

Institutional Accreditation Report

MARMARA UNIVERSITY

Evaluation Board

PROF. DR. BİLAL GÜNEŞ (TEAM LEADER)
PROF. DR. MEHMET EMİN ARICI (ACADEMIC EVALUATOR)
PROF. DR. NURGÜL KILINÇ (ACADEMIC EVALUATOR)
PROF. DR. ATILLA ÇİMER (ACADEMIC EVALUATOR)
PROF. DR. ÖMÜR NECZAN (TİMURCANDAY) ÖZMEN (ACADEMIC
EVALUATOR)
PROF. DR. KAMİL VURAL (ACADEMIC EVALUATOR)
DR. BAHAR ÇELİK (ADMINISTRATIVE EVALUATOR)
MELİKE GÜLAY (STUDENT EVALUATOR)

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SUMMARY

1. Summary

Marmara University was included in the Institutional External Evaluation Program by the Higher Education Quality Council (YÖKAK) in 2017 and in the Institutional Monitoring Program in 2020. Following the Institutional External Evaluation and Institutional Monitoring Programs, our evaluation team, formed by YÖKAK to evaluate the institution under the Institutional Accreditation Program, carried out its work in three main stages, based on harmony and cooperation.

In the preliminary preparation phase, the Institutional Feedback Report (IFR) of 2017 and the Institutional Monitoring Report (IMR) of 2020 were meticulously reviewed. To increase consistency during the document review before field visits, a comprehensive evaluation scale in the form of a rubric was developed, and the internal consistency of this scale, which served as a measurement tool, was enhanced through the coding of team members. With the help of this scale, the Institutional Internal Evaluation Reports (IIER) of 2017, 2018, 2019, 2020, 2021, and 2022 were examined in terms of content and maturity level, and the changes over time were analyzed along with their reasons. Additionally, the institution's performance indicators, strategic plan, and website, as well as the "University Monitoring and Evaluation General Report" prepared by the Higher Education Council, were examined to understand the current state of the institution. In the final stage of the preliminary preparation, additional documents that might be requested from the institution and possible questions to be asked during the pre-visit and field visit were determined.

The pre-visit to the institution was conducted online on November 30, 2023. During this highly productive visit, our team sought answers to the documents considered missing and the unanswered questions from the pre-visit document review. After the pre-visit and before the field visit, questions containing the additional information and documents requested from the institution were sent to the institution via email, providing the institution with an opportunity to prepare for the field visits.

The field visit was conducted face-to-face according to YÖKAK's draft visit plan between December 10-13, 2023. With the participation of all team members, separate meetings were held with the Rector, Senate and Executive Board Members, Quality Commission, Institutional Stakeholders, Administrative Unit Managers, Administrative Staff, Research Centers, and other relevant Unit Managers. Additionally, on two different days, team members divided into pairs or groups of three conducted unit visits. During visits to nine different units of the institution, including the Faculty of Engineering, Faculty of Medicine, Faculty of Business Administration, Faculty of Humanities and Social Sciences, Institute of Science, Institute of Health Sciences, and Vocational School of Technical Sciences, focus group discussions were held with unit managers, academic staff, and students in separate sessions. During the unit visits, team members visited the student cafeterias during lunch hours to gather students' opinions on various matters, primarily their dining facilities. The content of the presentations made by the institution, the unit visits, and the meetings with relevant individuals and institution representatives were deemed to be of high quality and productive, contributing significantly to our work.

In the final stage of the evaluation process, the report writing process was carried out. Observations made during and after the field visit, impressions gained, presentations, and additional documents provided by the institution were meticulously reviewed and evaluated through discussions among team members. The Institutional Accreditation Report (IAR), collaboratively written by the team members, was prepared to reflect the institution's development and current state as accurately as possible, based on observations and evidence.

Effective and efficient communication was maintained with the institution before, during, and after the field visit. From the observations and impressions gathered during this process, it is evaluated that the Rector, Prof. Dr. Mustafa Kurt, along with vice-rectors, Quality Commission Coordinator Deputy and Rector Advisor Prof. Dr. Bülent Mertoğlu, and other senior management officials, have established an agile management approach at the university, shaped by the Rector's active, constructive individual personality and leadership, and their long-standing and diverse experiences covering various sectors.

Information About the Institution

Marmara University is one of the most established educational institutions in our country. The Hamidiye School of Commerce, which forms the core of the institution, started its activities in 1883 in the Izzet Efendi Mansion in Kanlıfırın and moved to the Hakkı Bey Mansion in Beyazıt in 1890. With the proclamation of the Republic, its name was changed to the School of Commerce. The institution, which graduated its first students (13 people) in 1887, transformed into the Higher School of Economics and Commerce at the beginning of the 1924-1925 academic year, becoming the first educational institution in our country where male and female students received co-education. In 1959, it was named the Istanbul Academy of Economic and Commercial Sciences (IITIA). The building used by the Academy in the Sultanahmet district underwent some changes from its construction until the 1970s. The Istanbul Academy of Economic and Commercial Sciences was transformed into Marmara University by the Decree Law on the Organization of Higher Education Institutions, published in the Official Gazette on July 20, 1982, and numbered 17760. Starting the 1982-1983 academic year

with nine faculties, one college, and one institute, the institution now operates with 21 faculties, one college, four vocational schools, and 14 institutes.

In addition to its educational activities, the institution has also developed its services towards society, placing great importance on publishing and consultancy work, and represents our country successfully both domestically and internationally with its educational approach and research that provide solutions to economic, political, cultural, and similar problems.

The mission of the institution has been defined as follows: "Marmara University, with its experience from its deep-rooted past, is an international and contemporary university that prioritizes social values and produces value in science, culture, art, and sports for all its stakeholders, aiming for sustainability with its emphasis on lifelong learning and being a pioneer with its multilingual education."

The vision of the institution is defined as "To be an international university that guides social development with its leadership in education and research."

The principles and values of the institution highlight "a. Academic Freedom, Commitment to Atatürk's Principles, Solution-Oriented Approach, Critical Thinking, Commitment to Ethical Values, Universality," "b. Respect for Differences, Reliability, Merit, Stakeholder Orientation, Acting with a Consciousness of Sustainability, Fundamental Rights," and "c. Respect for Freedoms, Innovation, and Creativity."

Marmara University is one of the established higher education institutions that contribute to Turkey's scientific accumulation with over 3,000 academic staff, more than 2,000 administrative staff, and nearly 73,000 students (the student-to-teacher ratio is approximately 23). The institution, which offers education in five languages—Turkish, English, French, German, and Arabic—primarily in the Faculties of Education, Economics, Business Administration, Political Sciences, Engineering, Medicine, Dentistry, Pharmacy, Fine Arts, and Theology, holds the distinction of being one of the multilingual universities in Turkey. Marmara University has grown rapidly since 1982, continuing its educational, teaching, research, and development activities as a research university with its institutes, faculties, colleges, vocational schools, and research and application centers.

A. Leadership, Governance, and Quality

1. Leadership and Quality

A.1.1. Governance Model and Administrative Structure

The institution's academic and administrative activities are structured within the framework of Law No. 2547 on Higher Education and related regulations. Regulatory arrangements and amendments are made to ensure effective management. For this purpose, a "Regulations Committee" has been established. The regulations followed by the institution in its academic and administrative activities are displayed on its website under the headings "M. Ü. Education-Teaching and Students," "Academic Organization and Teaching Staff," and "External Regulations."

To conduct its activities effectively and efficiently, the institution has created and published an organizational chart on its website that includes the units it deems necessary. The website provides information about the establishment and operation, duties of the Senate and Board of Directors, Coordinators, Administrative Units, Departmental Directorates, Academic Units, Research Centers, and e-services. It is noted that the institution's organizational structure is supported by councils and committees within the units. Additionally, organizational charts of the units have been created and published on their respective web pages. Duties and responsibilities have been defined and specified on the web pages of the relevant units. However, it is suggested that the governance and administrative activities should be applied uniformly across all units, including units like the Health Services Policies, Dental Practice and Research Center, Traditional Handicrafts and Design Practice and Research Center, Ottoman History, Turkey-France Relations Practice and Research Center, Islamic Thought Studies Practice and Research Center, Middle East and Islamic Countries Economic Research and Application Center, and Health Biotechnology Excellence Joint Practice and Research Center.

As a research university, the institution prioritizes the development of a culture oriented towards internationalization. Although it is stated that fundamental changes are planned to establish a culture of innovation and entrepreneurship within the organization, it is considered necessary to clarify what these plans entail.

The extent to which the targets outlined in the 2021-2025 Strategic Plan are achieved across all academic and administrative units, the annual implementation rates, and suggestions for improvements are regularly sent to the Strategy Development Department in six-month periods. In 2022, the results of the annual monitoring and evaluation reports were consolidated into the "2022 Evaluation Tables," which were completed and published on the website for public sharing.

The 2022 Institutional Internal Evaluation Report states that councils were established based on experience and voluntariness in line with the institution's goals and objectives, units were encouraged to involve personnel at all levels, and the representation was enhanced by including administrative staff and students in the Quality Committee. Councils and committees are shared on the website. Examples include the Quality Coordination Office, Academic Development Unit, Disabled Student Unit Coordination, Occupational Health and Coordination Unit, Career Center, Faculty Member Training Program (ÖYP) Institutional Coordination, Scientific Research Projects Unit (BAPKO), High School Coordination, Institutional Communication Coordination, International Relations and Academic Cooperation Office, Alumni Office Coordination, Scholarship Office Coordination, and Volunteering Activities Coordination. However, it is important to concretely define how the continuity of councils and committees established on a voluntary basis is ensured and how their activities are evaluated.

The Internal Audit Unit Presidency has been established directly under the Rector according to Article 63, Paragraph 2 of Law No. 5018 on Public Financial Management and Control, which states, "... internal audit unit presidencies directly reporting to the top executive can be established." It is noted that the unit operates independently in terms of its duties. The Internal Audit Unit Presidency has prepared a "Quality Assurance and Development Program" dated 2017. One of the objectives of this program is to provide reasonable assurance to the Rector, unit managers, and other relevant parties regarding the development and execution of Marmara University's activities in a manner that meets stakeholder expectations and the continuous improvement of internal audit processes. The Internal Audit Unit has been integrated into the institution's governance model within the quality assurance system.

When examining the institution's overall governance approach and administrative structure, it is observed that, in its current state, the organizational structure of many units represents the entire institution. However, monitoring and improving the institution's governance and organizational practices are considered areas with potential for development.

A.1.2. Leadership

The 2022 Institutional Self-Evaluation Report highlights ongoing efforts and improvements in leadership processes and the internalization of quality culture. A strong communication environment between top management, staff, and students has been established, with relevant processes improved. Activities undertaken to achieve the goals outlined in Objectives 1-2 and 5 of the 2021-2025 Strategic Plan have made the process trackable. Under digitalization efforts, a reliable and traceable data structure based on process-oriented data collection and analysis has been created with the Data Marmara software. The UYGAR Centers Process Management system is in the development stage, and modules for data collection and analysis for YÖKAK Criteria and Research University Monitoring Criteria are being developed. Updates to programs were made in 2022 through the Bologna Coordination Committee and the Curriculum Committee. Security audits and updates for system access have been carried out. In the area of quality in education, particularly in "assessment and evaluation," the Quality Coordination Office has initiated continuous improvement efforts with top management support, including planned training for all faculty members and training sessions held from December 1-23, 2022.

Regarding leadership activities for educational access, the Disabled Student Unit Coordination (EÖBK) has prepared informative training videos for all university academics outlining methods for creating individualized education programs and making adjustments to education and exams. This information is shared based on the "Inclusive Education and Exam Practices Guide" prepared by the EÖBK. The university won 10 awards in the 2022 Barrier-Free Universities Flag Competition. The EÖBK, in collaboration with the Information Technology Department (BİDB), is focused on developing a system for improvement, coordinating with the EÖBK, BİDB, Student Affairs Department (ÖİDB), and academic units, and initiating governance model implementation practices starting in the 2022-2023 Spring Semester. Examples of these efforts are included among the evidence.

The alignment of strategic objectives and components of the quality assurance system in managing academic and administrative activities is viewed positively. As an activity contributing to the internalization and maintenance of quality culture, "Quality Assurance System Working Meetings," information meetings on corporate accreditation processes, and innovations within the university have been held. The Quality Coordination Office's website features statements encouraging awareness and collaboration, such as "The university's sensitivity and importance regarding quality in all activities and quality work continue with full managerial support" and "The awareness that quality must be internalized by all units and the importance of participation and support from all stakeholders to strengthen collectively."

Despite the recent start of these efforts, the commitment and support from top management, the high motivation towards quality work, and the strong sense of belonging among the university staff are considered strong points. High levels of staff commitment were clearly observed during site visits and interviews. The use of open communication channels between academic and administrative staff and top management, as well as the positive communication network between students and staff, was noted. Ensuring the security of this positive communication network could further enhance the process.

The practices implemented have the potential to represent the institution as a whole and are evaluated as leadership practices that support the development of the quality assurance system and culture. Monitoring and improving the leadership practices and their contribution to the development of the quality assurance system and culture are identified as areas for further development for the institution.

A.1.3. Institutional Transformation Capacity

The institution states that it continues to implement practices that ensure preparedness for the future by considering the variables within the higher education ecosystem, global trends, national goals, and stakeholder expectations. It aims to disseminate these practices across all units and make improvements.

Institutional transformation efforts are described as being aligned and integrated with the 2021-2025 Strategic Plan, corporate performance approach, and innovation understanding. Examples include the evaluation of opportunities and threats identified during the SWOT analysis conducted for the preparation of the 2021-2025 Strategic Plan, the development of digital applications, activities aimed at increasing the digital competencies of academic staff and students, and activities to establish secure data management. The institution has performed a SWOT analysis within

the 2021-2025 Strategic Plan, emphasizing the importance of digitization in response to rapid environmental changes and developing relevant applications, including digital competency training and materials for faculty and students.

In the context of digitization, the online collection of student requests and the transmission of requests from the Student Information Management System (ÖBYS) to unit management boards or the Student Affairs Directorate without the need for wet signatures is presented as a significant step that enables trackable and reportable student feedback.

For the future, it is planned that requests from students, faculty members, and/or departments will be evaluated digitally within faculties, institutes, or colleges. If necessary, these requests will be forwarded digitally to the university board or senate for discussion, and the results will be transmitted and archived digitally to the relevant units. Digitization efforts continue in this regard.

Under the digitization processes, the Veri Marmara software has been initiated to collect and analyze transformation-related data using a reliable, traceable, and process-oriented approach. In 2022, the UYGAR Centers Process Management System was developed, aiming to measure the contributions of UYGAR Centers to transformation in the contexts of Education and Training, Research and Development, and Societal Contribution based on data. Presentations and explanations during the site visit indicated that the system is in its initial stage and facing some technical issues, which are being addressed. It is anticipated that when the Veri Marmara Software is effectively utilized, it will enhance the measurability of monitoring and improvement activities for academic and administrative operations through a holistic management information system, providing a significant contribution to the digitization process.

Within the scope of its unique approach and applications developed according to institutional needs, the creation of internal audit teams and the appointment of experts as consultants for statistical methods to be used in audits related to access to information, information management, digitization of information, security risks, and information technologies in the Internal Audit Department are highlighted as examples. The Internal Audit Department is seen to play a role in creating a "Quality Assurance System."

The institution is aware of the importance of components within the higher education ecosystem, global changes and developments, national goals, and stakeholder expectations, and recognizes the necessity of transformation and change. However, it is recommended that the institution focuses on spreading different visible applications related to continuously improving top management, management practices, and systems, enhancing the quality of management systems, institutionalizing and disseminating these systems, and ensuring coherence across the university while preserving institutional culture. Additionally, it is suggested that the institution develop a change management approach that will ensure preparedness for the future, considering global trends, national goals, and stakeholder expectations alongside digital innovations.

A.1.4. İç kalite güvencesi mekanizmaları

Quality assurance activities at the institution are conducted in accordance with the "Higher Education Quality Assurance Regulation" dated 2015 and numbered 29423, and the "Higher Education Quality Board Regulation" dated 2018 and numbered 30604.

The institution has established a Quality Coordination Office in compliance with the Higher Education Quality Assurance Regulation. The duties, authority, and responsibilities of the Quality Coordination Office are outlined in the "Regulations on the Working Procedures and Principles of the Marmara University Quality Commission" and are currently published on the website.

Quality processes within the institution are managed by the "Quality Commission," established by the Management Board decision 2012/637-14. These processes are also managed at the unit level through various committees and commissions. The coordination of all quality-related processes is carried out by staff members holding the titles of Quality Coordinator, Deputy Coordinator, Process Management Responsible, and Quality Specialist within the Quality Coordination Office. The roles and responsibilities of the Quality Coordination Office, Quality Commission, and unit committees are defined within the framework of the relevant legislation.

The strategy of the Quality Coordination Office is to "contribute to the development of the quality assurance system for the continuous improvement of Marmara University's educational, research, and

administrative services, in line with national and international higher education standards and the Higher Education Quality Assurance and Higher Education Quality Board Regulation." The objective is defined as "ensuring the evaluation and improvement of Marmara University's quality assurance, education and training, research and development, and administrative processes." To achieve this objective, six goals have been established:

1. **Goal 1:** Hold Quality Commission meetings with an agenda every two months.
2. **Goal 2:** Prepare and submit the Institutional Internal Evaluation Report and the Institutional Indicator Report annually to the Higher Education Quality Board, and share it with the public via the website.
3. **Goal 3:** Conduct at least one training session annually to promote a culture of quality.
4. **Goal 4:** Hold at least one meeting annually with unit/program quality experts to promote a culture of quality assurance.
5. **Goal 5:** Announce conferences, seminars, or workshops related to quality in higher education.
6. **Goal 6:** Ensure the systematic implementation of process management across all units/departments through software provision and support from top management.

Internal control risks and sensitive task risks related to the Quality Coordination Office activities have been identified.

In January 2022, information meetings were held separately for academic and administrative staff regarding the 2021 Institutional Internal Evaluation Report. Information meetings were conducted between September and November 2022 across university units to review criteria related to the "2021 Institutional Internal Evaluation Report (KİDR) Improvement Areas Report (Academic Units)." A promotional brochure for the Institutional Accreditation Program was also prepared.

In accordance with Article 7 of the "Higher Education Quality Assurance Regulation" and Article 6 of the "Regulations on the Working Procedures and Principles of the Marmara University Quality Commission," unit quality committees have been established and announced on the website through the upper letter numbered 499993. The structure of the unit quality committees has been determined to include a Unit Quality Coordinator, Unit Sub-Advisory Specialist, Quality Assurance Responsible, and a student representative, although some roles remain unspecified.

Several committees contribute to the implementation of the quality assurance system, including the Strategic Planning Committee, Academic Development, Disabled Student, Occupational Health and Safety, Institutional Communication, Scientific Research Projects, Farabi, Volunteering Activities, Career Center, ÖYP Institutional Coordinators, International Relations and Academic Cooperation, Alumni, and Scholarship Offices.

Program accreditations are also a key component of the quality assurance system. The institution encourages applications for program accreditations. Among the principles defined in the quality policy, "national and international accreditation of pre-graduation and post-graduation education programs" is included. The Faculty of Medicine has 13 program and laboratory accreditations, although the accreditation period for some units has expired. The Faculty of Engineering has received MÜDEK Accreditations for its Electrical-Electronics Engineering, Industrial Engineering, Mechanical Engineering, Bioengineering, Environmental Engineering, Chemical Engineering, and Metallurgical and Materials Engineering departments. The School of Foreign Languages has received accreditation, and the Faculty of Pharmacy has received ECZAKDER Accreditation. The Faculty of Business Administration has applied for the AACSB International Accreditation Program and is currently in the evaluation process. The Institute of Health Sciences is in the ORPHEUS Accreditation process.

Monitoring and evaluation reports of the activities conducted at the institution are prepared, especially for accredited units. However, it is assessed that there is a need to broaden these practices to all units and strengthen the precautionary measures. Accelerating and actively conducting efforts towards the digital integration of all units is considered a significant step that will ensure the effective execution of the quality assurance system.

According to the Regulation on the Working Procedures and Principles of Internal Auditors dated 21/07/2006 and numbered 26226, revised and approved by the Ministry of Treasury and Finance's Internal

Audit Coordination Board's letter dated 24/06/2022 and numbered 34096589-010.04-1271480, the Marmara University Internal Audit Directive was put into effect with the Rectorate's approval dated 15/08/2022. The Quality Assurance and Development Program created by the Internal Audit Department is also important for establishing a quality assurance system and culture.

The institution applies satisfaction surveys for academic staff, administrative staff, students, and employers, although not effectively implemented in every unit.

Numerous committees/boards such as the Advisory Board, Graduation Ceremony Commission, and Publication Commission have been established.

The institution aims to achieve stakeholder participation through advisory boards. However, it is observed that advisory boards should be present in all units according to the institution's website. Despite having a large-scale structure with 153 active associate and undergraduate programs, the number of accredited programs remains limited relative to the entire institution.

It is understood that the processes and mechanisms for internal quality assurance are defined at the institution. However, mechanisms that ensure stakeholder feedback and integrate these views into monitoring and improvement processes are considered areas for development. Given the institution's operation across multiple campuses, enhancing inter-unit communication, interdisciplinary collaboration, and the promotion of interdisciplinary projects is also seen as an area for development.

Overall, while the processes and mechanisms for internal quality assurance are defined, the improvement and widespread application of these mechanisms and activities in collaboration with relevant stakeholders is considered an area needing development.

A.1.5. Public Information and Accountability

The institution shares all required reports and up-to-date information about its activities, including the Annual Administrative Activity Report, Performance Report, Strategic Plan, and Institutional Self-Evaluation Report, on its website, as mandated by the Law No. 5018.

As a mechanism for accountability to the public, the institution is subject to annual financial and administrative audits under the Court of Accounts Law. The results of these audits are shared with the public. Additionally, news and public information updates on the university's website are managed by the Corporate Communication Coordination, while announcements and events are managed by the Information Processing Department. Social media accounts are also utilized for communication.

Procurement of goods and services is conducted in accordance with relevant laws and regulations, and is entered into the Electronic Public Procurement Platform (EKAP).

Academic units' activities, events, and related information are announced by the web administrators of the units through their web pages and relevant department social media accounts. It is noted that information about processes is provided via SMS and email.

Announcements regarding surveys are made to academic staff, administrative staff, and students through their institutional email addresses or SMS.

The Information Processing Department has renewed its ISO/IEC 27001:2013 Information Security Management Certificate, accredited by the International Accreditation Forum (IAF) and the Turkish Accreditation Agency.

Although there are generally practices in place for accountability and information dissemination, the institution's mechanisms for informing the public and ensuring accountability are considered areas for improvement, as they need to be monitored and enhanced based on stakeholder feedback.

Governance Model and Administrative Structure Maturity Level: The institution's governance model and organizational structure operate comprehensively across units and areas.

Leadership Maturity Level: The institution has effective leadership practices that support the development of the quality assurance system and culture throughout the institution.

Corporate Transformation Capacity Maturity Level: The institution has identified a need for change.

Internal Quality Assurance Mechanisms Maturity Level: The institution's internal quality assurance processes and mechanisms are defined.

Public Information and Accountability Maturity Level: The institution operates mechanisms for public information and accountability according to defined processes.

2. Mission and Strategic Objectives

A.2.1. Mission, Vision, and Policies

The institution has defined its unique mission, vision, policies, and institutional values and announced them to the public via its website and the 2021-2025 Strategic Plan. Marmara University's mission is expressed as "a university that produces value in science, culture, art, and sports, aims for sustainability with its emphasis on lifelong learning, and is a pioneering, international, and contemporary institution with multilingual education." Its vision is articulated as "to be an international university that guides societal development through its leadership in education and research."

The institution's core principles are identified as:

- Academic freedom
- Adherence to Atatürk's principles
- Solution-oriented approach
- Commitment to ethical values
- Universality
- Innovation and creativity
- Respect for diversity
- Reliability
- Meritocracy
- Stakeholder focus
- Acting with sustainability awareness

Academic and administrative units continue their activities within the framework of their own mission and vision, aligned with the institution's overall mission and vision. However, it is recommended that these practices be disseminated across the institution.

Policies:

1. Management Policy:

- **Objective:** Maintain the mission of being a research university by expanding interdisciplinary education and research potential across all academic fields and programs. Ensure transparent and accountable management practices aligned with the vision and mission, and employ qualified academic and administrative staff. All activities should be made functional and sustainable through a quality assurance system in line with the Strategic Plan. Adopt the Plan-Do-Check-Act (PDCA) approach to process management, support digital transformation and data-driven methods, and foster participatory governance. Ensure the participation of external stakeholders in decision-making processes, comply with quality management system requirements, and continuously improve and adapt digitalization needs.
- **Examples:** Digital transformation efforts, data collection and monitoring mechanisms, information

security practices.

2. Quality Assurance Policy:

- **Objective:** Implement sustainable quality practices in units and programs, disseminate a quality culture with stakeholders, and establish national and international accreditation and quality development efforts. Complete the PDCA cycle in all processes, identify and improve areas for development using measurable quality improvement methods, enhance quality in teaching and learning processes with stakeholder participation, and support university-industry collaboration focusing on innovation and entrepreneurship. Foster a learning organization that contributes to the research ecosystem, improve stakeholder satisfaction, and maintain a safe and harmonious work environment.
- **Examples:** Quality improvement methods, advisory boards for enhancing education quality, protocols for university-industry collaboration.

3. Education and Teaching Policy:

- **Objective:** Promote a culture of quality assurance and establish a "Knowledge Management System" that serves the university's educational goals and learning outcomes. Focus on student-centered development, effective measurement and evaluation systems, and address societal needs through scientific research. Encourage multidisciplinary and interdisciplinary education and research across all academic units, and prepare graduates to be entrepreneurial, innovative, socially responsible, and professionally ethical. Enhance accreditation and support collaboration with industry.
- **Examples:** Knowledge Management System initiatives, industry collaboration protocols like the "Sector Campus Collaboration Protocol" with the Ministry of Industry and Technology.

4. Research and Development Policy:

- **Objective:** Foster research and development activities that contribute to economic development and societal welfare, respecting universal ethical values and academic freedoms. Encourage national and international projects and collaborations, support university-industry and public collaborations, and promote innovation and entrepreneurship. Facilitate student involvement in research, support faculty sectoral consultancy, and maintain an active Technology Transfer Office (TTO) that supports commercialization and intellectual property.
- **Examples:** University-industry-public collaboration projects, TTO activities.

5. Social Contribution Policy:

- **Objective:** Use educational, research, and development outputs for societal benefit, prioritize democratic values and respect for cultural heritage, and embed the concepts of service and social justice into institutional practices. Develop projects to raise student awareness and responsibility, support volunteerism, and promote equity and environmental sustainability. Expand national and international collaborations, enhance employability initiatives, and increase the visibility and recognition of activities.
- **Examples:** Collaboration with national and international organizations, disability support units, and volunteer activities.

The draft report noted the institution's internationalization policy, which was published on its website after preparation. This policy aims to develop and sustain international collaborations in education, research, and social contribution, enhance the university's global recognition and visibility, and support international student and staff exchanges. Examples include offering programs in five languages, active participation in academic exchange programs, and hosting international events like EURIE 2022 and the Eurasian Higher Education Summit.

Overall, while the institution has various units conducting specific activities, the need to align all strategic objectives, goals, and policies across the institution is seen as an area for improvement.

A.2.2. Strategic Objectives and Goals

The institution's 2021-2025 Strategic Plan has been prepared within the framework outlined by the "Strategic Planning Guide for Universities," considering the responsibilities outlined in the "Eleventh Development Plan," the "Medium-Term Program," and the "2020 Presidential Annual Program." In the analysis conducted, special attention has been given to recent changes in legislation over the past five years as well as advancements in technology and information. Additionally, past strategic plans have been evaluated and updated accordingly.

It is noted that various scientific methods and techniques have been employed in data collection and analysis, which are believed to lead to increased effectiveness in strategic plan preparation. The Analytical Hierarchy Process (AHP), a multi-criteria decision-making method, was used for weighting the performance indicators in the target cards during the SWOT Analysis. To ensure internal consistency and coherence of the strategic plan, a strategic plan internal consistency impact-relationship diagram was created to highlight the connections between the planning stages. This diagram is considered a work specific to Marmara University by the institution. The institutional culture analysis was conducted using both quantitative and qualitative methods. Similarly, the connection between goals, objectives, and performance indicators was evaluated using the AHP method. The attention given in preparing the strategic plan is considered significant.

Internal and external stakeholders have been prioritized based on the analysis of the impact-importance degree of the obtained data. Stakeholders have been associated with the products and services provided by the university. Semi-structured interview forms and five-point Likert scales were used to gather stakeholder opinions.

The Strategic Plan includes five objectives: "to enhance the quality of education and teaching to be internationally competitive by broadening accreditation"; "to improve the quality and nature of research, interaction, and cooperation supporting the vision of becoming a research university"; "to strengthen the research and development capacity and infrastructure"; "to ensure that the outputs of education and research contribute to society"; and "to increase institutional capacity and develop institutional culture." For each objective, between two and five targets were identified.

The institution has shared the strategic plan with the public. An monitoring report was prepared based on performance indicator values related to the targets from the units, and the evaluation report has been added to the Administrative Activity Report.

A strategic plan culture has been observed to be developing within the institution. The strategic plan defines short/medium/long-term objectives, goals, sub-goals, actions, and their timing, prioritization has been done, and the responsible parties and financial resources for the relevant objectives and goals have been identified. Additionally, monitoring and evaluation have been carried out within the framework of the target cards.

Results related to the strategic plan are systematically monitored within the institution. However, it is important that these results are monitored with stakeholder participation and that the results are included in improvement processes. Furthermore, it is expected that the objectives and goals in the strategic plan are prepared in alignment with the United Nations Sustainable Development Goals. Considering all these aspects, the institution's strategic plan is evaluated as an open area for development, being holistic, embraced by all units, and known by stakeholders, along with practices that are consistent with this plan.

A.2.3. Performance Management

In the scope of performance management, performance targets have been set in accordance with relevant legislation, a performance program has been developed, target tables have been arranged, and responsible parties have been identified. Within the planning process, targets and performance indicators are evaluated on a semi-annual basis. Additionally, monitoring results related to the strategic plan are shared with the public through annual activity reports and performance reports available on the website.

A "Procedure for Preparing the University Performance Program" has been established in relation to the "Regulation on Performance Programs to be Prepared by Public Administrations" under Law No. 5018 on Public Financial Management and Control. This procedure covers the process from incorporating the performance targets of units in the strategic plan into the program to announcing the Performance Program to the public via the university's website. The procedure defines "Implementation Steps," "Responsible Unit/Personnel," "Outputs," and "Timing."

For evaluation purposes, units are required to contribute to monitoring the indicators from the institution's strategic plan, YÖK Monitoring and Evaluation Report, YÖKAK Performance Indicators Report, research university performance monitoring criteria, and the Entrepreneurial and Innovative University Index report, and to monitor the indicators within their own strategic plans. However, difficulties have been encountered in systematically and comprehensively collecting data on performance indicators, and unit data is not being entered into the relevant data source in a timely and complete manner.

The results of the performance indicators created for the achievement of the objectives and targets of the 2021-2025 Strategic Plan were examined by reviewing the data obtained from responsible units at the end of 2022. The identified achievements are presented in the "2021-2025 Strategic Plan 2022 Evaluation Report" in evaluation tables. It was found that the average achievement percentages of the five objectives were 60% and above, and 70% of the indicators reached their targeted values. Compared to the 2021 evaluation report, there has been an increase in achievement values. However, a detailed explanation and cause-effect analysis for unmet indicators and the determination of corrective measures are needed.

The institution has performance indicators and performance management mechanisms as specified in the relevant legislation related to the strategic plan. However, it is considered an area for development that performance management practices need to be expanded across the institution, including management systems, education and training, research and development, social contribution, and internationalization policies.

Mission, Vision, and Policies Maturity Level: The institution has defined and institution-specific mission, vision, and policies.

Strategic Objectives and Goals Maturity Level: The institution has a declared strategic plan.

Performance Management Maturity Level: The institution has defined performance indicators and performance management mechanisms.

3. Management Systems

A.3.1. Information Management System

The institution has initiated the Data Marmara Project as part of its digitalization efforts, and a University Monitoring Criteria module has been developed with a pilot application conducted. Another module is the Process Management System, which automates the processes of the UYGAR Centers.

As of December 8, 2020, the institution's ISO/IEC 27001:2013 Information Security Management Certification was renewed with the approval of the International Accreditation Forum (IAF) and the Turkish Accreditation Agency (TÜRKAK) during the 2nd Surveillance Audit held on November 21-22, 2022.

The Information Technology Department is working on allocating the necessary resources for the efficient operation and continuous improvement of systems established under the "Information Security Policy." Additionally, the institution launched the KVKK Compliance Project in accordance with the Personal Data Protection Law No. 6698, which came into effect on April 7, 2016, and established the KVKK Commission and the KVKK Sub-Commission to manage the compliance process. A User Information Notice has been prepared in line with the requirements of Law No. 6698 on Personal Data Protection (KVKK) concerning the actions and processes to be conducted under the law. Therefore, the existence of processes and practices aimed at ensuring information security and reliability within the institution is considered a strong point.

Information management systems within the institution operate in an integrated manner. For example, the Student Information System is integrated with Mobile Marmara, allowing students to track all their processes via mobile platforms. Additionally, the "Personnel Information System" (PERSİS) developed by the institution works in integration with YÖKSİS and AVESİS. Efforts have also begun to retrieve publications related to staff from the SCOPUS database. Although the integrated information management system established within the institution is positively evaluated, monitoring and improving this system are considered areas for development.

A.3.2. Human Resources Management

The institution recognizes the importance of human resources planning in carrying out effective and efficient operations, addressing employees' needs, and ensuring their professional development. It is acknowledged that the distinctive advantage comes from the knowledge, skills, and competencies of the human resources. Efforts are made in this regard to meet these needs effectively.

There is an increasing demand for personnel in the departments. One of the reasons for the rise in need is that the total number of positions available through transfers and direct appointments, as determined by the Presidential Strategy and Budget Office, is less than the number of personnel leaving due to retirement and transfers.

Personnel planning, recruitment, orientation, in-service training, performance evaluation, and rewarding functions are carried out in accordance with relevant regulations. In addition to the identified training needs and requests, online training through the Presidential Distance Education Portal is also utilized.

Promotion and title change exams are conducted and announced on the institution's website. Information about the promotion and title change exams, including the success rankings and the announcement of the primary and reserve lists, can be found in the announcement section.

Administrative staff appointment processes have been moved to an automated environment that tracks their service periods. The integration of the Organizational Task Hierarchy System with the Personnel Information Management System is seen positively. Ongoing testing of the process tracking mechanism suggests that its full utilization will contribute positively to quality processes. Screenshots of the software test results are provided in the evidence.

Workflows have been defined by the Personnel Department and are shared with the public on the institution's website.

Human resources management operates in compliance with general and higher education-specific laws, Decrees with the Force of Law, Presidential Decrees, and regulations, including the Institution's Regulations for Promotion and Appointment of Faculty Members, the Competency-Based Performance Evaluation Regulation, the In-Service Training Regulation, the Rectorate Signature Authority Regulation, the Security Investigation and Archive Research Regulation, and the Principles and Fundamentals Regulation for Intellectual Property Rights.

Under the "2022 In-Service Training Calendar" coordinated by the Personnel Department's In-Service Training Coordination, a total of 92 trainings were provided to administrative staff and candidate civil servants. Training sessions from the Presidential Distance Education Portal are planned on a quarterly basis and shared with all administrative personnel. The Personnel Department also collaborates with other public institutions on in-service training. Information about trainings is disseminated via announcements and SMS, with announcements available on the Personnel Department's website. Suggestions and complaints are collected through employee satisfaction surveys.

To encourage academic success, faculty members who achieve high standards in their publications receive thanks and appreciation through faculty meetings and information sharing channels.

As part of successful human resources management, examples include the academic and administrative staff satisfaction surveys conducted in the Faculty of Economics and the Faculty of Health Sciences.

Reviewing the institution's Internal Evaluation Reports, website, past Institutional Feedback Reports, and Institutional Monitoring and Evaluation Reports, it is observed that the distribution of human resources, appointment and promotion processes, and competency-based assignments are conducted fairly and transparently.

Although the institution's human resources management practices are considered a strong point due to their alignment with defined processes, it is recommended that these practices be monitored and improved through evaluation with relevant internal stakeholders.

A.3.3. Financial Management:

The institution utilizes its financial and non-financial resources and physical assets based on the requests from units, priority areas identified in the strategic plan, and the needs defined for ongoing investments, as managed by the Strategy Development Department. The allocations provided by the Presidency are distributed to the units according to relevant legislation. The institution publishes its defined processes and practices related to resource management on its website.

According to the institution's 2022 Administrative Activity Report, the expenditure realization rate is reported to be 91% including the revised budget at the year-end.

Under the institution's own revenues, the Revolving Capital Enterprise began its operations with the enforcement of the regulation published in the Official Gazette dated July 8, 1999, numbered 23749, in accordance with the Higher Education Law No. 2547. The operations of the Revolving Capital Enterprise Directorate are conducted according to the legislation related to Revolving Capital Enterprises. The 2022 Unit Administrative Activity Report indicates that budget realization exceeded the estimated budget for the first time. Information and documents related to the Revolving Capital Enterprise's operations are shared with the relevant units and institutions and are announced at the entrance of the Comptroller's Office at the end of each year. Reporting is done annually in accordance with the Strategic Plan and submitted to the Strategy Department. The Unit Activity Report is shared with the public on the unit's website. Other own revenues, such as rental income from cafeterias, canteens, restaurants, ATMs, and stands located in the university's campuses, as well as summer school and non-thesis master's program revenues, are allocated according to relevant legislation and recorded as budget appropriations after necessary processes in the Strategy Department and Administrative Financial Affairs Department.

The institution's Continuing Education Center seeks to secure financial resources through national and international funds to support programs open to the public, research center projects, and academic unit projects.

The institution's Administrative Activity Report indicates the need to diversify and increase own revenues through projects and planning, and to establish conditions for effectively utilizing national and international funding sources.

Both the 2022 Administrative Activity Report and the website review, as well as interviews conducted during site visits, show that the institution defines its financial management processes and budget items for income and expenses. Inter-unit income distribution, requests from units, priorities, and investment planning related to strategic goals are considered in financial planning.

Although the financial resource management processes in the institution are applied and monitored according to performance indicators and regulations, it is believed that evaluating monitoring and improvement stages with feedback from stakeholders will enhance the process's effectiveness.

3.4. Process Management

The institution has defined processes for various administrative functions, including those of the Strategy Development Department (University Strategic Planning Process, Reporting Process, Accounts Receivable Process, Financial Control Process, Accounting Control Process, Budget Preparation and Implementation Process, Performance Program Preparation, Indicator Monitoring and Evaluation Management Process), the Legal Advisory Office (Legal Advisory Litigation Process Flowchart, Enforcement Affairs Branch Directorate Enforcement Process Flowchart, Legal Advisory Opinion Process Flowchart), and the Protection and Security Branch Directorate (Emergency Plan Preparation Process, Patrol Control Process, Event Protection Process, Incident Response Process, Private Security Service Initiation Process, Civil Defense Team Formation Process, Control Process for Firms Providing Goods and Services to the University, Fire Safety Measures Process).

In the context of Corporate Process Management, structural characteristics, performance, and quality standards are considered, and internal and external stakeholder participation meetings are held. The update work for flowcharts, procedures, and instructions within the scope of the Internal Control Standards Compliance Action Plan 1. Control Environment Standards is ongoing.

The Quality Coordination Office is continuing the process management planning. Discussions on the necessary software for establishing the Corporate Governance Information System are on the agenda of the Quality Commission meetings. Market research reports of the analyzed software are presented to Top Management.

Administrative process work is ongoing. In this context, procedures and instructions of the Quality Coordination Office, as well as forms and instructions available for units, are shared on the website. Additionally, an Improvement Suggestion Form has been prepared for process improvement work.

Units share their procedures and flowcharts on their respective websites. The institution indicates that process management is carried out through the Quality Coordination Office. Although flowcharts, procedures, and job descriptions are defined for all units within the institution, there is a need for time to observe how process management definitions are integrated with recently defined policies related to education, research, societal contribution, and management systems, how these integrations are implemented, and how the results are monitored. Therefore, the establishment, implementation, and improvement of mechanisms for managing processes related to quality assurance, education and training, research and development, and societal contribution are considered areas for development.

4. Stakeholder Engagement

A.4.1. Internal and External Stakeholder Engagement

The institution conducts internal and external stakeholder analysis during the Strategic Planning process. The participation of internal stakeholders from academic units in decision-making and improvement processes is facilitated through academic and administrative boards, quality officers and representatives, and accreditation representatives. External stakeholders' participation is obtained through feedback. In accredited units, stakeholder expectations are gathered through Internal and External Stakeholder Satisfaction Surveys.

The Health Biotechnology Excellence Joint Application and Research Center was established through a collaboration between Yıldız Technical University, Marmara University, and Istanbul University-Cerrahpaşa. This center's work, conducted in partnership with internal and external stakeholders, is considered noteworthy.

In the 2021-2025 Strategic Plan, "Goal 5: To increase institutional capacity and develop institutional

culture" includes "Objective 4: To conduct an annual analysis of institutional culture and to increase the satisfaction level of key stakeholders by at least 10% by the end of the plan period" and "Objective 2: To develop/strengthen institutional identity and corporate memory, with performance indicators measured annually." The Quality Coordination Office measures overall satisfaction levels. Comparative "General Satisfaction Results" with the 2022 results are published on the website. Examples of "Internal and External Stakeholder Participation" are demonstrated by the Engineering Faculty's Computer Engineering, Environmental Engineering, Material Science, and Electrical-Electronics Departments. On the Engineering Faculty's website, under the "Quality" section, tables showing the lists of "Internal Stakeholders" and "External Stakeholders," categorized by "Activity Areas and Reasons for Being External Stakeholders" and "Stakeholder Impact Levels" can be seen. For example, on the Environmental Engineering page, under "Alumni," views of graduates and employers are included; under "Erasmus Students," the views of students who benefited from Erasmus mobility are included. The Computer Engineering Department includes alumni views under "Alumni Views," while the Mechanical Engineering Department's "Our Graduates" section includes views from graduates, employers who hired graduates, and academic field graduates. On the Chemical Engineering Department's page, examples of empty surveys for alumni and employer surveys are provided under the "Alumni" section. The Economics Faculty's website includes a "Quality" section with reports on the results of satisfaction surveys for academic and administrative staff and students. The Business Faculty mentions that stakeholder surveys related to curriculum development were conducted as part of the AACSB Accreditation process. The Pharmacy Faculty's website provides percentage evaluation results of academic and administrative staff and student management evaluation surveys for 2021-22. The Health Sciences Faculty Nursing Department's stakeholder feedback evaluation is also available.

It is noted that stakeholder participation efforts are also being carried out in administrative units, with an example being the stakeholder analysis work of the Administrative and Financial Affairs Department. The "Audit Evaluation Form" conducted by the Internal Audit Unit, which gathers feedback from audited units and includes stakeholders in improvement efforts, is considered a positive practice. Although there are processes conducted with the inclusion of internal and external stakeholders, these practices need to be expanded across the institution. Currently, stakeholder feedback is limited to accredited units. In other units, stakeholder feedback is obtained through boards and committees. However, it is recommended that mechanisms be developed to ensure the inclusion of feedback from stakeholders outside these boards and committees.

A.4.2. Student Feedback

In the 2022 KİDR, the institution will conduct compulsory course evaluation surveys for the Faculty of Engineering, Department of Mechanical Engineering, mid-year student satisfaction survey, employer-manager survey, student survey at the graduation stage, graduate student survey, student internship evaluation survey, winning student information form (survey file).) gave examples. The Mechanical Engineering Department Undergraduate Education Program is accredited by MÜDEK, valid between 30 September 2019 - 30 September 2024. In addition, the "European Label" - EUROpean Accredited Engineer Label (EUR-ACE) has been given, valid throughout the accreditation period. There is an "Opinion and Suggestion Form" under the title of "Opinion and Suggestion System" on the department's website and the form must be filled out and sent online. It can be conveyed in different ways such as sending it by e-mail to .me@marmara.edu.tr, sending it to fax number 0216 – 348 0293, sending it to the "OPINIONS and SUGGESTIONS" box on the 6th floor of the MC building, and hand-delivering it to the Department Secretariat.

It was observed that there were explanations.

The undergraduate education program of the Department of Chemical Engineering has been accredited by MÜDEK, valid between 30 September 2019 - 30 September 2024. When the web page was examined, it was seen that there were links to the blank "Employer Survey Form Sample" and "Alumni Survey Form Sample" in the "Surveys" section under the "Forms" heading. However, it is recommended to include the satisfaction survey results and analysis reports regarding the surveys for current students.

A link to the "Employer survey sample" is provided on the website of the Department of Metallurgical Materials Engineering.

Under the title of "Success Rates and Survey Results" at the Faculty of Pharmacy, the results of the "Student Satisfaction Survey" covering the years 2014-15, 2016-17, 2017-18, 2018-19, 2019-20 are presented in tabular form.

Students of the Faculty of Arts and Sciences, Department of Biology, Faculty of Arts and Sciences, Faculty of Humanities and Social Sciences, German Language and Literature and English Language and Literature Departments, and German, English and French Translation and Interpretation Departments are offered to students of the Faculty of Arts and Sciences and Humanities within the scope of Erasmus+ Student Exchange agreements. A "Course Satisfaction Survey" was organized and reported to students taking courses in different departments of the Faculty of Social Sciences and Social Sciences in the fall semester of the 2022-23 academic year.

It has been observed that on the website of the Faculty of Business Administration, which is in the process of International AACSB Program Accreditation, there is only a form with the same title under the "Complaint/Problem and Request" heading in the "Student" Tab.

"Student Course Board Feedback Form Y1c2- Cellular Metabolism and Transport All Group" dated 08.12.2023 and 12.47, organized for the 2023-24 academic year under the title "Survey (Satisfaction and Complaints)" in the "Quality" section on the Faculty of Medicine website, Same Two documents titled "Feedback Report" were found, with the date and time of 12.46 showing "Student Module Feedback Form Y1c2- Cellular Metabolism and Transport Entire Group" and the total number of users responding to the feedback was "0".

It has been observed that feedback is received at the end of each semester regarding courses and faculty members throughout the institution. However, receiving student feedback within the scope of monitoring and improving the ECTS workload and achievement of program outcomes throughout the Institution is considered as an area open to improvement.

A.4.3. Alumni relations management

Alumni relations at the institution are managed through the Alumni Office. Information about students graduating from the institution is obtained through the Alumni Information Management System (MBYS). It is recommended that the Alumni Information Management System be transformed into a structure that allows graduates to communicate with each other, a request is made to carry out the necessary studies on the preparation of some surveys about the job placement of graduates and the process of finding a job after graduation, and a request is made for the establishment and active work of alumni relations commissions within the departments and deans. It is stated that an opinion has been expressed.

Matching graduates and students with the Mentor Marmara program, cooperation with the Presidential Human Resources Office, the traditional MarmaraRun event, and contributing to the career development of students with professional coaches through the Marmara Career Support Program are effective efforts in alumni relations management.

Atatürk Faculty of Education, Department of Classroom Education, "Study of Improving Relations with Alumni"

Obtaining opinions from the graduates of the Department of Health Management of the Faculty of Health Sciences about their expectations, the Faculty of Financial Sciences regularly sharing the announcements of personnel needs from the sector, and the Mechanical Engineering Department of the Faculty of Engineering creating a LinkedIn group to communicate with graduates are examples of the work carried out on a unit basis. However, when we look at the number of graduate students of the Institution, which has a deep-rooted history, it is observed that the number of graduates currently registered in the "Alumni System" and accessible is relatively low.

It is recommended to monitor the mobility in the graduate tracking system established in the institution and to make the necessary updates by conducting a needs analysis.

Takeholder Participation

Maturity Level: There are plans to ensure stakeholder participation in the P-D-C-A (Plan-Do-Check-Act) layers of quality assurance, education and training, research and development, societal contribution, management system, and internationalization processes within the institution.

Student Feedback

Maturity Level: Principles and rules have been established for obtaining student feedback on teaching processes (such as courses, course instructors, programs, student workload, etc.) within the institution.

Alumni Relations Management

Maturity Level: There are alumni tracking system practices across the institution's programs.

5. Internationalization

A.5.1. Management of Internationalization Processes

The institution states that, under the "Internationalization Policy" heading in the 2022 Institutional Development Report (KİDR), it maintains educational and teaching activities in multiple languages, aims to become a multicultural university, considers internationalization as an integral part of its education and teaching in its strategic plan, supports activities and partnerships aimed at achieving internationalization goals, places high importance on foreign language education, the number of full-time international students, international exchange programs, and international academic staff, continuously organizes various conferences and meetings with national and international stakeholders, and highly values gaining international recognition through academic publications and research projects. It aims to be ranked high not only in its region but also globally and to remain among the world's leading institutions. During the field visit, it was noted that rather than a policy statement, the institution discussed its internationalization goals and activities under the "Internationalization Policy" heading. However, upon feedback on the draft report, it was observed that the institution had prepared its internationalization policy in line with the mentioned principles and shared it on its website along with other policies.

Within the organizational structure of internationalization, the International Relations and Academic Collaboration Office has established the Erasmus Coordination, International Partnerships and Project Coordination, and Academic Unit Coordinators, with their duties defined.

The institution's vision is defined as "to be an international university guiding societal development with its leadership in education and research." Similarly, the Strategic Plan's 1st Goal is stated as "to be a university that is competitive at an international level." It is seen that the Strategic Plan supports the institution's vision.

One of the internationalization goals is to engage in initiatives for personnel and student exchange with universities and research centers in regions considered significant for the country, and to establish and develop bilateral and multilateral collaborations. In this context, funds have been provided for student and staff exchange with countries such as Qatar, the USA, Bosnia and Herzegovina, Georgia, Jordan, Indonesia, etc., through the EU K107 Project. Similarly, the highest grant was received with the 2022 Erasmus+ KA 131 Project.

To increase international visibility, the International Relations and Academic Collaboration Office participated in leading international higher education events such as NAFSA, EAIE, and EURIE in 2022 to establish collaborations with universities abroad. These events include the Association of International Educators 2022 Annual Conference & Expo (NAFSA) from May 31 to June 3, 2022 – Denver, USA; the European Association for International Education (EAIE) from September 13 to 16, 2022 – Barcelona, Spain; and the Workshop on Internationalization in Higher Education and Increasing the International Visibility of Universities in Turkey on November 27-28, 2022 – Ankara. The second-day program of the 7th Eurasian Higher Education Summit-EURIE 2022 was hosted by the institution.

The institution has been identified by the Higher Education Council (YÖK) as one of the universities most suitable for implementing internationalization strategies in the short term and has been designated as a pilot university in the "Internationalization Strategy Document for Higher Education."

Considering all these activities, although there are many internationalization practices within the institution, the presence of defined mechanisms for systematically monitoring and improving these practices is seen as an area open to development.

A.5.2. Internationalization Resources

The institution shows the mobility project budget allocated by the National Agency under the Erasmus Program as its internationalization resources. It is significant that the institution has been the university with the highest grant allocation by the National Agency under the Erasmus Program between 2016 and 2022.

In addition to the KA 103 and KA 131 Erasmus Mobility Agreements for 2015-20 and 2021-22, respectively, it is also important that the 2020 KA 107 and 2022 KA 171 International Credit Mobility Projects have been provided as new resources. The fact that the 2020 KA 103 Project ended in May 2023, the 2020 KA 107 Project ended in July 2023, and the 2021 KA 131 Project ended in October 2023, while the 2022 KA 131 Project will end in July 2024 and the 2020 KA 107 Project will end in July 2025, should be considered.

The institution is one of the partner institutions in the European Internship Consortium Project, which will continue from 2021-27 under the Erasmus+ Key Action 1 (KA1) - Individual Learning Mobility, coordinated by Üsküdar University, in collaboration with Sabancı University, Kadir Has University, Istanbul Kültür University, Istanbul Chamber of Industry, Turkish Informatics Foundation, and Turkish Culture Foundation.

It is emphasized that promotional and communication activities should be prioritized to benefit more from TÜBİTAK BİDEB and Horizon Europe Marie Curie Cofund calls, with coordinated efforts between the Corporate Communication Coordination and MİTTO. The establishment of the Health Biotechnology Excellence Joint Application and Research Center (SABIOTEK) in partnership with Yıldız Technical University, Marmara University, and Istanbul University-Cerrahpaşa, which provides post-doctoral positions for foreign students in the health field and prepares for the Marie Curie Cofund calls, is a significant step. The support of the project titled “Turkey-UK: 3DI 3D Printing & Digital Innovation” by the new grant program ‘Connect4Innovation: UK-Turkey Higher Education Institutional Partnerships Fund,’ which supports institutional partnerships between universities in the UK and Turkey, is noteworthy.

The institution also expresses that it is critically important to make the International Advisory Board more effective to achieve these goals and objectives and to monitor and track the outcomes from a different perspective.

It is noteworthy that many different activities are being carried out as internationalization resources within the institution. During the site visit, it was observed that project-based activities are particularly carried out through the efforts of individuals or active research centers. The institution states that it meets all the needs related to internationalization activities of the units. During the site visit, it was observed that there is no application causing inter-unit imbalance in the management of internationalization resources based on the number of applications. However, it is recommended that internationalization resources be diversified and incentive mechanisms be developed according to the potential of the units.

A.5.3. Internationalization Performance

The institution states that its internationalization performance is evaluated through several indicators, including reports sent to the National Agency regarding international student and staff mobility from five different simultaneous projects under the Erasmus Program, reports sent to YÖK (Higher Education Council) regarding incoming and outgoing students and staff for each academic year under the Mevlana Program, internal audits conducted by the Internal Audit Unit of the International Relations and Academic Collaboration Office, university activity reports, Entrepreneurial-Innovative University Index studies, numbers of students going abroad and coming back on a yearly basis, indicators determined by international university ranking organizations, the number of faculty members who have studied abroad, and the number of departments offering education in foreign languages.

Upon reviewing the International Relations and Academic Collaboration Office's website for data related to performance indicators, it was found that under the “Programs” heading and the “EU Education and Youth Programs” subheading, there is general information about the “Lifelong Learning Program,” and the page was last

updated in 2016. The “Youth Programs” subheading directs to “Turkey National Agency.” The “Erasmus Activities” page provides brief information, and there is a need for accessibility improvements for sections related to subheadings. The page was last updated in 2013. Under the “Mevlana Program” subheading, the exchange results lists for 2017-18, 2018-19, and 2019-20 are published, the 2020-21 program was canceled by the Higher Education Council due to Covid-19, and no information is available for later years. The “Current Protocols” subheading page was last updated in 2013. Under the “Bilateral Agreements” heading and “Bilateral Agreement List” subheading, there is a statement that “Current Bilateral Agreements under the Erasmus+ Program are periodically updated. Erasmus agreements for newly opened departments will be added to the system before the preference period.”

Under the “International Partnerships” heading, it is noted that there are bilateral cooperation or mobility agreements with 104 universities from 31 countries in the “Valid International Cooperation Agreements List.”

The Office’s “Events” page was last updated in 2021.

Regarding internationalization performance, the report presented under the heading “Indicators Used by Our University to Monitor Internationalization Performance” includes information about Erasmus+ KA 103, Erasmus+ KA 131, and the Mevlana Program. It emphasizes that the institution received the highest budget for Erasmus+ KA projects and reports the cancellation of the Mevlana Program. For Erasmus Program -related information, it includes data on National Agency audits, European Commission online surveys, Mevlana Program data sent to YÖK and YÖKSİS, audits conducted by the Internal Audit Unit of the International Relations and Academic Collaboration Office, numbers of incoming and outgoing students, agreements, and international protocols included in the “Entrepreneurial and Innovative University Index,” evaluations by international university ranking organizations, the number of faculty members who have studied abroad (400+), the number of departments offering courses in foreign languages (60+), and numbers of incoming and outgoing students under Erasmus+ (500+), with annual data showing the highest number of incoming students in 2014-15 (494) and the number of incoming students in 2021-2022 (327) and outgoing students (699).

Although there are many internationalization activities within the institution, the general dissemination of these activities, their contribution to the institution, and the level of contribution to the institution's goals are observed to be areas open to development within a policy framework. In this context, it is expected that the institution clearly and explicitly defines its internationalization policy.

Internationalization Process Management Maturity Level: The institution has plans for the management and organizational structure of its internationalization processes.

Internationalization Resources Maturity Level: The institution has plans for creating physical, technical, and financial resources with appropriate quality and quantity to sustain its internationalization activities.

Internationalization Performance Maturity Level: The institution has widespread internationalization activities.

B. Education and Teaching

1. Güncellenmesi Program Design, Evaluation, and Updates

B.1.1. Program Design and Approval

The institution conducts educational activities in over 950 various associate, undergraduate, and graduate programs across its academic units. While most programs are master's and doctoral programs, there are 35 associate degree programs. The institution offers education and training activities in regular, evening, and distance learning programs. Some academic units, such as the Faculty of Pharmacy, follow core curricula.

According to the 2021 and 2022 Institutional Self-Assessment Reports, the program design and approval processes at the institution are conducted in accordance with the relevant processes of the Council of Higher Education (YÖK), the Marmara University Education and Training Program Regulations, the Marmara University Curriculum Committee Regulations, and, in some academic units, the standards of relevant accreditation bodies. The Marmara University Education and Training Program Regulations serve as a guide that concretely explains the procedures and principles for preparing and writing program outcomes, course learning outcomes, and information to be included in the course information package (catalog). These regulations also detail the principles for curriculum changes.

Evidence related to program designs has been provided for academic units such as the Institute of Health Sciences, the Institute of Social Sciences, the Faculty of Health Sciences, the Atatürk Faculty of Education, the Faculty of Pharmacy, the Department of Environmental Engineering at the Faculty of Engineering, the Faculty of Business Administration, and the Technical Sciences Vocational School.

An examination of the course information package indicates that most of the associate, undergraduate, and graduate programs and their courses are prepared in accordance with these regulations. Information about the programs (such as admission requirements, objectives, significance, outcomes, graduation status, curriculum, course delivery, assessment and evaluation, course materials, etc.) is prepared and shared with the public. In many programs (e.g., the undergraduate program in Primary Education), program outcomes are written or classified according to the levels of the Turkish Higher Education Qualifications Framework (TYYÇ) (cognitive, affective, and psychomotor). It has been noted that the uniform arrangement of program outcomes across all programs (e.g., the undergraduate program in Pre-School Education) is an area for improvement. Course information packages were also reviewed, and it was found that the objectives, content, learning outcomes, detailed weekly course content, teaching methods, language of instruction, planned teaching methods and techniques, learning resources, assessment and evaluation techniques, and the relationship between program outcomes and course learning outcomes are addressed in most courses. However, it has been noted that ensuring the consistency of course learning outcomes with principles such as suitability, accessibility, observability, measurability, and evaluability is an area for improvement across all courses.

It was observed that teaching methods and techniques are determined to ensure that students can access course learning outcomes, and assessment and evaluation techniques are used to determine the achievement levels of students. It was noted that the selection of teaching methods and techniques and assessment and evaluation techniques in all programs should be in accordance with the objectives and learning outcomes of the courses, which is an area for improvement.

Course information packages are prepared in both Turkish and English. Reviews revealed that in some academic units (such as the Vocational School of Social Sciences, the Vocational School of Technical Services), there are discrepancies between the Turkish and English versions of some programs or courses. Particularly, it is suggested that the English versions of the course information packages be reviewed to ensure that all sections are accurately and completely translated, and that the Turkish and English versions are made consistent.

From the review of the 2021 and 2022 Institutional Self-Assessment Reports and the on-site visits, it can be said that the program design and approval processes are largely carried out according to defined procedures. During the on-site visits, it was found that stakeholder involvement in program design and approval processes is ensured, and improvements are made in programs or courses based on stakeholder feedback (e.g., in the Faculty of Medicine, Faculty of Engineering Biomedical Engineering, Environmental Engineering, Industrial Engineering undergraduate programs). External stakeholders in the engineering field mentioned that, based on their feedback and recommendations, an interdisciplinary master's program in "Maintenance Engineering and Management" was established within the Faculty of Engineering. Similar feedback was also expressed in the visited academic units. All collected data indicate that program design and approval processes are monitored, evaluated with stakeholder participation, and improvement efforts are made. It is recommended that the program design and approval processes be implemented systematically and sustainably across all programs and stakeholders.

within the institution.

B.1.2. Balance of Course Distribution in the Program

The Marmara University Education and Training Program Regulation and the Marmara University Curriculum Committee Regulation outline principles, rules, and methods related to course distribution in programs. The Marmara University Education and Training Program Regulation guarantees minimum and maximum numbers of courses and weekly course hours for associate, undergraduate, and graduate programs. It has been observed that all programs across the institution follow practices in accordance with these regulations.

According to the regulation, the total number of elective course hours in a program should be between at least 15% and at most 40% of the program's total course hours (the total number of compulsory course hours should be between at least 60% and at most 85% of the program's total course hours). Examination of the institution's information package and discussions with relevant stakeholders during site visits reveal that programs include elective courses that allow students to explore both their field and other disciplines. Each semester features elective course pools, and students are required to take at least one elective from the University's elective course pool.

For associate programs at the institution, the total number of courses generally ranges from 22 to 34, with a maximum of 38 for programs in the health field. Consequently, the total weekly course hours are set between an average of 18 to 25 hours, with a maximum of 28 hours for health-related programs. For undergraduate programs, the total number of courses is structured as follows: 40 to 60 for four-year programs, 50 to 75 for five-year programs, and 60 to 90 for six-year programs. For health, sports, and arts programs, this number can reach up to 68. Similarly, weekly total course hours for undergraduate programs range from an average of 18 to 25 hours, with a maximum of 30 hours for health and arts programs.

Graduate programs are structured as follows: for thesis-based master's programs, including seminars, between 8 to 12 courses; for doctoral/master's programs, 8 to 12 courses; and for bachelor's degree-based doctoral programs, including seminars, between 16 to 24 courses. The total required course hours for thesis-based master's programs range from 23 to 39 hours, for doctoral/master's programs from 21 to 40 hours, and for bachelor's degree-based doctoral programs from 43 to 80 hours.

It has been generally observed that these criteria are adhered to in associate, undergraduate, and graduate programs based on the institution's information package review. The structuring of course numbers and hours in programs allows students to allocate time for extracurricular social, cultural, and sports activities during weekdays. Examples from some units (e.g., Atatürk Faculty of Education, Faculty of Medicine, and Faculty of Engineering) illustrate the defined processes for maintaining the balance of course distribution.

Reviewing the institution's course information package indicates that course distribution balance is managed according to defined processes throughout the institution. Curricula are monitored and improved based on academic unit requests. Requests from academic units are controlled by the Student Affairs Directorate's Education-Teaching Branch and are improved according to needs. For example, the process of making changes to courses in the Music Teaching undergraduate program in the Atatürk Faculty of Education's Fine Arts Education Department is described in detail.

Considering the academic units and program diversity at the institution, it is recommended to expand monitoring and improvement mechanisms across the institution to ensure compliance with defined processes related to course distribution and balance.

B.1.3. Alignment of Course Outcomes with Program Outcomes

According to the principles outlined in the Marmara University Education and Training Program Regulation regarding program and course learning outcomes, information about the content, objectives, and achievements of the institution's associate, undergraduate, and graduate programs is shared with the public. Most programs at the institution have developed program outcomes according to cognitive, affective, and psychomotor levels, and these outcomes are shared with the public through course information packages.

Course information packages specify the course objectives, content, learning outcomes, detailed weekly course content, learning type, teaching language, planned teaching methods and techniques, learning resources, and assessment methods. Student workload calculations are frequently conducted, and the alignment of program

outcomes with course learning outcomes is often demonstrated on a matrix scored from 1 to 5. However, detailed examinations of course information packages have revealed inconsistencies. For example, some courses align their learning outcomes with only one program outcome, others align with nearly all program outcomes (e.g., the OKO1001 Introduction to Preschool Education course), and some course learning outcomes are not aligned with any program outcomes (e.g., the Mechanical Engineering (English) thesis master's program at the Institute of Science). The complete and updated organization of course information packages according to the principles defined in the Marmara University Education and Training Program Regulation has been identified as an area for improvement.

The 2022 Institutional Internal Evaluation Report and field visits have noted that in some academic units or programs, the achievement of course learning outcomes and, consequently, program outcomes, is monitored through mid-term and final exams, assignments, and applications. For doctoral programs, this is tracked through proficiency exams. Some programs (e.g., certain undergraduate programs at the Faculty of Engineering, BGM551.1 Software Security course at the Institute of Science) have begun using systems to identify and analyze which learning outcomes or program outcomes are being assessed by specific questions on exams or assignments. Expanding this practice institution-wide is identified as an area for development. Therefore, it is recommended that the alignment of course learning outcomes with program outcomes be monitored across the institution, evaluated with stakeholders, and improved based on evaluation results, with these improvements widely implemented.

B.1.4. Course Design Based on Student Workload

The institution has established defined processes for course design based on student workload. These principles and methods are outlined in the Marmara University Education and Training Program Implementation Regulation, which has been prepared and shared with the public. The institution asserts that all courses in its associate, undergraduate, and graduate programs are designed, announced, and implemented in accordance with student workload requirements. Curriculum change requests, which include detailed student workload calculations, are prepared by relevant units according to the "Supplementary Evidence B.1.4.a Course Monitoring Program (Syllabus)" and submitted to the Student Affairs Department Education-Training Branch Office. These proposals are then reviewed and enacted by the Senate based on written notifications from the institution. It is evident that examples of course design based on student workload, conducted in accordance with relevant regulations and defined processes, are present and applied within the institution.

Student workload credits have also been defined for professional practices, exchange programs, internships, and projects. In most courses, the contribution of various in-class and out-of-class activities to the workload (such as pre-class/after-class individual work, project preparation, assignments, laboratory and preparation, workshop and preparation, presentations and preparation, seminars and preparation, demos and preparation, research and preparation, reports and preparation, midterm and preparation, quizzes and preparation, final exams and preparation, etc.) is shown.

According to Article 4 of the Marmara University Education and Training Program Implementation Regulation, "Credit" is defined as "the value determined according to the credit range specified in the Turkish Higher Education Qualifications Framework for the diploma level and field of the program by the Higher Education Council, taking into account students' workload and the theoretical and practical course hours of the course," and "Student Workload" is defined as "all activities related to a course that need to be performed to achieve the learning outcomes of the course, including class attendance, course-related activities, pre-class and individual study, preparation for midterm and final exams, assignments, projects, and other activities." Both definitions emphasize that the theoretical and practical course hours and student attendance should be considered in determining the ECTS value and calculating student workload. However, a detailed and meticulous examination of the institution's information package has revealed that, in some accredited programs (e.g., Electrical-Electronics Engineering (English), Computer Engineering (English), Environmental Engineering (English), Nursing, Primary Mathematics Teaching, etc.), the theoretical and practical parts of some courses (i.e., the time students spend attending theoretical and/or practical classes over 14 weeks) have not been included in the workload calculation. This situation indicates a need for periodic monitoring and updating, despite the existence of institution-specific regulations and defined processes for student workload-based course design, and is considered an area for improvement.

In this context, it is recommended that, across the institution, all course information packages be periodically monitored and evaluated according to the institution's regulations and defined processes. Necessary updates should be made, announced, and implemented based on evaluation results, in

collaboration with relevant stakeholders.

B.1.5. Monitoring and Updating of Programs

Articles 14 and 15 of the Marmara University Education-Teaching Program Implementation Regulation describe the processes for curriculum changes, while Articles 18 and 19 define the principles for course and program evaluation. According to Article 19, the realism and adequacy of the program outcomes to be achieved upon graduation are intended to be assessed with the participation of stakeholders. To this end, surveys and similar measurement tools are used, and program outcomes are revised when necessary based on the results.

The 2022 Institutional Self-Evaluation Report states that educational plans are updated within the framework of a calendar that includes processes carried out annually by the Student Affairs Department in collaboration with the Information Processing Department. Curriculum committees established in academic units across the institution oversee the processes for monitoring and updating programs. For instance, the Engineering Faculty's Department of Bioengineering has presented evidence of defined workflows and activities for monitoring and updating its undergraduate program.

Similarly, evidence has been provided that monitoring and updating activities, along with stakeholder feedback, are conducted for some programs (e.g., Nursing at the Faculty of Health Sciences, Environmental Engineering, Electrical and Electronics Engineering, Mechanical Engineering undergraduate programs, Faculty of Medicine, Faculty of Human and Social Sciences, etc.). For example, students from various departments of the Faculty of Human and Social Sciences have verbally indicated that they are asked for their opinions on the quality and content of courses during interviews and that their feedback leads to course improvements. At the Communication Faculty, it was expressed that teaching programs were updated based on feedback from internal and external stakeholders gathered two years ago, and that student surveys are conducted at the end of each semester to gather opinions on programs.

Stakeholder feedback, including external stakeholders, has also been observed in some programs. External stakeholders have participated in program evaluation processes, provided recommendations on program outcomes, and suggested courses to be included in the programs. The widespread use of mechanisms for monitoring and updating programs (such as curriculum committees and their processes) across all programs is identified as an area for improvement. It is recommended that mechanisms for monitoring and updating program outcomes be implemented across all programs in the institution.

The institution is also engaged in accreditation efforts. The 2021-2025 Strategic Plan highlights one of its strategic objectives (A1) as "To enhance educational and teaching quality to be internationally competitive through widespread accreditation." The second target (H2) of this objective is "To increase the number of departments with a quality assurance system and/or accreditation by at least 10% by the end of the planning period." In alignment with these goals, program accreditation is encouraged, planned, and supported. The number of accredited programs has increased in recent years. Strategic Plan Monitoring and Evaluation studies for 2021 and 2022 showed that the target value was achieved with 100% completion at the end of both years.

According to information on the Quality Coordination Office's website, some programs at the Faculty of Medicine (e.g., Anesthesiology and Reanimation, Brain and Nerve Surgery, Pediatrics, etc.), various undergraduate programs at the Faculty of Engineering (e.g., Environmental Engineering, Mechanical Engineering, Chemical Engineering, Computer Engineering, Electrical Electronics Engineering, Bioengineering), and programs at the Faculty of Education (e.g., Mathematics Teaching) and Faculty of Pharmacy have received program accreditation or full accreditation from relevant accreditation bodies. Accreditation work is also ongoing in faculties such as Political Science and Communication. It has been observed that program accreditations increase quality and awareness of accreditation within the institution. Particularly in accredited programs, processes and operations align with accreditation standards. Therefore, the widespread implementation of program accreditation efforts across all programs in the institution is identified as an area for improvement. It is recommended that program accreditation activities be extended to cover all programs institution-wide.

B.1.6. Management of Education and Teaching Processes

At Marmara University, a regulatory and organizational administrative structure has been established for

managing the education and training processes. The management of education and training processes at the institution, including the preparation of programs according to defined processes, systematic monitoring, and updating, is coordinated by academic units' education-teaching/curriculum committees, the Student Affairs Department's Education-Teaching Branch, and the Bologna Coordination Commission. According to the 2022 Institutional Internal Evaluation Report, a vice rector under the Rector is responsible for education and training processes at the institution, and administrative units, as well as academic and administrative councils and committees, are involved in the execution of education and training processes. Structures (organizational charts, boards, committees, etc.) for managing education processes have been identified in academic units. For example, in the Faculty of Medicine, the "Marmara University Faculty of Medicine Pre-Graduation and Post-Graduation Medical Education Development and Coordination Schema," created under the leadership of the Dean, shows that various boards, coordinators, and units are involved in managing medical education, as understood from the faculty's website. On the other hand, the 2021 and 2022 Institutional Internal Evaluation Reports, the institution's website, and field visits revealed the need for an administrative structure or mechanism capable of coordinating Bologna processes and information package studies. The establishment of an administrative mechanism (committee, board, office, or coordination unit, etc.) capable of systematically and sustainably coordinating the preparation, monitoring, and updating of information package studies in line with the institution's defined processes across all programs was identified as an area for development.

The institution has structured various regulations and guidelines that govern education and training processes (e.g., Marmara University Associate and Undergraduate Education-Teaching and Examination Regulation, Graduate Education and Teaching Regulation, Marmara University Education-Teaching Program Implementation Guidelines, Marmara University Examination and Success Evaluation Guidelines, Marmara University Foreign Language and Turkish Preparatory Classes Education-Teaching and Examination Guidelines, Marmara University Faculty of Medicine Pre-Graduation Education-Teaching and Measurement-Evaluation Guidelines, Marmara University Faculty of Fine Arts Special Talent Entrance Exam Guidelines, Marmara University Community Service Applications Course Guidelines, Marmara University Transition Between Master's and Non-Thesis Master's Programs Guidelines, etc.) and separate guidelines regulating internship practices in academic units (e.g., Marmara University Faculty of Engineering Student Internship Guidelines, T.C. Marmara University Social Sciences Vocational School Internship Guidelines, etc.). Various commissions supporting education and training processes, such as the Student Affairs Department, Information Processing Department, Curriculum Committee, Scholarship, Discount, and Support Evaluation Committee, and various committees in academic units, are involved in the execution of education and training processes. The principles, rules, and calendar for designing, executing, evaluating, and updating educational programs are determined by the University Senate. The relevant deans and directorates in academic units follow the implementation of processes related to education and training and examinations based on the general principles, rules, and calendar determined by the Senate. For some education and training processes, such as internships, special student status, and student admissions, academic units have developed their own regulations. Various boards and committees (Curriculum Committee, Course and Examination Program Committee, Scholarship Committee, Sports Activities Committee, Social Activities Committee, etc.) for managing education and training processes have also been identified in the Faculty of Engineering.

The official website of the Student Affairs Department, which is primarily responsible for the management of education and training processes at the institution, shows that the department's organizational and administrative structure has been established, its organizational structure, task definitions, workflow procedures, and work plans have been created and shared with the public. Additionally, the department has established relevant committees to ensure the quality of the services provided, monitors its services to stakeholders, and shares information about its "Plan-Do-Check-Act" (PDCA) cycle practices on its website.

The institution has an education and training policy that is shared with the public. The fundamental principles of Marmara University's education and training philosophy are based on its rooted structure, mission, vision, strategic objectives, and goals, aiming to provide innovative, competitive, questioning, solution-oriented, and sustainable education, teaching, and research services at national and international levels with a PDCA cycle-based approach. The education and training policy created within this framework includes principles such as "having a Knowledge Management System that serves the core areas and educational objectives of the university; incorporating a measurement and evaluation system considering student-centered development; adopting scientific research processes related to education and learning that serve the needs of society; ensuring the dissemination of national and international accreditations in terms of quality in education across units; having a monitoring and evaluation system that promotes effective use of databases; encouraging the spread of multidisciplinary and interdisciplinary education and research potential across all academic units; and training graduates as entrepreneurial, innovative, socially beneficial, socially responsible, ethically aware, and capable individuals who meet the current needs of the labor

market." The upper management of the institution monitors the education and training processes based on the strategic goals and performance indicators set in the 2021-2025 strategic plan.

Within the management of education and training processes at Marmara University, detailed information and documents related to education and training processes, workflow procedures, and the role of quality processes in the PDCA cycle are shared on the official website of the Student Affairs Department. In the Frequently Asked Questions (FAQ) section, most questions related to education and training processes and procedures are answered in detail and shared with the public. The majority of education and training processes are conducted electronically at Marmara University. For example, the Marmara University Application System allows for electronic submission of all application processes to the university from a single point. Applications for graduate programs, inter-university and intra-university horizontal transfer applications, double major and minor program applications, summer school applications, Marmara University Foreign Student Selection Exam (MÜYÖS) applications, and other relevant applications can be made through this system. The system is available in Turkish and English. Additionally, the automation of graduate processes has been piloted in the Department of Econometrics at the Institute of Social Sciences.

Marmara University, which offers undergraduate and graduate education opportunities in five different languages, provides language preparatory education for newly enrolled students. Foreign language education is conducted by the Foreign Languages School's Foreign Language Preparatory Department. The preparatory education includes preparatory classes for programs that offer education in foreign languages at the undergraduate level, one-year compulsory preparatory classes for programs that offer education in Turkish, and optional one-year preparatory classes for programs that offer education in Turkish, subject to availability. Language exemption exams (in English, German, and French) and foreign language proficiency exams (in English, German, French, and Arabic) are prepared and administered by the Foreign Languages School. All processes related to foreign language education are detailed and shared with all stakeholders on the Foreign Languages School's website.

The summer school at Marmara University is conducted according to the Marmara University Summer School Regulation on the dates announced in the academic calendar. The courses to be offered in the summer school are determined based on the proposals from the relevant department boards in faculties and higher education schools, department chairmanships in vocational schools, and the relevant main science/art department boards in institutes, followed by the unit board's decision and the Senate's approval. Announcements about the summer school are made on the Student Affairs Department's website before the application deadlines specified in the academic calendar each year. Students registered at other universities can also take courses at Marmara University's summer school within the framework of relevant regulations. Marmara University students select their summer school courses through the Student Information System (BYS).

In some of the institution's programs (e.g., undergraduate programs in the Faculty of Engineering), a software program developed by the institution is used to match program outcomes, course learning outcomes, and exam types and questions. This allows for the monitoring and evaluation of the achievement levels of program outcomes and course learning outcomes. It is recommended that the use of this application be expanded across all institutional programs.

According to the 2021 and 2022 Institutional Internal Evaluation Reports, the institution's relevant web pages, and data obtained from field visits and discussions with units and internal and external stakeholders, it has been observed that the institution's education and training processes are managed based on a rich regulatory infrastructure determined by the institution, considering external higher education regulations. It is suggested that the monitoring of education and training processes across the institution, stakeholder involvement in evaluations, and improvements based on evaluation results be conducted.

Program Design and Approval Maturity Level: Program design and approval processes are systematically monitored and improved in collaboration with relevant stakeholders.

Course Distribution Balance Maturity Level: There are institutional-wide implementations according to defined processes for course distribution balance.

Alignment of Course Outcomes with Program Outcomes Maturity Level: Course outcomes are aligned with program outcomes across programs and shared through course information packages.

Course Design Based on Student Workload Maturity Level: Courses are designed, published, and implemented based on student workload.

Monitoring and Updating of Programs Maturity Level: Mechanisms for monitoring and updating program outcomes are implemented across programs.

Management of Education and Training Processes Maturity Level: Education and training processes are managed according to defined principles and rules across the institution.

2.) Program Execution (Student-Centered Learning, Teaching, and Assessment)

B.2.1. Teaching Methods and Techniques

In the institution's associate, undergraduate, and graduate programs, various applications such as theoretical courses, applied courses, practical work, workshops, clinical applications, laboratory work, capstone projects, diploma projects, internships, assignments, and seminars are included based on their characteristics. An examination of the course information packages reveals that various teaching methods and techniques are used, including lectures, presentations, Q&A, group work, brainstorming, discussions, problem-solving, project preparation, report writing, case studies, laboratory experiments, demonstrations, observations, assignments, micro-teaching, field trips, computer-assisted teaching, drama, student presentations, and more. It has been observed that lectures and Q&A methods are generally used as the primary teaching methods. In distance learning courses, in addition to lectures and presentations, videos, animations, and simulations are also utilized. During site visits, students expressed that methods that activate them in classes, such as interaction with teaching staff, other students, and learning materials, are also used. For example, in the Faculty of Business and the Faculty of Human and Social Sciences, it was stated during site visits that teaching methods and techniques aimed at increasing student motivation in the classroom are selected based on feedback collected from students at the beginning of the semester. In some academic units (e.g., Health Sciences Faculty's Health Management Department and Physiotherapy and Rehabilitation Department; Engineering Faculty), it was noted that students are given assignments to prepare projects and presentations, write laboratory experiment reports, complete computer assignments/projects, and work on group projects to develop skills in presentation, accurate self-expression, and communication. According to data obtained from verbal interviews with unit managers, teaching staff, and students during the visits, it is understood that students are encouraged and supported in research and project preparation and execution processes at the institution. Additionally, it was found that students benefit from research and application laboratories in many units (e.g., Atatürk Faculty of Education, Faculty of Human and Social Sciences, Engineering Faculty, Health Sciences Faculty, Faculty of Medicine, Technical Sciences Vocational School, etc.), engage in practical and design work in these laboratories, and participate in scientific (e.g., TÜBİTAK projects) and social responsibility projects. For instance, it was verbally expressed by unit managers, teaching staff, and students during site visits that students in the Faculty of Medicine are directed towards research projects from their third year onwards, and are encouraged and supported. Similarly, it was also reported that students in the Faculty of Human and Social Sciences and Technical Sciences Vocational School are involved in research projects based on information gathered from site visits. All these practices concretely indicate the presence of student-centered teaching applications across the programs. On the other hand, the examination of course information packages suggests that there is room for improvement in both the use of teaching methods and techniques aimed at achieving program and course learning outcomes and the widespread adoption, monitoring, and evaluation of student-centered teaching methods across the institution. To address this, it is recommended to develop mechanisms for improving faculty competencies in student-centered teaching and for monitoring and evaluating student-centered teaching practices with stakeholder involvement.

B.2.2. Measurement and Evaluation

Measurement and evaluation practices in the institution's associate, undergraduate, and graduate programs are carried out according to the institutional regulations such as the Marmara University Associate and Undergraduate Education-Teaching and Examination Regulation, the Marmara University Graduate Education-Teaching and Examination Regulation, and the Marmara University Examination and Success Evaluation Directive. For each semester/year, the preferred measurement methods, expected student work, and contribution to the semester/year-end grade are included in the course information package by the teaching staff at the beginning of the term and shared with students and the public.

In the programs, at least one mid-term/semester exam and one semester/year-end exam are conducted for each course offered each semester/year. For courses such as graduation thesis, graduation project, graduation assignment, internship, fieldwork, laboratory, thesis, project work, presentation, and similar courses integrated within the system, mid-term and/or semester/year-end exams are not required if determined by a unit council decision and Senate approval. Other evaluation tools and activities may also be used within the framework of principles determined by the Senate. In associate and undergraduate programs, mid-term evaluation tools such as mid-term exams, assignments, projects, laboratory work, practical applications, and other activities can be used for a course. Except for internship, term project, graduation project, graduation thesis, seminar courses, and similar courses, at least one mid-term exam is required for the mid-term evaluation of a course. In graduate programs, success grades are given based on written exams, oral exams, presentations, projects/assignments, exhibitions/performances/recitals/concerts/representations/showings, or a combination of these activities. The course instructor may also consider attendance, participation/contribution, or other criteria deemed necessary when determining the exam grade.

The contribution rates of mid-term exams, assignments, practical applications, and other works to the success grade are indicated in the course monitoring program. These rates are used in the evaluation of the relevant course. The total contribution of mid-term exams to the success grade is at least 20%. Students' success is evaluated according to a relative system. In many units of Marmara University, a mid-term exam and a semester/year-end exam are conducted each semester. The success grade is determined by calculating 40% of the mid-term exam and 60% of the semester/year-end exam. For courses with laboratory applications, the laboratory scores contribute 20% of the mid-term grade, scores obtained during the year (e.g., experiment reports) contribute 40%, and the semester-end exam grade contributes 40%. Make-up exam grades replace the semester-end exam grade in the year-end grade calculation.

In general, alongside result/product-oriented measurement and evaluation approaches that measure and assess students' success in courses, process-based measurement and evaluation approaches that assess students' performance and work throughout the term are also used. Different academic programs have preferred measurement and evaluation approaches, methods, and techniques suitable for the nature of the field, as identified in the information package and expressed during site visits.

The evaluation of professional practice and internships in different programs within the institution is generally carried out according to the specific guidelines prepared by the academic units. In internships, the relative system is not applied in evaluating student success.

Documents reviewed and site visits revealed that some programs (e.g., Engineering Faculty undergraduate programs, Graduate School of Science undergraduate programs, etc.) have developed mechanisms to determine how well students achieve program outcomes and course learning outcomes. In the mechanism developed and implemented by the institution, exams or questions asked in exams are matched with program outcomes or course learning outcomes, and feedback on the achievement rate of these outcomes is provided to both instructors and students. Additionally, in the Faculty of Medicine, students can see their performance in each committee exam, including correct/incorrect counts and responses to each subject area through the Institutional Education Management and Planning System (KEYPS).

The 2021 Institutional Self-Evaluation Report identified "Measurement and Evaluation" as an area for improvement. In response, the Rectorate's senior management focused on this issue and started educational activities through the Quality Coordination Office. According to the 2022 Institutional Self-Evaluation Report and data obtained from site visits, efforts are being made to further develop and improve the knowledge, skills, and practices of teaching staff in measurement and evaluation. Evidence provided and interviews during site visits indicated that in late 2022, in-service training activities involving all teaching staff were conducted. Following these trainings, for example, in the Faculty of Health Sciences, meetings on measurement and evaluation were held, instructors were informed about the training content, and evaluations of exam scope and content of departmental courses were carried out, leading to the initiation of revisions of exam questions based on the training information.

Additionally, the institution's Disabled Student Coordination Unit has developed the "Inclusive Education and Examination Applications Guide." This guide details all measures to be taken regarding education and examination practices in face-to-face and remote education environments. It was observed that necessary measures were taken according to this guide for implementing teaching and examination practices according to the types of disabilities of disabled students, and relevant training was provided to instructors. Feedback from disabled students regarding education, teaching, and examination processes was also collected.

From the examination of Institutional Self-Evaluation Reports, the institution's regulations, and site visits, it has been determined that there are principles, rules, and planning related to student-centered measurement and evaluation in the institution. It has been observed that measurement and evaluation practices in the institution's programs and the establishment of institutional structures have been created, and improvements have been made based on monitoring by the institution's senior management in the field of measurement and evaluation. Moreover, examples show that measurement and evaluation practices are monitored, assessed, and improved based on feedback from stakeholders, primarily students, in some academic units of the institution. For instance, in the Faculty of Medicine, program evaluation studies coordinated by the Faculty of Medicine Program Evaluation Commission collected and analyzed student and faculty feedback at the end of 2021 and beginning of 2022, with the results shared on the unit's website. The monitoring of student-centered measurement and evaluation practices across the institution and the expansion of structures for improvement with stakeholder participation in all programs and courses are considered areas for development. Therefore, it is recommended to expand and improve student-centered measurement and evaluation practices across programs with the participation of relevant stakeholders.

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

In the Institutional Internal Evaluation Reports for 2021 and 2022, it is stated that clear and consistent criteria are applied in all processes related to student admission. The Student Affairs Department's website provides information and documents about all processes, workflows, and application conditions for student admission, recognition of prior learning, and credit transfer.

For admission to associate and undergraduate programs based on central exam scores, placement procedures for candidates are carried out by the Student Selection and Placement Center (ÖSYM) based on the results of the Higher Education Transition Examination (YKS) and the Vertical Transfer Exam (DGS). Admissions based on Special Talent Exam results for specific programs are conducted in accordance with the relevant YÖK regulations and the University's regulations. In the processes of student admission, recognition of prior learning, and credit transfer, the institution's regulations (Marmara University Associate and Undergraduate Education-Teaching and Examination Regulation, Marmara University Graduate Education and Teaching Regulation, Marmara University Associate and Undergraduate Program Horizontal Transfer Regulation, Marmara University Atatürk Faculty of Education Department of Fine Arts Education Special Talent Exam Regulation, Marmara University Faculty of Fine Arts Special Talent Entrance Exams and Marmara University School of Sport Sciences Special Talent Exam, Selection, and Evaluation Regulation) are followed according to the procedures and principles accepted by the relevant units or committees of the Institution regarding applications and exams. Student admissions through horizontal transfer within and outside the institution are made according to the criteria of the Council of Higher Education, and ÖSYM scores are used for transfer criteria. Student admissions are also carried out for horizontal transfers, foreign student exams (YÖS), double major programs (ÇAP), and minor programs in accordance with the criteria set by the Council of Higher Education, with transfer criteria applied based on ÖSYM scores. The registration and admission of enrolled students are handled by the Student Affairs Department. For graduate programs, application and evaluation conditions are determined within the framework of regulations, and student admission processes are carried out based on these conditions.

The recognition of prior learning and exemption processes for students admitted to programs are carried out according to the relevant regulations (Marmara University Exemption and Adaptation Procedures Regulation), with credit equivalence determined using the "ECTS" system. The regulation defines the processes, workflows, procedures, and principles for exemption and adaptation for courses taken and successfully completed from previous higher education programs or from domestic and international higher education institutions under student exchange and mobility programs (ERASMUS, FARABİ, MEVLANA, etc.), and it is understood that these practices are being applied. Furthermore, it is recommended that the related processes be systematically monitored, and improvements and updates be made based on the monitoring results. Therefore, the processes related to student admission, recognition of prior learning, and credit transfer have been evaluated as areas for development in terms of monitoring, improving, and updating.

B.2.4. Certification of Competencies and Diploma

Processes related to the certification of competencies and the issuance of diplomas for all programs within the institution are detailed in the relevant regulations of the University, including the "Marmara University Associate and Undergraduate Education-Teaching and Examination Regulation," the "Marmara University Graduate Education and Teaching Regulation," and the "Marmara University Graduation Documents Regulation." These procedures have been publicly shared on the Student Affairs Department's website.

The "Marmara University Graduation Documents Regulation" provides detailed explanations regarding the institution's associate, undergraduate, and graduate diplomas, minor certificates, honorary doctorate diplomas awarded by the Senate, diploma supplements, and diploma registers. According to the relevant regulations, students who successfully complete all requirements of their enrolled educational program, such as courses, practices, and internships, with a General Weighted Average (GPA) of 2.00 or higher are eligible for graduation and diploma issuance. Students with a GPA between 3.00 and 3.49 graduate as honor students, while those with a GPA of 3.50 or above graduate as high honor students. This information is noted on the student's transcript and diploma supplement. The graduation requirements and diploma issuance processes for students enrolled in double major and minor programs, as well as international joint programs, are also regulated by relevant legislation. The conditions and procedures for graduation and diploma issuance for graduate program students are also thoroughly defined.

Graduates are issued a diploma along with a Diploma Supplement. The institution, which received the "Diploma Supplement Label" in 2010, has programs that are approved for the use of the "TQF Logo" by the Turkish Qualifications Framework Board, including various undergraduate diplomas in fields such as Computer Engineering, Environmental Engineering, Pharmacy, Electrical-Electronic Engineering, Industrial Engineering, Mechanical Engineering, Metallurgical and Materials Engineering, Health

Management, and Medicine.

The institution's "Graduation Documents Regulation" defines the types of diplomas to be awarded according to the program degree. Some provisions of the "Graduation Documents Regulation," issued on October 12, 2016, were last updated by the Senate on October 2, 2018. The 2022 Institutional Internal Evaluation Report indicates that graduates can verify their diplomas electronically. It is recommended that the processes related to the certification of competencies and diploma issuance be monitored, evaluated with stakeholders, and improved based on evaluation results.

Teaching Methods and Techniques Maturity Level: Student-centered teaching methods and techniques are applied according to defined processes throughout the programs.

Assessment and Evaluation Maturity Level: Student-centered and diversified assessment and evaluation practices are present throughout the programs.

Student Admission, Recognition of Prior Learning, and Credit Transfer Maturity Level: Implementations related to student admission, recognition of prior learning, and credit transfer are in place according to institutional plans.

Certification of Competencies and Diploma Maturity Level: Practices related to diploma approval and certification of other competencies are established throughout the institution.

3. Learning Resources and Academic Support Services

B.3.1. Learning Environment and Resource

The institution operates across various campuses, including Acıbadem, Anadolu Hisarı, Bağlarbaşı, Recep Tayyip Erdoğan Complex, Göztepe, Kartal, Sultanahmet, and Mehmet Genç Complex. The management of learning resources across the institution is conducted with attention to area-specific conditions, accessibility, and inter-unit balance. The relocation of the Faculty of Engineering and Faculty of Technology to the Recep Tayyip Erdoğan Complex has been completed, and educational activities are actively ongoing. The construction of this campus has expanded the university's learning environment and resources with 20 lecture halls, 91 classrooms, 172 wet laboratories, and 32 computer laboratories. The area for the Faculty of Engineering classrooms and laboratories has increased from 5,050 m² to 12,840.82 m², and the Faculty of Technology's area has expanded from 6,647 m² to 12,607.67 m². At the Mehmet Genç Campus, six units have been relocated, and it includes two lecture halls and 101 classrooms in an area of 8,795.17 m², along with 21 wet laboratories and six computer laboratories, totaling 27 laboratories for students and faculty use. The vacant physical spaces at the Göztepe Campus have been allocated to other academic units, ensuring a balanced distribution of resources. The aim has been to enhance learning environments and resources, including those in academic units that have not moved to new campuses.

According to the 2022 Administrative Activity Report, Marmara University's Rectorate buildings are located in Göztepe (central building) and Sultanahmet campuses, with academic service buildings across various campuses covering a total area of 749,575.35 m² and a total classroom area of 45,474.32 m². Across all these campuses, different numbers and capacities of classrooms, laboratories, libraries, studios, textbooks, online books/documents/videos, and other resources are available for students and staff.

The institution has 14 lecture halls with a capacity of 0-50 people, 530 classrooms, 332 educational laboratories, and 45 thematic research laboratories; 43 lecture halls with a capacity of 51-75 people, 85 classrooms, 50 educational laboratories, and one thematic research laboratory; 16 lecture halls with a capacity of 76-100 people, 25 classrooms, 15 educational laboratories, and three thematic research laboratories; 39 lecture halls with a capacity of 101-150 people, nine classrooms, five educational laboratories, and one thematic research laboratory; 15 lecture halls with a capacity of 151-250 people, one classroom, and two educational laboratories; and one lecture hall with a capacity of 251 or more people, totaling 128 lecture halls, 650 classrooms, 404 educational laboratories, and 50 thematic research laboratories, making a total of 1,232 different capacity learning environments.

All library-related processes are managed by the Library and Documentation Department. From reviewing the department's website and site visits, it is understood that the department is well-structured, with clearly defined workflows, processes, and responsibilities, and it operates with a focus on quality. The institution has nine libraries and study rooms totaling 7,157.80 m² of enclosed space, including Göztepe - Prof. Dr. Orhan Oğuz Library (3,471.60 m²), Göztepe – Faculty of Law and Communication Library (860 m²), Bağlarbaşı – Faculty of Theology Library

(1,255 m²), Anadolu Hisarı – Martyr Kaymakam Muhammed Fatih Safitürk Library (228.20 m²), Acıbadem - Faculty of Fine Arts Library (230 m²), Recep Tayyip Erdoğan Complex – Faculty of Medicine Library (426 m²), Recep Tayyip Erdoğan Complex – Faculty of Pharmacy Library (57 m²), Pendik – Education and Research Hospital Library (230 m²), and Mehmet Genç Complex Study Room (400 m²). Libraries at different units/campuses are planned to include discipline-specific resources. This practice aims to facilitate easy access to essential resources for students and academic staff. Each year, feedback is collected regarding additional resource requests, and new databases or physical resources are integrated into the library based on these requests. The “Additional Library Resource Request Form” is used to gather these requests, allowing for resource planning and procurement.

The libraries offer advanced technological equipment, extensive collections of printed and electronic resources covering all scientific fields, study rooms, specialized librarians and administrative staff support, and large study areas. Library hours vary according to academic terms. During the academic year, the Prof. Dr. Orhan Oğuz Library provides 24-hour service in its study room, while other sections are open on weekdays from 08:00 to 21:00. Libraries and study rooms in other campuses are open on weekdays from 08:30 to 17:00 (the Faculty of Pharmacy Library is open only from 14:00 to 16:00), and they are closed on weekends, except for the Prof. Dr. Orhan Oğuz Library, which is open on weekends from 10:00 to 17:00. During summer vacations, no libraries offer weekend services. Libraries also provide spaces for individual or group study. According to the 2022 Unit Administrative Activity Report, the Library and Documentation Department ranks among the top ten libraries in Turkey regarding the number of users served and the budget for information resource procurement. The Prof. Dr. Orhan Oğuz Library is the largest library in the institution in terms of enclosed space and seating capacity and serves as the central research library.

Marmara University Libraries benefit from national licensing agreements with leading publishers and database producers through the TÜBİTAK ULAKBİM EKUAL Project. As of 2022, 41 databases subscribed to by TÜBİTAK are available to the institution's researchers. Access to electronic resources is possible from within the campus, and through the "VETİS" (Online e-library portal) system, users can access library electronic resources from anywhere using an email address and password. Additionally, access is available through the university's "Proxy" system for off-campus use. This service is available to Marmara University faculty members, staff, and students. The university also has IOS and Android applications, such as the Cep Kütüphanem application. Electronic resources for students and academic staff are shared on the university's website. Information about course contents and programs for associate, undergraduate, and graduate education, both in Turkish and English, is available on the Course Information Package pages.

The Library and Documentation Department has established an “Accessibility Unit” to ensure that disabled users can benefit from library services optimally. Physical adjustments are made to facilitate the use of the library for disabled users, and projects are developed to address the needs of visually impaired users. The Accessibility Unit includes a sound recording studio for creating audiobooks and a computer with Braille printer and Braille screen for visually impaired users to access notes and documents. In addition to audiobooks, books in the collection are scanned and digitized for user access. A combined music system consisting of software and hardware is also available to support music education. The audiobooks, text books, and other documents created by the Accessibility Unit can only be borrowed by visually impaired users, in accordance with copyright laws. The Library and Documentation Department's website also provides addresses of external learning environments and resources accessible to disabled individuals.

To ensure effective use of study spaces and provide opportunities for all students, the institution has a “Desk-Chair Reservation System.” Users can reserve study spaces in libraries electronically for up to four hours. Site visit feedback indicates that students are satisfied with this application. For example, faculty members and students from the Faculty of Human and Social Sciences have expressed satisfaction with the learning environments and resources provided by the institution, noting that these facilities support their academic and scientific work. The Library and Documentation Department's efforts in organizing educational sessions and workshops for academic and research skills development, although not directly within the department's scope, have been positively received by the institution's academic staff and students.

The 2022 Unit Administrative Activity Report notes that due to the institution's various campuses, library resources are dispersed, causing challenges in effectively providing services. For instance, students at the Technical Sciences Vocational School expressed that the distance from the central Göztepe campus and legal issues preventing the use of their library have limited their access to library facilities. The institution's officials have indicated that these issues will be resolved once legal matters are addressed. The need for additional physical space and qualified personnel in libraries to meet the increasing number of staff and students was also highlighted. Site visits and interviews revealed that learning environments and resources are not yet of the same quantity and quality across all campuses, and students at campuses other than Göztepe face difficulties accessing learning environments and resources. The institution is working on plans to address these issues by transitioning away from a multi-campus structure towards a centralized campus that will house most academic and administrative units. Once completed, this central campus is expected to

consolidate learning environments and resources such as libraries, study rooms, and laboratories, significantly meeting students' needs and expectations.

Distance education services are managed by the Marmara University Distance Education Application and Research Center (UZEM) through the “Online Course Platform” page. Currently, distance education is offered for non-thesis master’s and associate degree programs. Additionally, common compulsory courses in all programs and up to 30% of regular program courses can be offered online based on requests from units in compliance with regulations. The institution successfully managed all educational and teaching processes during the Kahramanmaraş-centered earthquake disaster in 2023, utilizing experiences gained during the COVID-19 pandemic. The “Distance Education System” page includes instructional videos, training on preparing teaching and assessment materials for online education, and helpful information under the “Helpful Tools” section. There is also a “Frequently Asked Questions” section for potential issues users may encounter and a communication interface for questions and complaints. User feedback on the platform indicates that it meets expectations for distance education.

The institution also offers a variety of electronic resources, including books and articles that can be accessed from the university's library database. The educational resources provided include English books in the field of engineering and exact sciences. However, physical library services are less frequently utilized by students due to the dispersion of campuses. The feedback from students and faculty suggests that centralizing library and educational resources and improving accessibility to different campuses would enhance the quality and effectiveness of the institution's educational services.

B.3.2. Academic Support Services

At the beginning of the academic year, orientation programs are conducted for all new students enrolling in Marmara University programs (including international and disabled students) through field visits where interviews with participants and the review of internet pages of the University and its departments (e.g., Faculty of Education, Faculty of Economics, Faculty of Business Administration, Faculty of Theology, Faculty of Engineering, School of Health Services, School of Technical Sciences, etc.) have been observed.

According to the academic advising processes defined in Article 17 of the Marmara University Associate and Bachelor's Degree Education and Examination Regulation, an academic advisor is assigned to associate and undergraduate students when they first enroll in their programs to monitor the student’s academic program. In some academic units, it was found that information about the academic advising process and lists of academic advisors for students were also provided. During field visits, it was noted that in certain departments (e.g., Faculty of Humanities and Social Sciences, Faculty of Communication, School of Technical Sciences, Faculty of Engineering, etc.), weekly office hours for academic advising are established, ensuring the accessibility of academic advisors and the sustainability of the advising system.

At the Faculty of Business Administration, it was stated that academic advising services are monitored and improved through student satisfaction surveys. In the Faculty of Medicine, it was expressed that academic advisors closely monitor students’ performance in all theoretical and practical courses and guide their development; students can also directly contact the faculty administration through the "Tea with the Dean" slogan on Thursdays. Additionally, at the Faculty of Pharmacy, it was mentioned that "Faculty Member-Student Day" events are organized as part of the advising services.

When reviewing the internet pages of the academic units, almost all of them have a "Student" interface. These pages provide detailed and practical information about the educational processes and procedures in both institutional internal regulations and external regulations, as well as other services and opportunities for students, including academic and career support and guidance services. Nearly every unit’s page also includes a "Frequently Asked Questions" section where common issues or questions students might have are answered, showing an effort to provide academic support. Additionally, links to internal or external units necessary for students are provided on these pages.

In all academic units visited during the field trips (e.g., Faculty of Business Administration, Faculty of Humanities and Social Sciences, Faculty of Communication, Faculty of Engineering, Faculty of Fine Arts,

School of Technical Sciences, etc.), it was frequently stated that there is a communication network through social media accounts, messaging groups, email, and the Marmara Mobile Application to address issues. It was also mentioned that student representatives are present in the departments or programs within these academic units, and these representatives convey students' requests, complaints, and suggestions to the units and faculty members. All these practices indicate that various forms of support are provided to students.

Since 2017, the "Marmara University Psychological Counseling and Guidance Practice and Research Center (MARPAM)" has been providing psychological counseling and guidance services to active students, administrative and academic staff at the associate, undergraduate, and graduate levels according to their needs. According to the Unit Activity Reports on the center's internet page, MARPAM provided psychological support in the form of 600 sessions to 83 people in 2021, 1,054 sessions to 143 people in 2022, and 1,064 sessions to 144 people in 2023. Users can schedule appointments via email to benefit from the center's services. The center also offers seminars on "Safe Behavior Development," "Communication," and "Conflict Management," as well as numerous face-to-face or online seminars aimed at "Protecting Mental Health After Disasters," such as those that occurred during the pandemic and the earthquakes in early 2023.

The Marmara University Alumni Office and Career Center Coordinators, established on March 16, 2016, continue their activities according to the Marmara University Alumni Office and Career Center Regulation. According to the regulation, they are structured as two separate coordinatorships: the Alumni Office and the Career Center. From the Institutional Internal Evaluation Reports (2021 and 2022) and the review of the center's internet page, it is understood that both centers organize seminars, career schools, conferences, fairs, sector meetings, and create job and internship opportunities to support the career planning and development of active students and graduates. The Alumni Office Coordinator's internet page and Institutional Internal Evaluation Reports show that the Alumni Office Coordinator aims to improve students' performance, motivation, and self-confidence, create opportunities for students to apply their theoretical knowledge and skills in practice, and train students as individuals with career awareness, teamwork, and institutional culture through the Mentorship-Marmara Project. This project provides an opportunity for students to share the knowledge, experience, and expertise of faculty members and professional alumni and facilitate their transition to the workforce after graduation. In 2022, there were 221 pairings through this project, with a total of 794 pairings, where alumni and students worked together as part of the mentorship program. Similar volunteer-based practices are also present in the Faculty of Medicine. Medical students can have at least one hour of mentorship sessions with a chosen mentor every two months, totaling 4 to 6 sessions per year. In the Faculty of Health Sciences, Nursing Department, a mentor-mentee (guidance-consultant) program is designed to facilitate the adaptation process of newly enrolled students to the department and profession. This program provides guidance and counseling support on various topics determined by the department through volunteer peer mentors (students in their 3rd and 4th years).

The Career Center's internet page provides suitable communication environments for students seeking job and internship opportunities and firms wishing to post job and internship ads, supporting students' professional and career development. External stakeholders interviewed during the field visits stated that they offer internship opportunities to students from various faculties (e.g., Faculty of Engineering, Faculty of Technology, Faculty of Pharmacy, Faculty of Communication, etc.) and provide substantial support for students' research, development, and project activities. It is understood from the review of the Marmara University Career Center's website that the Career Center organizes Career Summit and Fair events annually. Additionally, under the coordination of the Alumni Office, the Marmara Career Support Program for the 2021-2022 Academic Year provided individual coaching support to approximately 188 students with professional coaches from the university and private sector. It is also understood from the internet page that student clubs organize events that support students' academic development.

It has been determined that various academic, professional, social, and cultural support activities are conducted in accordance with the institution's regulations through various centers and coordinatorships, and these activities are carried out following defined principles and rules. It is recommended that the practices related to academic development and career planning of students be widespread, monitored, evaluated with relevant stakeholders, especially students, and improved based on evaluation results.

B.3.3. Theses and Infrastructure

The institution conducts all its services in areas such as education and teaching, research and development, and social contributions across different campuses spread throughout Istanbul. These campuses are equipped with a variety of facilities and physical infrastructure that support students' health, social, cultural, and sports needs. This includes social, cultural, sports, and health facilities of various sizes and numbers, such as sports facilities, cafeterias, canteens, dining halls, dormitories, meeting, conference, and exhibition halls, health facilities, post offices, bank ATMs, stationery, parking lots, etc. These facilities are provided for the use of students, as detailed in the reviewed documents and observed during site visits.

The 2022 Activity Report of the Health, Culture, and Sports (SKS) Department notes that the dispersion of campuses creates organizational challenges. Issues such as the inadequacy of cultural, sports, and other social areas (club rooms, dormitory and dining areas), indoor spaces that can be used as stand areas, and social facilities available to students and staff have been identified as areas for development. Similar opinions were expressed by participants during site visits.

Despite the dispersed structure across different campuses, the presence of facilities spread throughout the institution is notable. It has been observed that efforts are made to provide equal access and support to facilities for students and staff across all campuses. Additionally, it was noted that the institution is attempting to make improvements based on needs and budget constraints. The construction of the Recep Tayyip Erdoğan Complex is expected to address some of these issues with its social, cultural, sports, and other areas.

Overall, the management of these facilities is carried out by the University's SKS Department, while the rental of some spaces is handled by the Administrative and Financial Affairs Department. The institution has regulations governing the use and oversight of these spaces, which have been shared with the public. Additionally, the results of surveys and analyses on the usage and satisfaction of the facilities and services managed and supervised by the SKS Department are shared with the public on the Department's website.

Information and explanations regarding facilities and infrastructure available for students and staff are detailed on the University's website under the "Campus Life" section. According to the provided information, students, academic and administrative staff, and their dependents can benefit from health services at the Medico-Social Centers operated by the SKS Department. In addition to the center located in the Göztepe Campus, medico-social services are also provided at the Acıbadem Campus and Mehmet Genç Complex. It is noted from the reports and the University's website that the Göztepe Campus center offers guidance and psychological counseling services, as well as a diet clinic.

An electronic application and registration system has been developed for students and staff to access facilities, services, and activities. Weekly meal lists, registration announcements, online applications, meal scholarship applications, free course registrations, dormitory applications, fitness center applications, and part-time student work interfaces are managed through software developed by the SKS Department, and processes can be accessed through the Department's website. This situation is seen as positive for facilitating access to services and for the effective use and tracking of time and resources.

The University provides meal services at 17 dining halls across its eight campuses. The dining halls offer a four-course meal service to students and staff. Both lunch and dinner services are provided at campuses with evening classes and dormitories. It is reported that the average number of people benefiting from meal services at all campuses exceeds twelve thousand daily. The SKS Department staff controls the meal services, and analysis reports on the meals are shared with the public on the Department's website. To maximize benefits, surveys are conducted to determine students' and staff's dietary preferences, resulting in gluten-free meals for celiac patients and vegan or vegetarian options for those who request them. During site visits, it was noted that students were satisfied with the dining hall services. New dining hall facilities have been introduced to reduce congestion, such as the dining hall service in the Technology and Engineering Faculty RTE.M5 building in the Recep Tayyip Erdoğan Complex.

The University's campuses feature various physical spaces and capacities for both indoor and outdoor sports facilities, including basketball/volleyball courts, football fields, tennis courts, a swimming pool, fitness centers, a Pilates studio, and athletics tracks, as well as stadiums integrated with classrooms, social, and cultural areas, as reported in the 2022 Activity Report.

The institution has 189 seminar, conference, and multipurpose meeting rooms with a total indoor area of 17,580.26 m² across all campuses. Of these, 151 rooms accommodate 0-50 people, while seven rooms have a capacity of 251 or more.

The University operates dormitories for students who are newly enrolled from outside the Istanbul Metropolitan Municipality or who are in intermediate classes without any pending courses. There are six dormitories in the Göztepe

and Mehmet Genç Complexes, with a total indoor area of 31,527 m² and a capacity of 1,775, including four female and two male dormitories. There are 517 rooms, 417 of which are shared by 3-4 people. The dormitory rooms are designed and equipped to meet all student needs, as indicated on the Department's website. During site visits, it was noted that students were satisfied with the dormitory services.

To strengthen the communication network infrastructure across the institution, central systems have been upgraded, reducing the number of central units from 61 to 23 to increase efficiency. Approximately 8,000 DID blocks have been provided, allowing each subscriber to have a direct number. This improvement has enabled communication between all campuses through a single line.

Overall, evidence from reviewed documents and site visits indicates that the institution monitors and seeks to improve the use of its facilities and infrastructure. Therefore, systematically monitoring facilities and infrastructure across all campuses, regularly obtaining and evaluating feedback from stakeholders, and making improvements based on assessment results are seen as areas for development.

B.3.4. Disadvantaged Groups

It is understood from the reports prepared by the institution and the information and documents on the website that Marmara University has implemented various educational, social, and cultural activities for disadvantaged groups, especially students with disabilities, as well as educational and spatial arrangements to facilitate and support the educational and work lives of disabled individuals. Consequently, the institution has received numerous awards from the YÖK Presidency for its work with disabled students, including the Atatürk Education Faculty Accessibility Award Green Flag, Faculty of Science and Letters Accessibility Award Green Flag, Faculty of Law Accessibility Award Green Flag, Faculty of Economics and Administrative Sciences Accessibility Award Green Flag, Faculty of Communication Accessibility Award Green Flag, Faculty of Health Sciences Accessibility Award Green Flag, Atatürk Education Faculty-D Block Additional Building Accessibility Award Orange Flag, Departmental Offices Building Accessibility Award Orange Flag, Institutes Building Accessibility Award Orange Flag, and Central Library Accessibility Award Orange Flag.

An "Office of Disabled Students Coordination" has been established at the institution to coordinate activities and efforts for disabled students, and the administrative and academic structure of the coordination office has been created. The coordination office's website shows that various educational, scientific, social, cultural, and sporting activities and arrangements for disabled students are carried out at the institution. These activities are also presented in the 2022 Activity Report of the office. For example, information was provided to academic units about making educational and exam adjustments for 70 students in the Fall Semester of 2021, and similar adjustments were provided for a total of 64 students in the Spring Semester of 2022.

The institution has prepared a "Guide to Integrative Education-Teaching and Exam Measures for Disabled Students at Marmara University," which includes procedures and principles that faculty members must follow when preparing educational activities and exams for disabled students enrolled in associate, undergraduate, graduate programs or international exchange programs, either face-to-face or online. It has been determined that the Office of Disabled Students Coordination has prepared and shared example informational training videos and presentations on the office's website for faculty members to learn methods and techniques for preparing individual education programs and making educational and exam adjustments.

In accordance with the provisions of the "Regulation on the Health Conditions Required for Examination Practices and Quotas for Disabled Individuals" published in the Official Gazette No. 31,772 on March 8, 2022, the Office of Disabled Students Coordination (EÖBK) plans to implement a system in cooperation with the Information Processing Department (BİDB) that works with the "Star Model" to improve the effectiveness of meeting the needs of disabled students. This study is considered important for providing higher quality services to disabled students.

In order to better identify disabled students in student admissions other than those conducted by ÖSYM (e.g., graduate admissions, special talent exams, YÖS), the Student Affairs Department and the Information Processing Department have created a new section in the Information Management System (BYS) to record information about the disability status of newly enrolled students.

It is understood from the examination of the coordination office's website that work and physical arrangements have been made regarding the accessibility of physical spaces for disabled students across the university's various campuses. All these efforts are shared with the public through a prepared video.

The Office of Disabled Students Coordination focuses on meeting the needs of students with sensory or physical disabilities for a quality education and comfortable university life, and works to remove any existing barriers. It has also been observed that the institution undertakes efforts for other disadvantaged groups such

as poor, minority, or migrant students. In this context, it is seen that the Marmara University Scholarship Office Coordination provides scholarship support from private institutions and organizations to students in need to overcome financial difficulties during their studies and support their success. Additionally, free meal assistance is provided to needy students who request it, in accordance with relevant regulations. The procedures and principles for providing free meal assistance are secured by a directive. It has been noted that the University Administrative Board's decision No. 2022/827-25 on September 6, 2022, approved meal assistance for 2,200 students for one meal. Of this quota, 1,900 (95%) is allocated to students of faculties and schools, and 100 (5%) is allocated to students of institutes. The scholarship quotas for academic units are determined by the relevant commission based on the ratio of the number of students in academic units to the total number of students at the university. All scholarship opportunities provided to students are shared with them on the Scholarship Office Coordination's website. Moreover, a part-time student work program has been implemented since 1997. A student's maximum working hours per month is 45 hours, and they are paid at the hourly minimum wage. As of 2022, a total of 479 students, 270 of whom are female and 209 are male, have been employed part-time across the university's various campuses and units. It has been praised in field visits that the demands of students applying for part-time work are met. The 2022 internal self-assessment report of the Office of Disabled Students Coordination shows that surveys were used to gather feedback on the needs and expectations of disabled students and to assess the quality of the services provided, but the participation was very low. To determine the results of improvements more reliably, increasing participation in feedback collection has been identified as an area for development. It is recommended that the monitoring and improvement processes of the institution's services for disadvantaged students be internalized and made systematic and sustainable by closing several iterations of the PUKÖ cycle.

B.3.5. Social, Cultural, and Sports Activities

At the rectorate level, social, cultural, and sports activities at the institution are managed by the Department of Student Affairs (Culture and Sports Services Branch). Additionally, some units (such as the Faculty of Education, Faculty of Pharmacy, Faculty of Humanities and Social Sciences, Faculty of Business, Faculty of Engineering, Faculty of Health Sciences, Faculty of Sports Sciences, Faculty of Applied Sciences, Technical Sciences Vocational School, etc.) also have committees responsible for social, cultural, and sports activities. Although some academic units have committees for social, cultural, and sports activities, the establishment of a central committee or board at the rectorate level to plan, monitor, and evaluate social, cultural, and sports activities institution-wide, as well as the expansion and development of these committees across all academic and administrative units, has been identified as an area for improvement. The presence of such committees or boards in relevant areas will significantly contribute to the planning, execution, monitoring, and improvement of social, cultural, and sports activities in accordance with the institution's strategic plan goals and priorities.

The institution has 218 active student clubs. The social, cultural, and sports activities conducted by these clubs are announced in advance on the SKS Department's website. The procedures and principles regarding the establishment, operation, activities, and supervision of student clubs are defined in the "Marmara University Student Clubs Regulation." Student clubs conduct all their activities with the rectorate's permission. Activity applications and tracking, result reporting, club establishment updates, etc., are handled electronically via the eSKS software developed by the SKS Department. All plans and contents of academic, administrative, and student club activities are detailed and monitored through this application on the website. After activities are completed, the Activity Result Notification Form is obtained through the same application. Student clubs are evaluated annually based on their activities according to the relevant regulation.

The SKS Department organizes free cultural courses on weekends at Göztepe Campus and Mehmet Genç Complex in various subjects including Baglama, Guitar, Violin, Turkish Folk Dance, Turkish Folk Music Choir, Turkish Art Music Choir, Diction, Ebru (Turkish marbling), Pilates, Oil Painting/Charcoal Drawing, Photography, and Theater. The sports hall at Göztepe Campus provides opportunities for students and staff to engage in various sports activities. Every year, traditional rectorate cup sports competitions are held, including basketball (women's and men's), volleyball (women's and men's), football (women's and men's), table tennis tournaments, and chess tournaments. The 2022 Institutional Internal Evaluation Report indicates that support is also provided for cultural and sports activities within Turkey and abroad, involving units, students, and student clubs. It is noted from the evidence provided that if students participate in domestic and international events representing the university, all expenses are covered by the SKS Department's budget according to the provisions of the Travel Allowance Law.

From the evidence provided, it is understood that in 2022, a total of 1,793 events were organized by student clubs and units, including 249 educational activities, eight festivals, 149 seminars, one poster hanging, 91 social

responsibility activities, 34 congresses/symposia, 206 conferences, six sports organizations, 316 trips/visits, 31 field applications, 46 meetings, nine competitions (participation), 184 talks/conversations, 18 theater performances, 83 breakfasts/picnics/meals/invitations, 11 concerts/music performances, 37 event participations, two exhibitions, 33 book reviews, one science/IT day, 18 stand openings, one film/TV series shooting, 22 film screenings, 24 technical trips, 10 workshops, 31 panels, 21 orientations, 27 sports events, 21 competitions (organization), 33 workshops, 15 career days, 30 cultural/art events, 16 presentations, and nine other events. Additionally, the Marmara University Disabled Student Unit Coordination also organized various social and cultural events for disabled students in 2022.

Through the university's Health, Culture, and Sports Department's website, social, cultural, and sports activities conducted by all administrative and academic units, including student clubs, are recorded and monitored. This includes activities such as the 3rd International Culture and Art Days, Student Clubs Activities, 2018 Rectorate Cup, 2019 Rectorate Cup, 2021-2022 Rectorate Cup, Marmara University Culture and Art Days, July 15 Democracy and National Unity Day Commemoration Exhibition, "Glimpses of Life During the Pandemic" Photo Competition Exhibition, Marmara Culture, Art, and Sports Festival '22, "Colors of Istanbul", Photo Competition, etc. The Health, Culture, and Sports Department's administrative activity report also includes monitoring and evaluation. For example, in 2022, the Health, Culture, and Sports Department made several improvements, including the development of the new e-SKS web application for online activities by student clubs, electronic submission of scholarship, dormitory, and other applications, development of web-based software for online reservation of university venues, and the inclusion of gluten-free menu options in the interactive system. The meeting minutes of the Advisory Board at the Faculty of Humanities and Social Sciences show that social, cultural, and sports activities for faculty members and students are evaluated and suggestions for planning and collaborations are provided.

According to the institutional internal evaluation reports, the university's website, and data obtained from field visits, social, cultural, and sports activities across the institution are generally accessible, and students and staff can benefit from them. However, the establishment of mechanisms that monitor, evaluate, and make improvements based on the participation and satisfaction of all stakeholders, especially students, is identified as an area for improvement. Therefore, it is recommended that mechanisms for monitoring social, cultural, and sports activities institution-wide, evaluating them with stakeholders, and diversifying and improving activities based on the evaluation results and emerging demands or needs be implemented.

Learning Environment and Resources Maturity Level: The management of learning resources across the institution is carried out considering field-specific conditions, accessibility, and inter-unit balance.

Academic Support Services Maturity Level: Academic support services for students' academic development and career planning are provided under defined principles and rules.

Facilities and Infrastructure Maturity Level: Facilities and infrastructure across the institution are accessible and used based on equal opportunities.

Disadvantaged Groups Maturity Level: Practices for access to educational opportunities for disadvantaged groups are monitored and improved based on their feedback.

Social, Cultural, and Sports Activities Maturity Level: Social, cultural, and sports activities across the institution are accessible and utilized based on equal opportunities.

4. Teaching Staff

B.4.1. Appointment, Promotion, and Assignment Criteria

The processes for appointing and promoting faculty members at the institution are carried out according to the "Marmara University Criteria for Appointment and Promotion to Faculty Positions" directive, which includes defined criteria, conditions, and processes for all scientific fields and is well-known among stakeholders. For other academic positions, processes are conducted according to both the university's local regulations and the existing higher education regulations in the country, as understood from the Institutional Internal Evaluation Reports and the Personnel Department's website. During site visits, it was noted with satisfaction that the directive is applied meticulously, ensuring academic merit and objectivity in appointment and promotion processes.

To ensure transparency in faculty appointments, the announcement, application, and jury processes are managed electronically using the PERSİS software, with records maintained. According to the 2022

Institutional Internal Evaluation Report, the criteria for faculty appointments and promotions were updated in 2022 based on feedback from university Senate members and unit managers. Subsequently, the PERSİS software was also updated in 2022 to handle applications and evaluations electronically. This has enabled the full automation of the processes related to appointments and promotions, improving the application processes. Evidence shows that training on the system was provided to the Personnel Department, and guides were prepared for all processes.

The 2021 and 2022 Institutional Internal Evaluation Reports and site visit discussions indicate that the distribution of courses considers the faculty members' areas of expertise and workloads, with course allocation done in a participatory manner. The principles for internal and external assignments of academic staff are shared with the public on the Marmara University Personnel Department's website. Course assignments are made according to existing general higher education regulations (Articles 31, 40a/b/c/d of Law No. 2547 and Article 89 of Law No. 657). External stakeholders mentioned during site visits that some programs (e.g., Atatürk Education Faculty, Financial Sciences Faculty, Dentistry Faculty, Engineering Faculty) involve external appointments for teaching.

The 2022 Institutional Internal Evaluation Report indicates that course assignments are secured through the alignment of faculty competencies (area of expertise, academic specialization, knowledge, language proficiency, etc.) with course content, as ensured by departmental heads, deans, chairs of departments, institute directors, and Senate decisions. The "Course Load and Additional Course Implementation Directive" ensures minimum and maximum course loads and additional course fees for faculty members, and this directive has been shared with relevant stakeholders. The "Course Load Form and Additional Course Declarations Module," developed by the Information Technology Department, is designed to be compatible with data from all systems and user-friendly.

In summary, the institution applies defined and well-known criteria for appointment, promotion, and assignment across all scientific fields and uses these criteria in decision-making. However, it is recommended to establish mechanisms for monitoring the outcomes of appointment, promotion, and assignment practices, evaluating them with stakeholders, and taking necessary corrective actions based on evaluation results.

B.4.2. Öğretim yetkinlikleri ve gelişimi

The processes for appointing and promoting faculty members at the institution are carried out according to the "Marmara University Criteria for Appointment and Promotion to Faculty Positions" directive, which includes defined criteria, conditions, and processes for all scientific fields and is well-known among stakeholders. For other academic positions, processes are conducted according to both the university's local regulations and the existing higher education regulations in the country, as understood from the Institutional Internal Evaluation Reports and the Personnel Department's website. During site visits, it was noted with satisfaction that the directive is applied meticulously, ensuring academic merit and objectivity in appointment and promotion processes.

To ensure transparency in faculty appointments, the announcement, application, and jury processes are managed electronically using the PERSİS software, with records maintained. According to the 2022 Institutional Internal Evaluation Report, the criteria for faculty appointments and promotions were updated in 2022 based on feedback from university Senate members and unit managers. Subsequently, the PERSİS software was also updated in 2022 to handle applications and evaluations electronically. This has enabled the full automation of the processes related to appointments and promotions, improving the application processes. Evidence shows that training on the system was provided to the Personnel Department, and guides were prepared for all processes.

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Course Declarations Module," developed by the Information Technology Department, is designed to be compatible with data from all systems and user-friendly.

In summary, the institution applies defined and well-known criteria for appointment, promotion, and assignment across all scientific fields and uses these criteria in decision-making. However, it is recommended to establish mechanisms for monitoring the outcomes of appointment, promotion, and assignment practices, evaluating them with stakeholders, and taking necessary corrective actions based on evaluation results.

B.4.3. Incentives and Rewards for Educational Activities

Based on the findings from the 2021 and 2022 Institutional Internal Evaluation Reports, the university's website, and field visits, the institution recognizes academic publications and projects in seven different fields: Health Sciences, Basic Sciences, Engineering and Architecture, Social Sciences, Humanities, Sports Sciences, and Fine Arts. According to the "Marmara University 2021 Publication and Project Awards Regulation" available on the university's website, Academic Publication and Project Awards are given annually in two categories: "Publication Award" and "Project Award." These awards aim to support faculty members' scientific projects and publications, and are granted to those who demonstrate exceptional achievements.

Achievements of faculty members outside the institution are also shared on the university's website.

The "Criteria for Promotion and Appointment to Academic Staff" regulation considers faculty members' performance in theoretical, practical, and laboratory courses across associate, undergraduate, and graduate programs each semester. Reports prepared for appointments or promotions must detail contributions to education and teaching, including publications derived from graduate theses and the development of courses and programs.

Discussions during field visits indicated that an update to the "Criteria for Promotion and Appointment to Academic Staff" is planned. The update will include increasing the weight of contributions from educational activities in evaluations. Additionally, there are plans to develop a systematic approach for assessing and rewarding creative and innovative teaching activities that covers all staff members. This includes the creation of an incentive mechanism such as an "Excellent Teaching Award" to prioritize and reward innovative teaching practices across the institution.

Maturity Levels:

- **Appointment, Promotion, and Assignment Criteria:** The institution applies defined and well-known criteria for all areas, and these criteria are used in decision-making processes (e.g., hiring, appointments, promotions, and course assignments).
- **Teaching Competence and Development:** Findings from teaching competence development practices are monitored, and the results are reviewed with faculty members to implement necessary measures.
- **Incentives and Rewards for Educational Activities:** Plans are in place to establish competency-based, fair, and transparent incentive and reward mechanisms.

C. Research and Development

1. Management of Research Processes and Research Resources

C.1.1 Management of Research Processes

The institution states that it manages research processes in accordance with its 2021-2025 Strategic Plan. To support its vision of becoming a Research University, it aims to increase the number of high-quality scientific research, enhance University-industry collaboration through R&D activities, increase the number of projects that will turn into commercial products and international collaborative projects, and develop entrepreneurial activities. To strengthen its research and development capacity and infrastructure, the institution aims to enhance research and development activities, research funding sources, the total

budget of externally funded, contracted, and international projects, as well as to increase the number of courses and student participation related to innovation and entrepreneurship and to improve educational and research opportunities in these areas.

The institution indicates that it utilizes the "Annual Performance Monitoring Reports for Research Universities" implemented by YÖK and the "Innovative and Entrepreneurial University Index" conducted by TÜBİTAK to monitor its research performance.

Although the institution has recently developed its policies on Education and Training, Management, Research and Development, and Social Contribution, taking into account stakeholder opinions through focus group discussions, these policies are evaluated positively. It is recommended to increase the content and visibility of the policies related to quality processes, particularly Research and Development, to be consistent with the Strategic Plan, spread across the institution, and increase their visibility on web pages, social media accounts, and other platforms, ensuring that they are known and internalized by all stakeholders.

The establishment of a commission to examine and evaluate applications for projects and activities that fall under the scope of Article 37 of Law No. 2547 and Article 5 of Law No. 6676 on Supporting Research and Development Activities, as well as the added (k) clause of Article 58 of Law No. 2547 concerning the Higher Education Law, is considered positive.

The institution conducts R&D activities through various boards, committees, research centers, institutes, and departments of faculties. Information about these activities is included in the 2022 Administrative Activity Report. It is stated that efforts are ongoing to develop performance monitoring mechanisms within the institution.

The institution aims to generate revenue from the commercialization of intellectual and industrial property rights. To achieve this goal, commercialization activities are conducted by the Marmara University Innovation and Technology Transfer Application and Research Center (MİTTO), which tracks and analyzes sectors related to relevant technologies. The existence and publication of the "Intellectual Property Rights Directive" and "Principles of Marmara University Intellectual and Industrial Rights" are evaluated positively.

Marmara University Teknopark Inc., which hosts 117 companies, aims to support the commercialization of knowledge produced at the institution through incubation center services and accelerator programs. This includes generating income from dividend earnings, share sales, and transfer of share purchase promises from companies that joined the accelerator program and/or pre-incubation and became established during the activity period. These companies, while focusing on software and communication technologies, also operate in health, biotechnology, engineering, machinery, and manufacturing sectors. It is observed that R&D revenues of these firms are on an upward trend. The completion of the nine-story building at the Göztepe campus is expected to further increase the number of companies. Efforts have also begun to declare a portion of the Göztepe campus as a technology development zone.

In June 2022, a call was made throughout the institution to efficiently utilize the project support budget allocated under the Research Universities Support Program (ADEP). As a result of this call, 28 project applications were made, and seven projects received a total support of 3,685,000 TL.

The number of projects conducted in collaboration with foreign universities or institutions increased from 12 in 2019 to 28 in 2023. Additionally, it is gratifying that the institution has become one of the top five universities benefiting the most from TÜBİTAK project support with 745 projects as of 2023.

Key centers supporting research processes in the institution include MİTTO, the Marmara Family Medicine Education Application and Research Center (MARAHEK-UYAM), the International Sustainability Application and Research Center, the Hypertension and Atherosclerosis Education Application and Research Center, as well as the Publication Commission and the Scientific Research Projects Coordination Unit (BAPKO). The roles these units play in the research process are significant.

MİTTO, with its management structure including directors, deputy directors, and module staff, operates comprehensively through five main modules: 1. Awareness, Promotion, and Information, 2. Project Supports, 3. University-Industry Collaboration, 4. Intellectual and Industrial Property Rights, and 5. Entrepreneurship. The development of defined mechanisms that secure these modules' activities and align with quality processes is considered to strengthen the institution's mission of becoming a research

university.

The application of strategies such as Entrepreneurship Trainings and Workshops, Mentorship and Consulting Services, and Networking Events within MITTO to achieve the expected level of entrepreneurship activities is positively evaluated. The active status of the Technopark and the potential of faculty members establishing companies within it are seen as having the potential to enhance the level of entrepreneurship and related activities.

The KYS software program's initial pilot application, the UYGAR module, aims to electronically track all processes of research and application centers and evaluate the reports prepared. For this purpose, the UYGAR Coordination Board has been established. It is stated that this software will serve as a control mechanism in many evaluation processes. It is recommended to develop defined mechanisms for these application and research centers and units to ensure they work in alignment with the institution's goals and objectives.

The digitalization efforts made in 2023 are a significant development. The Data Marmara software, currently under development, has the potential to track unit activities, performance metrics, and research and development activities within the Quality Management System. It is evaluated that with the development of planned modules next year, up-to-date data can be monitored with Data Marmara, and the performance of all units, primarily UYGAR, can be tracked within the Strategic Plan framework using the Quality Management System software program.

Data Marmara software also has the potential to monitor the outputs of research processes. These outputs are evaluated and improved by the Academic Development Unit, BAPKO, MITTO, and the Library and Documentation Department. While the Library and Documentation Department's activity report, presented as evidence of a defined mechanism, is important, it is recommended to create a workflow diagram showing the coordination of research process outputs from a single center with senior management and to develop defined mechanisms that spread across the institution.

The institution is noted to have adopted motivating approaches for managing research processes, determined research methods, and developed applications in line with these institutional preferences. Therefore, it is recommended to evaluate, monitor, and take measures for the results and ultimately to develop defined mechanisms that secure this process.

C.1.2 Internal and External Resources

The institution states that it is updating its policies and practices to enhance its revenue generation capabilities. In this context, it is focusing its University-industry collaboration activities on companies designated as R&D and design centers by the Ministry of Industry and Technology of the Republic of Turkey. The institution also states that it will address the needs of industrial organizations with university resources to increase revenue and establish collaborations by commercializing its existing technologies.

In terms of Research and Development, the project amounts transferred to the institution under the Research Universities Support Program (ADEP) have a significant budget. Following the hospital's affiliation with the Ministry of Health, a noticeable decrease in the resources of the BAP unit has been observed. The institution mentions that its researchers have turned this negative situation into an opportunity by focusing on national and international projects. Additionally, it is noted that the non-thesis master's programs introduced at the institution have positively contributed to the project budget, with increasing funds being transferred from these programs to BAP projects over time.

The establishment of the University-Industry Collaboration Development Application and Research Center to monitor, evaluate, and expand collaborations with the business world and to develop new collaboration models is considered a significant development.

It is noted that the institution holds promotional meetings for Erasmus+ International Credit Mobility (KA107/KA171: International Credit Mobility) Project calls and encourages academics to undertake mobility projects with partners in other countries. In 2022, it is understood that 10 mobility projects to different European non-EU countries were accepted.

The institution encourages its students and researchers to benefit more from external funds (TÜBİTAK ARDEB, BİDEB, TEYDEB funds, EU funds, TÜSEB, and others) and to increase University-Industry collaboration, patent, and licensing activities, with BAPKO and MİTTO collaborating in these areas. However, it is assessed that the use of external funds for projects and research remains limited.

It is stated that all foreign academics coming to the institution with Erasmus+ support are expected to give seminars related to their fields to increase international collaborations. Other research universities in Istanbul are also invited to these seminars to enhance collaborations among research universities.

It is mentioned that processes in ADEP projects are conducted according to relevant procedures and principles. It is noted that the distribution of projects over the years can be accessed through the Academic Data Management System (AVESIS). The Scientific Research Projects Regulation and Directive are applied for research projects and shared on the website. It is stated that all 199 BAP projects supported in 2022 were thesis projects, with initial proposals evaluated by the relevant Institute Boards and then reviewed and approved in BAP meetings. It is noted that all projects are evaluated and accepted regardless of the field. Support of up to 30,000 TL is provided for master's theses and 60,000 TL for doctoral theses, with the average support amount per project being around 56,000 TL.

It is noted that all external (TÜBİTAK, EU, İSTKA, etc.) project applications are entered into the Marmara University Project Pool Information Management System by researchers. Announcements for open calls for national and international external funds and new programs are made on the website and social media channels.

The fact that the institution is the university receiving the most support with seven projects under the "Energy Academies Program" initiated through an agreement between the Higher Education Council and Electric Production Inc. (EÜAŞ) is considered a positive development.

Considering the budget allocated to the Research University Support Program (ADEP) by the Presidential Strategy and Budget Office, the institution's significant potential to provide research funding is assessed.

When reviewing the project sources monitored through BABSİS, it is seen that there are 11 different types of projects in the BAP regulations. On the other hand, it is stated that the resources of the BAP unit have significantly decreased following the hospital's affiliation with the Ministry of Health, which may negatively affect the support of different project types. ADEP projects have increased the institution's research resources, and it is seen that the institution's staff has the potential to undertake projects through protocols with EÜAŞ and the Institute of Social Research and Innovation. The institution states that each interim report period involves examining the contribution of projects to the Research University performance indicators.

Examining the ADEP project results at the institution, it is seen that the academic staff of all applying units has had their projects accepted at similar rates. Similarly, the acceptance rates of BAP projects are spread across all fields, including Science, Health, Social, and Education. The low number of supported projects in Education and Social fields is attributed to the low number of applications in these areas. The institution states that it informs the entire institution about important projects, including ADEP and EÜAŞ, via email and text messages during the call periods. It also indicates that solutions are sought for problems and potential questions are answered through online meetings. It is understood that the institution is working in a balanced manner regarding information and resolution of issues for all units. However, it is recommended to develop active implementations and mechanisms to encourage project applications in education and social areas, especially in ADEP and BAP projects.

To maintain and strengthen its privileged status as a research university, it is assessed as critical for the institution to develop defined mechanisms to support and encourage researchers to seek external resources in line with its goals and objectives.

Although the institution has efforts to increase the diversity of its research resources and monitor their adequacy, it is recommended to develop necessary mechanisms to secure these efforts.

C.1.3 Doctoral Programs and Post-Doctoral Opportunities

It is understood that the application processes and registered students of doctoral programs conducted in different departments within the institution are monitored. The Graduate Information Management System tracks post-doctoral alumni, helping to develop sustainable relationships and create projects with them. Communication with alumni is facilitated through the Alumni Office, and alumni contact information is updated annually in the Graduate Information Management System, which is also used to send all notifications to alumni.

Approximately 4,000 doctoral and art proficiency students are currently enrolled at the institution. About 80% of these students receive support through the YÖK 100/2000 program, while around 200 benefit from the Teaching Staff Training Program (ÖYP).

The institution provides financial support for doctoral students' thesis work, organizes educational activities for their personal development, and expects academic outputs from their thesis work before the thesis defense exams. Post-doctoral researchers can participate in existing projects under the “Regulations on the Employment of Post-Doctoral Researchers in State Higher Education Institutions.” There are established procedures for the approval of research positions allocated to the institution, and it is suggested that the institution develop internal regulations for employing post-doctoral researchers in alignment with its research policy and goals.

Planning is underway for the doctoral programs and post-doctoral opportunities offered by different units of the institution, including trends in the number of graduates. It is expected that the institution will establish a defined policy for employing its own graduates. While the institution's doctoral programs and post-doctoral opportunities have been created, there is a need for alignment with the newly established research policy. Developing doctoral and post-doctoral programs in line with the institution's research policy and objectives is identified as an area for improvement.

Maturity Level:

- **Research Process Management:** The management and organizational structure of research processes across the institution are aligned with institutional preferences.
- **Internal and External Resources:** The institution manages research and development resources in accordance with its research strategy and inter-unit balance.
- **Doctoral Programs and Post-Doctoral Opportunities:** There are plans for doctoral programs and post-doctoral opportunities that are aligned with the institution's research policy, goals, and strategies.

2. Araştırma Research Competence, Collaborations and

Supports

3. C2.1 Research Competence and Development

The institution implements practices aimed at enhancing the research competence of teaching staff, especially in units with program accreditation. There are over 3,000 academic staff members at the institution. It is evident that both the institution and its academic staff are esteemed and preferred by other universities and institutions, both domestically and internationally.

It is assessed that the institution has the potential to monitor practices aimed at improving the research competence of teaching staff through the Academic Development Unit, AVESIS, and Veri Marmara software. To improve research performance, MİTTO provides project support services to researchers, information and training on university-industry collaboration, technical support for patent, utility model, trademark, and design applications, as well as support in entrepreneurship and company formation.

The Academic Development Unit within the institution is responsible for planning and implementing activities aimed at developing the research competence of teaching staff, students (graduate-undergraduate, associate), and administrative personnel. These activities include supportive training, international opportunities, and project collaboration efforts. In 2022, this unit organized events titled “Unmanned Ground Vehicles (UGVs),” “Electric Vehicle Software and Artificial Intelligence,” “Power Electronics,” and “Electrospun Fibers Applied In Tissue Engineering and Biotechnology.”

It is noted that, as of 2022, books contributed by teaching staff in the European Research Institute are

published online, and the monitoring of research competence and development is carried out.

Details of research activities of academic staff are monitored through the AVESIS module, while the activities of administrative staff are monitored through the “Competency-Based Performance Evaluation Directive.” When areas for improvement are identified for researchers and administrative staff, in-service training programs are organized based on stakeholder feedback.

The ÖYP application at the Social Sciences Institute, activities related to project preparation and consultancy services conducted in the Health Sciences Institute in 2022, and articles and papers published by teaching staff in this institute are presented as good examples by the institution.

Processes for developing the research competence of teaching staff are organized by the Academic Development Unit, MİTTO, and the Library and Documentation Department. Activity reports of the Academic Development Unit and the relevant department are provided as evidence. It is considered that coordinating these processes by a single unit associated with senior management would increase efficiency.

It is assessed that the practices carried out by various units of the institution contribute to enhancing the research competence of teaching staff. The defined processes for monitoring the development of research competence and taking preventive measures based on the monitoring results are considered an area for improvement for the institution.

It is understood that national and international joint programs and research activities are being carried out in many departments of the institution:

In the project named “Istanbul Project Academy,” coordinated by the Istanbul Chamber of Industry and supported by the Istanbul Development Agency, the institution's Technology Transfer Office, MİTTO, is one of the seven university technology transfer offices participating in the project.

After the regulation of the “Health Biotechnology Excellence Joint Application and Research Center (SABIOTEK),” established in 2021 in collaboration between Yıldız Technical University and Istanbul University-Cerrahpaşa, was published in the Official Gazette No. 31758 on February 22, 2022, the center began its activities. The center aims to prepare national and international projects in the field of health biotechnology and related areas in line with biotechnological research and practices worldwide; to protect public health, develop effective products in diagnosis and treatment, increase Turkey's international competitiveness in biotechnology, conduct research, development, and application studies, and train qualified researchers in relevant fields. This center is considered to have the potential to be an exemplary model in inter-institutional project development.

Under the Horizon Europe Program, the “The Interdisciplinary HEI Entrepreneurship Fostering Program (InterHEI)” project, supported under the Innovation Capacity Building for Higher Education (EIT HEI Initiative) program launched by the European Institute of Innovation and Technology (EIT) in 2022, includes MİTTO as the higher education executor from Turkey. This project aims to create innovation capacity that will foster the development of socially responsible and sustainable innovative solutions in the fields of food and health and to generate entrepreneurial ideas capable of transforming food and health systems.

The drug licensing conducted within the “Translational Medicine Clinical Application and Research Center” under Prof. Dr. Işıl BARLAN is considered one of the pioneering studies that strengthen the institution's research mission.

It is stated that there are active international agreements with both Erasmus program countries and other countries through initiatives by the International Relations Office and some department coordinators. National and international student and faculty mobility is carried out through the Erasmus and Mevlâna programs.

Regarding these mobility programs, the following examples are provided: a. Social Sciences Institute Exchange programs, b. The project of the European Studies Institute, which was supported after its ADEP project application was accepted in 2022, c. Encouragement and support for collaborations of researchers in the Department of Physiotherapy and Rehabilitation at the Faculty of Health Sciences with other faculties at Marmara University, d. Collaborative activities with faculties outside Marmara University, including the appointment of some faculty members to the Faculty of Health Sciences for international relations and postdoctoral scientific studies, are shown as examples.

Examples of national and international joint programs being conducted by the institution include the joint program of the Faculty of Medicine with Eastern Mediterranean University, and joint programs with the International University of Sarajevo in Computer Engineering, Bioengineering, English Language Teaching, and Law. Additionally, numerous partnerships and protocols, such as the postgraduate program collaboration with EÜAŞ, protocols with the Ministry of National Education, and the Sector on Campus project, are being opened and executed in accordance with the procedures and principles set by the Higher Education Council. Furthermore, it is understood that participation in national or international meetings by faculty members is encouraged and that information about ongoing studies is included in the strategic planning of relevant units.

It is considered that the development of mechanisms to monitor and ensure the improvement of these and similar national and international joint programs and research activities conducted across many departments of the institution is an area open for improvement.

Research Competencies and Development Maturity Level: Practices are being carried out institution-wide to develop the research competencies of teaching staff. National and International Joint Programs and Research Units Maturity Level: National and international joint programs and research activities are being carried out institution-wide.

4. Research Performance

C3.1 Monitoring and Evaluation of Research Performance

It is understood that various departments within the institution have implemented certain practices to monitor and evaluate research performance. The institution states that performance monitoring is conducted in line with the goals and objectives outlined in the 2021-2025 Strategic Plan. It is mentioned that the "Marmara University Academic Analysis" application has been initiated to measure the research performance of teaching staff, and some reports are made according to the screenshot provided as evidence. The Academic Development Unit is stated to provide data to national and international university ranking organizations.

In the appointment processes for research assistants and assistant professors, academic performance scoring is planned according to the "Regulation on Promotion and Appointment Criteria for Marmara University Faculty Members," and the "Academic Incentive Payment Regulation" is applied concerning academic incentive payments.

The institution's open access archive, established on the DSpace platform, which uses open-source code, contains nearly 90,000 records of articles, theses, books, rare works, research outputs, and image collections as of 2022. Additionally, Strategic Plan Monitoring Reports and Administrative Activity Reports can also be used to monitor and evaluate the institution's research performance. The "University Monitoring and Evaluation General Report" prepared by YÖK (the Council of Higher Education) is also used for monitoring and evaluating research performance, among other activities. For example, according to the latest "University Monitoring and Evaluation General Report-2023" where the Higher Education Council evaluates 208 universities in Turkey based on 74 different indicators, the institution is among the top five universities in seven different indicators, including "a. Number of students graduating from doctoral programs," "b. Number of programs in the top 5% in KPSS (Public Personnel Selection Exam)," "c. Number of programs in the top 5% in ALES (Academic Personnel and Graduate Education Entrance Exam)," "d. Number of awards received by faculty members," "e. Number of TÜBİTAK (The Scientific and Technological Research Council of Turkey) projects utilized," "f. Number of students incoming through international exchange programs," and "g. Green space ratio." Given that 17 of the 74 indicators in this report directly relate to the monitoring and evaluation of research and development, projects, and publications in national and international peer-reviewed journals, these indicators can also be used to monitor the institution's research performance alongside other areas.

The fact that numerous journals hosted by the institution are indexed by national and international databases is considered to support the institution's status as a research university. It is mentioned that the number of views and downloads for most of these journals is monitored and reported.

It is stated that the monitoring and evaluation of research performance across the institution are carried out through academic general assemblies. The Academic Development Unit collects data annually on

projects, publications, and awards, which are used in faculty-specific academic boards. The Rector presents the unit's annual performance, and expectations for future years are gathered from unit managers. In academic general assemblies, all faculty members' opinions are solicited, and general consultations are held.

These practices are considered concrete evidence showing that the institution monitors and evaluates research performance on an annual basis.

It is evaluated that developing defined processes to ensure that the results obtained from evaluating these practices are used for continuous improvement is an area open for development.

C3.2 Evaluation of Faculty/Researcher Performance

The institution has several practices for monitoring and evaluating the research and development performance of faculty members:

Data entered by faculty members into YÖKSİS (Higher Education Information Management System) are automatically pulled into AVESİS (Research Information System) to generate performance scores for the personnel, and this information can also be utilized by the Incentive Management System.

The "Marmara University Academic Analysis" platform, which has been implemented to measure research performance, allows for obtaining researcher-based reports. These reports can include the distribution of activities by type, score details over the years, and performance within the Unit/Department.

It is understood that informational documents and forms have been prepared for the academic incentive payment application process to ensure that it is conducted smoothly.

Since 2022, the requirement for staff information to be up-to-date has been considered among the prerequisites for project acceptance. It is stated that all external project applications or acceptances, whether national or international, must be processed in the Project Pool Information Management System before being signed by the senior management, and this project information pool is also used in tracking academic careers.

To ensure more accurate and continuous monitoring of performance data, the development process of the Data Marmara software, compatible with the Quality Management System, has been initiated. With Data Marmara software, indicator values related to YÖKAK (Higher Education Quality Assurance), Research University Monitoring Criteria, YÖK University Monitoring Criteria (UIM), and Entrepreneurial Innovative University Monitoring parameters will be collected in the system. Additionally, the software will also be used to monitor and report indicators related to the performance of academic units and UYGARs (Centers of Excellence).

The Academic Development Unit, responsible for monitoring research performance, also manages data entry to ranking organizations and tracks the institution's rankings.

The institution states that, similar to research performance, the monitoring, evaluation, and improvement of researcher/faculty member performance are conducted annually through academic general assemblies at the unit level. These practices developed within the institution are considered positive for monitoring and evaluating the research and development performance of faculty members. However, developing defined processes to ensure monitoring performance and using these processes in collaboration with faculty members for improvement is seen as an area open for development.

Monitoring and Evaluation of Research Performance Maturity Level: Mechanisms established for monitoring and evaluating research performance are utilized throughout the institution.

Evaluation of Faculty/Researcher Performance Maturity Level: Mechanisms for monitoring and evaluating the research and development performance of faculty members are utilized throughout the institution.

D. Social Contribution

1. of Social Contribution Processes and Sources of Social Contribution

D.1.1. Management of Social Contribution Processes

Marmara University has articulated its vision in the 2021-2025 strategic plan as "to be an international university that leads societal development through its excellence in education and research." This vision statement emphasizes the institutional importance given to social contribution activities. Additionally, the goal of "transforming educational and research outputs into social contributions" is stated as one of the university's strategic objectives. This strategic goal includes targets and performance indicators related to social contribution.

The components of the university's social contribution policy include education, research, sustainable development goals, and stakeholder participation. The university's social contribution policy has been shared with the public via its website. It is expected that the university establishes a relationship between the strategic objectives and targets related to social contribution outlined in the strategic plan and the social contribution policy.

Institutional collaborations at national and international levels, assignments to various public institutions and organizations, and activities such as education, services (health, sports, arts, culture, etc.), research, and consultancy are among the university's social contribution activities.

Key institutions involved in social contribution activities at the university include the Office for Students with Disabilities, the Center for Civil Society Organizations Practice and Research, the Center for Women's Studies in Economic and Social Areas, and the Volunteer Activities Coordination.

To promote the understanding of volunteering within the university, the Volunteer Activities Coordination has been established. This office covers themes including the environment, education, tourism, the elderly, and disadvantaged groups. Volunteer activities, as well as student projects carried out as part of community service courses across the university, are gathered under the Volunteer Activities Coordination. The "Community Service Courses Regulation" has been prepared to organize the implementation of these courses, detailing course offerings, application principles, and evaluation methods.

The Center for Civil Society Organizations Practice and Research was established to produce knowledge on civil society and civil society organizations at the national level and to train qualified personnel needed by public, private, and civil society sectors. The center organizes publications, studies, trainings, conferences, and discussions, particularly within the scope of sustainable development goals.

With 21 faculties, one school, four vocational schools, 12 institutes, and 42 research and application centers, the institution has significant capacity for conducting numerous high-quality social contribution activities. Although activities mentioned in institutional reports show a limited representation of the entire institution and focus on specific units, it is observed during site visits that all units plan and implement social contribution activities. Particularly, the Faculty of Engineering, the Faculty of Human and Social Sciences, and the Vocational School of Technical Sciences organize numerous social contribution activities with external stakeholders. The institution's capacity to conduct high-quality social contribution activities across various fields is positively assessed.

In 2022, the institution organized a total of 1,793 activities across various fields through 231 student clubs. Detailed information about active clubs, announcements of past and upcoming events, and membership procedures are shared with all stakeholders via the university's student clubs website. The website also provides statistics on activity types, student numbers by club, and frequently used event venues. The institution's capacity to carry out a wide range of high-quality social contribution activities is considered a strong point.

Beyond associate, undergraduate, and graduate education, the university organizes trainings tailored to the needs of individuals, institutions, and organizations through MÜSEM. It provides quality healthcare services to the community through units like the Faculty of Medicine and the Faculty of Dentistry. Medical students also engage in social contribution activities in the health sector. Having leading units in carrying out social contribution activities is considered one of the university's strengths.

Projects such as the ‘Training Project for Women Cooperatives in Eskişehir,’ conducted in collaboration with TÜBİTAK by the Center for Women's Studies in Economic and Social Areas (ESKAR), the Health 4.0 Workshop with Medipol University, the ‘Mathematics and Turkish Course Project for Visually Impaired Individuals’ organized by the Office for Students with Disabilities, and other activities conducted with civil society organizations by the Center for Civil Society Organizations Practice and Research (STKAM) have been identified through site visits and provided evidence. Strong collaborations with external stakeholders in social contribution activities are considered a strength.

Marmara University contributes to the country's economic development through patented and utility models resulting from its research. Additionally, many theses that contribute to social welfare are produced by the institutes and published on their websites. The university also provides various contributions through academic personnel assigned to public and private institutions.

While there are commissions established to manage social contribution processes in units such as the Institute of Health Sciences, the Faculty of Engineering, and the Faculty of Education, there is a need for a committee or senior management position responsible for planning and executing processes aligned with the university-wide strategic plan and social contribution policy. It is recommended to establish and institutionalize the organizational structure and defined processes for managing social contribution processes in accordance with the social contribution policy.

The institution is seen to be developing its management and organizational structure for social contribution processes in line with corporate preferences. However, it is suggested that defined mechanisms be developed to monitor and secure these processes effectively.

D.1.2. Kaynaklar

Kurumda toplumsal katkı faaliyetlerini yürüten enstitü, fakülte, meslek yüksekokulları, araştırma ve uygulama merkezleri, koordinatörlükler, hastaneler ve diğer birimlerin bulunması ve bu birimler aracılığı ile yapılan nitelikli toplumsal katkı faaliyetleri olumlu olarak değerlendirilmiştir.

Üniversitenin toplumsal katkı kaynakları; mali, fiziksel mekân (laboratuvar, çok amaçlı kullanılan salonlar, vb.), ve özellikle Kurumun sahip olduğu insan gücünün (öğrenci, öğretim elemanı, idari personel), topluma katkı amacıyla düzenlenen etkinliklerde aktif olarak yer aldığı, topluma yönelik sunulan eğitim faaliyetlerini yürüttüğü, çeşitli kurumlara danışmanlık hizmeti verdiği, topluma yönelik sağlık hizmeti sunduğu ve Kurumun sahip olduğu fiziksel mekânların kullanımının oldukça etkin yürütüldüğü yapılan faaliyetlerden ve sunulan kanıtlardan görülmektedir.

Kurum tarafından yürütülen çeşitli projeler aracılığı ile toplumsal katkı faaliyetlerine mali kaynak sağlanmaya çalışıldığı saha ziyareti sırasında belirtilmiştir. Ayrıca Kurumun öğrenci kulüpleri tarafından yapılan etkinlikler SKS Daire Başkanlığı tarafından finanse edilmektedir. Kurumun toplumsal katkı faaliyetleri için uygun nitelik ve nicelikte fiziksel mekân ve insan gücü kaynağı bulunmakta ve bu boyutlarda planlamaları bulunmakla birlikte mali kaynakların planlamasına yönelik kanıtlar sunulmamıştır. Kurumun toplumsal katkı etkinliklerine ayrılan kaynakların (mali, fiziksel, insan gücü) stratejik amaç ve hedefler ile birlikte toplumsal katkı politikası da dikkate alınarak ve birimler arasında dengeyi gözeterek yönetilmesi önerilmektedir.

Management of Social Contribution Processes

Maturity Level: The management of social contribution processes and organizational structure across the institution is implemented in accordance with institutional preferences.

Resources

Maturity Level: The institution has plans for creating physical, technical, and financial resources of appropriate quality and quantity to sustain its social contribution activities.

2. Social Contribution Performance

D2.1. Monitoring and Evaluation of Social Contribution Performance

In the university's 2021-2025 Strategic Plan, the performance indicators established for monitoring the goals set under the social contribution heading are reviewed annually to determine whether they have achieved the targeted level. Additionally, the annual activity reports prepared by the units include not only education and research activities but also social contribution activities. Moreover, the general statistical analyses of activities conducted by student clubs available on the student clubs' web page are seen as a partial monitoring activity. These practices are considered as evidence of the existence of principles, rules, and indicators for monitoring and evaluating social contribution performance within the institution. The recent adoption of the "Veri Marmara" software for data collection and reporting is expected to be highly beneficial for monitoring social responsibility projects and activity data across the institution. Although stakeholder participation in the institution's activities is ensured, it is recommended that feedback from stakeholders regarding the activities be obtained.

Based on the review of the institution's reports and provided evidence, it is suggested to establish quantitative and qualitative monitoring and improvement mechanisms for social contribution activities across the institution.

Monitoring and Evaluation of Social Contribution Performance Maturity Level: The institution has principles, rules, and indicators for monitoring and evaluating social contribution performance.

E. Conclusion and Evaluation

Based on these descriptive findings and the status of closing the PUKÖ (Plan-Do-Check-Act) cycle related to quality processes, the evaluation conducted by our team summarizes the institution's strengths, areas for improvement, and recommendations under the following subheadings: "Leadership, Governance, and Quality," "Education and Teaching," "Research and Development," and "Community Contribution," as outlined below:

2. Leadership, Governance, and

Quality Kalite

3. Strengths

The institution's long-standing history.

Agile leadership style of the top management.

Adoption and support of quality initiatives by top management.

Strong sense of belonging among the institution's staff.

High motivation for quality efforts across the institution.

Efforts to establish an integrated information management system.

Existence of processes and practices aimed at ensuring information security and reliability.

Systematic and transparent management of human resources practices.

Areas for Improvement and Recommendations

- Establishing management mechanisms for quality assurance, education and training, research and development, and social contribution processes within the institution.
- Creating monitoring and improvement processes for institutional activities.
- Developing methods to measure and monitor the development of a quality culture.
- Creating and including stakeholders in the PDCA (Plan-Do-Check-Act) cycles across the institution.
- Ensuring the institution's website is user-friendly and accessible.
- Aligning the institution's objectives, goals, and policies with each other.
- Monitoring and incorporating the results of the strategic plan into improvement processes with stakeholder participation.
- Ensuring alignment of strategic plans and goals with the United Nations Sustainable Development Goals.
- Establishing mechanisms for collecting and evaluating data on performance indicators.
- Ensuring balanced distribution of educational and socio-cultural resources, such as libraries, across all campuses.
- Effectively facilitating inter-unit communication due to the institution's operation across multiple campuses.

*Recommendations

- Promoting activities that ensure cohesion across the university while preserving institutional culture.
- Systematically implementing in-service training programs.
- Collecting student feedback using various methods and systematically, and incorporating the results into improvement processes.
- Developing mechanisms for resource planning specific to internationalization activities, monitoring the use of these resources, and defining improvement processes based on findings.

4. Education and

Training Strengths

The institution speaks five (5) different languages: Turkish, German, Arabic, French and English.

Availability of diploma programs that offer educational opportunities, High diversity of postgraduate programs throughout the institution,

Having legislation (Marmara University Educational Programs Directive, Marmara University Curriculum Commission Directive, etc.) containing the principles, procedures and principles regulating program design, monitoring, updating and course distribution balance,

In the Marmara University Educational Programs Directive, the minimum and maximum number of courses and weekly course hours in the institution's associate, undergraduate and graduate programs are guaranteed and similar practices are included in all programs of the institution,

Having accredited programs in some units of the institution based on a deep-rooted, established and internalized accreditation culture,

The institution's undergraduate programs include elective course pools that encourage students to gain cultural depth and interdisciplinary studies,

Course information packages in the Institution's programs must be prepared in line with the Bologna criteria and shared on the Institution's website, accessible to all stakeholders,

The institution has a program with the TYYÇ logo,

In terms of the number of outgoing and incoming students within the scope of the institution's ERASMUS mobility

Being one of the leading universities in Turkey,

The institution has a strong legislative infrastructure and administrative structure regarding the management of education and training processes,

Providing various learning environments and resources for students,

Providing academic support services for students in the institution (Career services, guidance and psychological counseling services, academic counseling, disabled student unit, scholarship office, etc.),

Availability of health, nutrition, social, cultural and sports facilities and infrastructures for students, There is a well-structured Disabled Student Unit Coordinatorship in the institution, There are services such as education, exam, nutrition, scholarship, spatial accessibility for disadvantaged groups in the institution,

Offering students selective menu options such as vegan, vegetarian and gluten-free meals regarding nutrition,

Carrying out and supporting various social, cultural and sports activities by academic and administrative units and student clubs throughout the institution,

The appointment and promotion processes of faculty members in the institution are carried out in accordance with the criteria in the relevant directive of the Institution, considering academic merit and ensuring equality of opportunity.

Areas for Improvement and Suggestions

Ensuring internal and external stakeholder participation in program design and approval processes throughout the institution,

Ensuring that course information packages in all programs of the Institution are restructured and systematically reviewed according to the Bologna criteria and the Institution's defined processes,

Ensuring the harmony of program outcomes and course learning outcomes with the Turkish Higher Education Qualifications Framework (TYYÇ) in all programs throughout the institution, Preparing the Turkish and English pages of the information packages of the courses in all programs of the Institution in an equivalent manner,

In order to systematically maintain the course information package management and updating processes in the institution, there is a need for an administrative structure (for example, center, office or coordinatorship, etc.) that carries out the information package processes,

Expanding the use of mechanisms (curriculum commission and processes) for monitoring and updating programs in the institution to cover all programs, Expanding program accreditation studies throughout the institution to cover all programs,

Supporting the processes with evidence that education and training processes are monitored throughout the institution, evaluated together with stakeholders and improvements are made accordingly,

Using teaching methods and techniques for the acquisition of program outcomes and course learning outcomes in programs or courses throughout the institution, as well as disseminating, monitoring and evaluating the use of student-centered teaching methods and techniques with the participation of relevant stakeholders,

Ensuring that students' achievement levels of program outcomes and course learning outcomes throughout the institution are determined by appropriate measurement and evaluation methods and techniques,

Disseminating the practice of matching program outcomes and course achievements with exam questions throughout the institution,

Monitoring the academic support services provided to students throughout the institution, evaluating them with the participation of students, and supporting the improvements made with evidence, Ensuring the balanced distribution of health, nutrition, social, cultural and sports facilities and infrastructure offered to students on all campuses and monitoring their use,

Evaluating with stakeholders and improving as needed,

Dissemination of services and spatial arrangements for disadvantaged groups throughout the Institution,

Establishing mechanisms that monitor and evaluate the participation and satisfaction of all relevant stakeholders, especially students, in social, cultural and sports activities and make improvements accordingly, and winging these studies by reporting them in each unit,

Establishing a central mechanism that will plan, monitor and evaluate social, cultural and sports activities throughout the institution and disseminating it in all academic and administrative units throughout the institution,

Dissemination of systematic "Training of Trainers" programs for the development of teaching competencies of faculty members throughout the institution, and periodic monitoring, evaluation and improvement of these activities,

Establishing an academic or administrative structure (center, office or coordinatorship, etc.) within the scope of "Training of Trainers" in the Institution, which will undertake training activities aimed at improving the education, training and measurement and evaluation competencies of the Institution's faculty members,

Establishing an incentive and reward mechanism such as the "Good Education Award" for the educational activities of faculty members in the institution,

Suggestions

- The processes of designing and approving programs should be carried out in a systematic and sustainable manner that is internalized across all programs and stakeholders within the institution. Considering the academic diversity and richness of the institution, mechanisms for monitoring and improving the distribution and balance of courses in programs should be established to ensure compliance with the institution's defined processes.
- The alignment of course learning outcomes with program outcomes should be monitored across the institution, evaluated with stakeholders, and improvements based on evaluation results should be widely disseminated.
- All courses in the information package should be reviewed across the institution to ensure that course design based on student workload is carried out in accordance with the institution's defined processes (considering both theoretical and practical courses attended by students), announced, and implemented.
- Mechanisms for monitoring and updating programs should be implemented across the institution.
- Program accreditation efforts should be extended to cover all programs within the institution.
- Practices related to the management of educational and teaching processes should be monitored across the institution, evaluated with stakeholder participation, and improvements should be made based on evaluation results.
- An administrative mechanism (such as a commission, board, office, or coordinator) capable of coordinating information package work should be established within the institution.
- The use of student-centered teaching methods and techniques aimed at achieving program outcomes and course learning outcomes should be promoted across the entire institution, and mechanisms for monitoring and evaluating student-centered teaching practices with the involvement of relevant stakeholders should be established.
- Processes related to certification of competencies and issuance of diplomas should be monitored, evaluated with stakeholders, and defined processes should be improved based on evaluation results.
- Practices aimed at the academic development and career planning of students should be widespread across the institution, monitored, evaluated with relevant stakeholders, particularly students, and improved based on evaluation results.
- The balanced distribution of facilities and infrastructure available to students across the institution should be ensured, monitored, evaluated with stakeholder participation, and improvements should be made based on evaluation results.
- Services provided to disadvantaged students should be internalized, systematized, and made sustainable through repeated PUKÖ cycles.
- A central upper mechanism (such as a commission, board, office, or coordinator) should be established at the rectorate level for planning, monitoring, and evaluating social, cultural, and sports activities across the institution.
- Mechanisms for monitoring social, cultural, and sports activities should be evaluated with stakeholders, and activities should be diversified and improved based on emerging demands or needs from evaluation results.
- Mechanisms should be established to monitor, evaluate, and take necessary measures based on results for appointment, promotion, and assignment practices within the institution.
- An academic or administrative structure (such as a center, office, or coordinator) responsible for training all teaching staff within the institution under the "Train the Trainers" program should be established.
- Training practices aimed at improving the competencies of teaching staff should be monitored, evaluated with stakeholders, and improved based on evaluation results.
- A mechanism for incentives and awards, such as a "Good Education Award" containing criteria or performance indicators prioritizing creative/innovative educational activities, should be established and implemented to reward the educational practices of all teaching staff across the institution.

5. Research and Development

Strengths

- The institution is a research university.

- The institution has published regulations such as the “Intellectual Property Rights Directive” and the “Principles Regarding Intellectual Property Rights.”
- The Technopark, with 117 companies, has significant growth potential.
- There is a growing trend in the number of faculty members' companies at the Technopark, contributing to an increase in entrepreneurial activities.
- Student projects at the associate and undergraduate levels are encouraged and supported.
- The establishment of the University-Industry Cooperation Development Application and Research Center aims to increase and develop collaboration between the university and the business world.
- The presence of the Marmara University Innovation and Technology Transfer Application and Research Center (MITTO), which undertakes critical activities in research and projects.
- The existence of projects supported under the “Energy Academies Program,” initiated through an agreement between the institution, the Higher Education Council, and Elektrik Üretim A.Ş. (EÜAŞ).
- Researchers with high project competencies are present within the institution.
- MITTO is among the participants in the “Istanbul Project Academy” project, conducted under the coordination of the Istanbul Development Agency and the Istanbul Chamber of Industry.
- The establishment and ongoing projects of the “Health Biotechnology Excellence Joint Application and Research Center (SABIOTEK)” through the collaboration of Yıldız Technical University and Istanbul University-Cerrahpaşa.
- The strengthening of the institution's research mission through drug licensing and other pioneering work carried out within the “Prof. Dr. Işıl BARLAN Translational Medicine Clinical Application and Research Center.”
- The presence of numerous scientific journals indexed by national and international databases within the institution.
- The launch of the Data Marmara application, which is compatible with the Quality Management System, to enable more accurate and continuous monitoring of performance data as part of digital transformation.

Areas for Improvement and Recommendations

Development of defined mechanisms for the coordinated and efficient operation of Application and Research Centers and similar units.

Development of mechanisms for monitoring, evaluating, and addressing research process activities within the institution.

Impact on the budget allocated for BAP (Research and Development Projects) due to the affiliation of the university hospital.

Monitoring and evaluating practices aimed at enhancing the research competence of faculty members across the institution, with measures taken based on the results.

Expansion of joint programs and research activities at national and international levels across the institution.

Recommendations

Completion of the development of the Data Marmara application and its use for monitoring the performance of all units.

Expansion of efforts to monitor and improve research process outcomes across the institution.

Development of mechanisms under ADEP (Academic Development Program) and BAP to encourage project applications in educational and social sciences.

Encouragement of researchers to seek external funding to maintain and strengthen the privileged status of the institution as a research university.

Creation of defined policies for the institution regarding the hiring of its own graduates.

Establishment of defined processes for enhancing the research competence of faculty members.

6. Social Contribution

Strengths

The institution engages in high-quality social contribution activities across various fields.

The institution has strong collaborations with external stakeholders in social contribution activities.

The institution has pioneering units in conducting social contribution activities.

Areas for Improvement and Recommendations

Alignment of the institution's strategic goals and objectives for social contribution with the social contribution policy.

Institutionalization of the institution's social contribution policy, management of social contribution processes, and organizational structure.

Determination of resources (financial, physical, human) allocated for social contribution activities within the institution.

Creation of mechanisms for monitoring and improving social contribution activities within the institution.

Recommendations

- Definition of the management and organizational structure for social contribution processes at the institutional level.
- Measurement and enhancement of the impact and effectiveness of social contribution activities, with efforts expanded across the institution.

As the evaluation team created by YÖKAK within the Institutional Accreditation Program, we hope that our report will continue to play a pioneering role in the quality journey and contribute to the internalization and improvement of Marmara University's quality culture.