuring that students and faculty members, who are our internal stakeholders, are represented in the Department, Academic, and Advisory Boards; and that the Advisory Board is formed with the participation of internal and external stakeholders,

Ensuring students' participation in education and training processes through student meetings held by the faculty management at the beginning and end of each term,

In our faculty, student representation on boards and committees, the continuity of satisfaction surveys, and our advising instructors holding regular meetings,

There is an increase in the number of publications per faculty member every year.

Areas for Improvement

The international mobility of students, faculty members, and administrative staff is not at a sufficient level,

Because our faculty's student exchange programs that can be used abroad are limited in number,

Because our faculty's international projects are limited in number,

Ensuring that student representation is expanded across committees

EDUCATION AND TRAINING

Strengths

In line with the leadership of the faculty's top management, carrying out studies for accreditation efforts within the institution,

- □ Having our faculty's curriculum design in place, with it being completed 100%, including its implementation, assessment, monitoring, and the completion of information packets,
- □ Ensuring alignment between course learning outcomes and program outcomes by routinely preparing "Course Syllabus and Checklists" at the beginning of the term and "Course Files" at the end of the term through the departments within our faculty,
- □ Providing regular orientation training to our newly enrolled students,
- □ Applying multiple measurement and evaluation methods in assessing our faculty's teaching and learning activities,
- □ The classrooms and the laboratory available at our faculty; ensuring that course books, online (online) books/documents/videos, and similar resources are accessible in appropriate quality and quantity,
- □ Holding regular meetings with students for whom our faculty's instructors serve as advisors, closely monitoring students' academic progress, providing internship opportunities, and encouraging students to apply for projects,
- □ Making the necessary arrangements so that disadvantaged groups can access educational opportunities in our faculty,
- □ Various activities being organized in order to develop awareness for disadvantaged groups,
- □ In order to identify students with low academic achievement and provide the necessary support, the Guidance and Psychological Counseling Commission carries out activities within our Faculty,
- □ Determining teaching staff standard positions and submitting requests for the areas that are needed,
- □ Making course assignments within our Faculty in a fair manner by taking into account the instructors' areas of expertise and the balance of course loads,
- □ Supporting faculty members and students in terms of domestic and international research and scientific activities by our Faculty,

Open Areas for Development

- ☐ Encouraging students to benefit from the associate/specialization programs and encouraging the increase in the number of students benefiting from the Double Major program,
- ☐ Encouraging students and faculty members to benefit from international exchange programs,
- ☐ Increasing student club activities,
- ☐ Increasing the diversity of measurement and assessment methods,
- ☐ Increasing the number of students who benefit from the Faculty's learning environments and resources,
- ☐ Increasing the number of students who benefit from the University's infrastructure and facilities in carrying out scientific, cultural, social, and sporting activities,
- ☐ Increasing the number of students and faculty members benefiting from international exchange programs at our Faculty,

RESEARCH AND DEVELOPMENT

Strengths

- ☐ Ensuring that research and development activities in our Faculty are measured in line with the Faculty's 2021–2023 Strategic Plan through Monitoring and Evaluation Reports twice a year and that necessary measures are taken,
- ☐ Achieving research and project objectives within the framework of strategic target indicators of the academic staff,
- ☐ Regularly carrying out activities aimed at increasing our academic staff's awareness in order to improve the quality of scientific publications in our Faculty,
- ☐ Having accepted and ongoing projects in our Faculty that are funded from external sources,
- ☐ A significant increase, both quantitatively and qualitatively, in the number of articles presented and accepted in journals in the Web of Science or Scopus categories in our Faculty,
- ☐ A substantial increase in both student applications and acceptance numbers for TÜBİTAK 2209-A in our Faculty,

- ☐ ☐ The existence of commissions for business skill development programs at national and international levels in our faculty,

Areas for Improvement

- ☐ ☐ Considering the academic human resources ' responsibilities such as membership in committees within the unit and within the institution, and roles such as management, the overall excess of administrative duties,
- ☐ ☐ Increasing the number of project applications by faculty members in order to obtain project support from external funds,
- ☐ ☐ Encouraging academic staff to carry out interdisciplinary projects and R&D projects,
- ☐ ☐ Increasing the number of projects in which faculty members take part as principal investigators and researchers,

SOCIAL CONTRIBUTION

Strengths

- ☐ ☐ Having activity and project targets for our faculty 's social contribution defined in the strategic plan,
- ☐ ☐ Ensuring the consistent continuation of the increase in the number of social activities within our faculty over the past years,

There is a project being carried out within our faculty that will contribute to the community in our region.

Open Areas for Development

Planning activities aimed at increasing the awareness of our faculty 's instructors about carrying out activities in line with the needs of our region and the province where we live,

Ensuring that students take part in social responsibility activities and volunteer work.