TED UNIVERSITY

INSTITUTIONAL SELF-EVALUATION REPORT
Submitted to the
EUROPEAN UNIVERSITY ASSOCIATION

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List of Abbreviations Used

CHE (YÖK)	Council of Higher Education
CTL	Center for Teaching and Learning
ELS	English Language School
FA	Faculty of Architecture
FEASS	Faculty of Economics, Administrative and Social Sciences
FES	Faculty of Education
FE	Faculty of Engineering
HR	Human Resources
MoNE	Ministry of National Education

INTRODUCTION

1.1. The Self-Evaluation Group Members

The committee is formed by eleven members, namely a contact person, seven faculty members, one research assistant, one representative from administrative staff and one student. The Rector appointed the contact person. Then the composition of the self-evaluation steering committee responsible for the Self-Evaluation Report (SER) was decided by the Rector and the contact person jointly.

Contact Person	Jülide Yıldırım, Prof.	FEASS
Faculty Members	Bilge İmamoğlu, Asst. Prof.	FA
	Levent Parnas, Prof.	FE
	Mehmet Rüştü Taner, Assoc. Prof.	FE
	Ilgın Gökler Danışman, Asst. Prof.	FEASS
	Tekin Köse, Asst. Prof.	FEASS
	Erdem Aksoy, Asst. Prof.	FES
	Mana Ece Tuna, Asst. Prof.	FES
Research Assistant Representative	Gizem Tanrıvere	FEASS
Student Representative	Melih Artar	FEASS
Staff Representative	Duygu Kayaarslan	HR

1.2. Involvement of Stakeholders

Identification and involvement of stakeholders are important for achieving sustainability of the institution, which requires going beyond the boundaries of the institution (space) and facing the expectations of future generations (time). TED University aspires to work closely with its various stakeholders to help achieve its aims and realize its vision and mission. In addition to students, their families, and members of other universities, the stakeholders are comprised of governing entities, administration, employees, employers, competitors, donors, communities, government regulators, non-governmental regulators, and financial intermediaries.

The University Executive Board, Faculty and Departmental Boards are the main governing entities of TED University. The president and the senior administrators (e.g., deans, heads of departments, secretary general, and heads of administrative departments), who are under the category of administration, work cooperatively for the achievement of TED University as an institution. The academic, administrative, and support staff are both employees and stakeholders. Students, parents, and service partners (e.g., schools in primary and secondary levels….) are in the category of clientele. Students are represented in the institutional governing bodies such as senate and the University Executive Board by the representatives from TEDU Student Council which is composed of elected students. The Rector holds annual meetings with the parents. Academic staff of the Faculty of Education provides services to the schools in primary and secondary levels.

In the category of suppliers, the primary and secondary schools of TED Ankara College make financial contributions to the university. As the university has not given any graduates yet, there is no alumni community to work with in cooperation. With respect to the competitors' category, TED University has been cautiously monitoring the other private and public universities in terms of the changing demands of new era.

In the donors' stakeholder category, TED University has many alumni donors who are graduates of TED primary and secondary schools. In addition, members of TED University Board of Trustees use their own network to find financial support for TEDU.

TED University is involved with the community stakeholders as well. Since TEDU is a city university, it opens its doors to the public for providing library services free of charge. As in the part of the student-centered teaching and learning, students get involved with the people in the neighborhood, which increases the interaction between TED University and the community.

Among the government regulators' stakeholders, the most important stakeholders is Higher Education Council (HEC) which designs all standards for founding a university in general and the programs and departments in specific. Auditors of HEC visit TED University and monitor the administrative processes on a regular basis; and the Rector attends the regular meetings with other university administrators organized by HEC. The other governmental stakeholder for TEDU is Ministry of National Education (MoNE), which is one of the important stakeholders for the university because there are 4 programs for teachers' training and an interdisciplinary graduate program called Management in Educational Institutions. The students enrolled in these programs interact with the K12 schools for various objectives of the courses. The Scientific and Technological Research Council of Turkey (TÜBİTAK) is another stakeholder under the category of government regulators. Many faculty members from different faculties are involved in research funding programs as a project manager, researcher, or an advisor. Çankaya Municipality is another important governmental stakeholder, which provides support and guidance on physical and environmental issues related to TEDU campus.

In non-governmental regulators' stakeholder category, TED University academic and administrative staff, and students are involved with some non-profit organizations such as TED Foundation, TEDMEM, Erasmus + Program, UN, UNICEF, and some professional associations (e.g., Union of Chambers of Turkish Engineers and Architects, Turkish Psychological Counseling and Guidance Association, Turkish Psychologists Association).

Recently TED University has established an agreement with Doğus Automotive Industries to promote partnership on various grounds, including student summer trainings and contributions towards special laboratories for Faculty of Engineering. Finally, the University of New Haven can be considered as an international stakeholder, as TED University has a benchmarking agreement with University of New Haven.

1.3. The Process of Sharing the Self-Evaluation Report

The self-evaluation report was shared with the whole academic and administrative personnel. Required changes were made taking the feedback into consideration.

2. INSTITUTIONAL CONTEXT

2.1. Turkish National Higher Education System

Before the 1981 Constitution of Turkish Republic, Turkish Universities were autonomous. There was no central and nationwide control over the practices of benchmarking, accreditation and quality assurance. In 1981, in accordance with the new Higher Education Law (No. 2547), the administration of higher education in Turkey was comprehensively restructured. The system thereby became centralized, with all higher education institutions tied to the Council of Higher Education (CHE, Yükseköğretim Kurulu, or YÖK).

Within the CHE, there are two other main administrative bodies in the field of higher education. These are the Inter-University Council, which consists of the rectors of all universities and one

member elected by the senate of each university, and the Rectors' Committee of Turkish Universities, which is made up of all university rectors and five former rectors.

After this restructuring, all higher education institutions were designed as universities. Expansion of higher education throughout the country was achieved, application to higher education was centralized, and a central university exam for placement was introduced. In addition to state universities, non-profit foundation universities have been established since 1984.

Higher education institutions can be classified as follows: Universities, Higher Institutes of Technology, and Post-Secondary Vocational Schools, Other Higher Education Institutions (Military and Police Academies).

There are two types of universities in Turkey, namely state universities and foundation universities. There are 193 universities in Turkey, 109 of which are state universities. There are 76 foundation universities. The remaining 8 are vocational higher education institutions.

Higher education includes all education institutions offering at least two years of higher education after secondary education (for further details, please refer to URL=http://www.yok.gov.tr/). Following secondary education, admission to higher education is based on a nation-wide two-stage high stakes multiple choice examination, namely, the Student Selection Examination (SSE) and the Student Placement Examination (SPE), centrally administered by the Student Selection and Placement Centre (SSPC) every year. Thus, for undergraduate studies, universities are not able to admit students based on their selection criteria; rather students are placed according to their achievement at the central entrance exams. Still, universities have discretion in choosing their graduate students, in that each program can have its own acceptance examination and rules to a certain extent.

One of the troubling aspects of Turkish HE is the relation between the board of trustees and the rectorate in foundation universities. The common practice is the micro management of the chair of the Board, and their tendency to run the universities relying on their management experiences from the industry and other backgrounds (i.e. politics). Often it clashes with academic culture and traditions. Since most of the chairs are rather successful men and women in their area of expertise, they have strong personalities and sense of confidence in their abilities. They usually do not trust academic administration particularly in financial matters. The foundation university concept in Turkey is recent and there is much more to be learned. One would expect this behaviour will change for the better in later generations as mutual trust develops.

TED University is fortunate in this sense as the chair is an elected member of TED community and not an owner of the foundation. No one, including the chair is guaranteed to keep his/her position in the Board forever or to transfer the post to family members. Our Chair of the Board is less inclined to micro-manage. He is careful not to interfere with academic issues. The Board is fully aware that TEDU needs to institutionalize as quickly as possible and respectful of the process. There are still unresolved issues related to handling of non-academic personnel which occasionally hurts the smooth flow of processes within the university.

YÖK (CHE) attitude is of no help to improve the vagueness. Deep political divide in the country creates further difficulties handling these issues rationally.

2.2. The History of TED University and Its Institutional Context

TED University was established by an act of the Parliament on July 07, 2009 (legislation # 5913). The founder is the Turkish Education Association - Higher Education Foundation which in turn was founded by the Turkish Education Association (TED).

First students were enrolled in September 2012, for the academic year of 2012-2013. The medium of instruction at TED University is English. Students who are placed at TED University take an English language proficiency exam at the beginning of each semester (three times a year), but students do not take it every semester. Students are expected to demonstrate an acceptable level of proficiency in English; otherwise they need to attend the English Language School (ELS) for at least a semester.

TED University is a student oriented, and innovative institution with 4000-4500 students, bringing Turkish higher education area a new scope through its educational profile, quality culture, international links and top quality academic staff. TED University offers liberal arts education, where students are required to complete courses towards their majors. Typically students must earn at least 136 total credits to be able to graduate; of these, 36 credits are from common core courses and 65 credits are from major field related courses. A variety of elective courses, innovative teaching pedagogies, a student centered approach, and a balanced focus on both the depth and breadth of knowledge are typical features of education at TEDU.

The most prominent feature of TED University compared to other universities is that, students are accepted to liberal education programs in the first year of study. Each program includes one year of common core courses and three years of major related courses, which also includes at least five courses towards a multidisciplinary degree. Each program includes a minimum of 6 credit hours of free electives. Each program includes a minimum of 3 credit hours of language and 3 credit hours of online courses. Online courses are courses in which at least 80% of the course content is transmitted to students online. However, there are no courses delivered online presently.

At the end of the first year -upon completion of 30 credits- students can choose the department they prefer among the group of programs in the faculty they have been admitted. There are no restrictions in this selection. Besides they can transfer to other departments within their faculties of first acceptance, or to another department at a different faculty provided that they satisfy the transfer conditions and have taken the prerequisite courses. This system introduces flexibility to the standard university entrance mechanisms, and hence is one of the major unique characteristics of TED University.

Students, whose test scores are at the lower percentiles, generally opt for foundation universities. However, at the same time, high scoring students can also obtain a place at a foundation university by receiving scholarship (in some universities they also get monthly allowances). Therefore, student composition is heterogeneous in many foundation universities, including TED University, and this heterogeneity imposes challenges for teaching. TED University's policy of active teaching and learning aims to increase the efficiency and effectiveness of teaching and learning activities, by shifting the instructor's role from being a manager to a facilitator, providing students with the benefit of peer instruction and motivation.

Instructors at TED University recognize that students generally do underestimate their abilities and capabilities. This could be due to the fact that they usually assess themselves based on their test scores in the central university exam, which may not be a correct measure, especially for engineering, arts and architecture students for whom analytic and artistic creativity are particularly important. This imposes another important task to instructors' confidence building. Yet, students realize their own capacities through various ways (such as correspondence with

students from other universities, during internships, exchange visits to other universities, or creative competitions). Additionally, extracurricular and cultural club activities enable students to gain more self-confidence, autonomy, and appreciation for interpersonal differences or similarities and positively impact students' emotional, intellectual, social, moral and inter-personal development. In time, the university culture at TED will prosper and be transferred to further generations, providing stability and continuity, whereby enhancing self-confidence.

2.3 The Legal Status of TEDU

TED University is a private, non- profit foundation university.

2.4 National and Regional Labor Market

Turkey's population and work force size are significantly growing. From 2007 to 2015, the country's population increased by 9.15%, to approximately 77.8 million people. According to the TURKSTAT (www.tuik.gov.tr) statistics, labor force (those 15 years old and older) grew from 23.1 million in 2007 to 29.9 million in 2015 (29.1% increase), while there has been a 30.5% increase in number of people who are employed between 2007 and 2015. The employment rate was 46.9% in 2015. Employment figures in various sectors indicate the dynamism of Turkish economy and labor market. While employment in the industrial and service sectors have been increasing since 2007, there has been a decrease in agricultural employment. There is a gender gap regarding the employment rate, the male employment rate is comparatively higher 65.8%, while female employment rate is 28.4%. Unemployment rate for 15-64 age group is 9.5%. But youth unemployment rate (15-24 age group) is 17%. As of 2014, the proportion of youth who are Not in Education, Employment or Training (NEET) remains high at 24.6% in 2013 compared with the OECD average of 14.3%.

The most important problems of Turkey regarding labor market are high youth unemployment rate and the gender inequality in employment opportunities compared to OECD countries. Hence in addition to attaining gender equality at work, the major issue facing the government in the medium term is to create more jobs for Turkey's young and growing population (from 15 to 24 years old) who are neither working nor attending school. Informal sector employment can be considered as an additional and growing problem, especially following the refugee influx from Syria and the Middle East.

In provinces such as Ankara and İstanbul, the share of employed men and women that work in agriculture is significantly lower than the national average. The most important economic activities in terms of employment are community, social and personal services and manufacturing. The former is the most important for Ankara, probably because of presence of government services. The high internal migration to Ankara from Eastern provinces of Turkey, seems to affect the composition of the population, leading to higher dependency and unemployment ratios. Furthermore, being the capital and educational center, there is a large number of students in Ankara which may contribute to the relatively low labor force participation rates. Graduates of TED University may consider employment opportunities at civil and private service sectors, as well as the manufacturing sector. A close-knit alumni network of TED foundation colleges, operating in almost every sector of the economy and stretching across Turkey, especially in Istanbul, Ankara and other metropolitan cities, expresses their intention of providing employment opportunities to graduates, which may be considered as one of the strengths of TEDU.

2.5 Location and Infrastructure

TED University is located in the center of the capital Ankara. The campus houses the Rector's office, four faculties, the library, the student counseling center, conference centers, an English Language School, Basic Sciences Unit, eight laboratories, and one research center.

Location may be considered as one of the strong aspects of TED University. Being in the city center, the University offers various opportunities of a city life such as entertainment, culture, art, shopping and food. Besides, students can easily access the university, using public transportation. Students generally stay late at the University to study, and the library is open all day until midnight.

The University's Public Relations Office participates in local and international education fairs. Although the university would like to welcome international students as well as students from other cities, so far the majority of students are from Ankara and nearby provinces. Still there are funds allocated to public relations (P&R) expenditures to publicize the name and the distinctive features of TED University.

2.6 Faculties, Research Centers, Academic and Administrative Staff, and Students

TED University encompasses four Faculties: Faculty of Economics, Administrative and Social Sciences, Faculty of Education, Faculty of Engineering, and Faculty of Architecture. There is one Research Center: Trade Research Center (Annex 1). In 2015 TED University employs 58 full time academic staff (15 full professors, 9 associate professors, 32 assistant professors and 3 lecturers).

Table 1 Distribution of Academic Staff by Faculties

	Prof	Assoc. Prof	Asst. Prof	Lecturer	ELS	T&R Asst.	Total
Faculty of Education	3	1	9			4	17
Primary School	2		1			1	
Early Childhood			3			1	
Guidance & Psy.Counseling	1		3			1	
English Language Education		1	2			1	
FEASS	7	2	6			7	22
Economics	3		1			2	
Business Administration	1	2	2			2	
International Relations	2		1			2	
Psychology	1		2			1	
Faculty of Engineering	3	5	13	1		13	35
Computer Engineering		1	3	1		3	
Electrical and Electronic Engineering	1		3			3	
Industrial Engineering		2	3			2	
Civil Engineering	1	2	2			3	
Mechanical Engineering	1		2			2	
Faculty of Architecture	2		4			3	9
Architecture	2		4			3	

Basic Sciences	1	1	1				3
ELS					51		51
Total	15	9	32	2	51	27	136

There are 51 instructors and 27 Teaching and Research Assistants (Table 1). Additionally, there are 40 part time instructors. The distribution of administrative staff is presented in Table 2. The ratio of administrative personnel to full-time faculty members is 0.9. The annual total numbers of undergraduate students are presented in Table 3. The number of students for 2015 -2016 academic year at the faculties and English Language School are 535 and 886, respectively (Tables 4 and 5). In the 2015-2016 academic year, 525 new students are enrolled in TED University. In spite of the increasing number of enrollments, the dropout rate is relatively stable. In 2012 -2013 academic year there was only one student out of 319 students to quit the program. The dropout rates for the undergraduate level are 2.6%, 2.85%, 5.8% for the 2013 - 2014, 2014- 2015 and 2015 -2016 academic years, respectively. The number of students per course is 22.2 in 2015. As of January 2015, the number of students per full time academic staff at faculties is 12.1; while this ratio is 10.8 for ELS. There has been a steady increase in the number of courses offered for both undergraduate and graduate levels. For the undergraduate level, the number of courses offered increased to 224 in Fall 2015 from 11 in Fall 2012. Similarly the number of courses offered increased to 18 in Fall 2015 from 4 in Fall 2013, for the graduate level.

Table 2 TEDU Administrative Staff

Department	Number	Department	Number
Student Affairs	3	Academic Services	5
Library Services	2	Support-Staff	7
IT Services	8	Building & Construction Services	3
General Administrative Services	16	Health Services	1
Financial Services	5	**Total**	50

Table 3 Undergraduate Level Student Numbers (as of January)

Year	Total registered	ELS	First Year	Graduate
2012	319*	301*	18*	0
2013	318	301	18	0
2014	644	483	136	0
2015	975	466	391	0
2016	1485	563	453	0

First year as of September.

Table 4 Student Numbers in Faculties

Faculties	Freshman	Sophomore	Junior	Senior
Education	98	91	10	-
Economics, Adm. & Social Sci.	122	71	11	-
Engineering	187	126	40	3

Architecture	**53**	**50**	**20**	**4**
Total	460	338	81	7

Table 5 All students in Prep (ELS) - Distribution by level of English

	Beginner Level	Intermediate Level	Upper Level	Total
Teaching Programs	72	17	31	120
English Language Education	**5**	**13**	**17**	**35**
Engineering Programs	70	46	43	159
Architecture Program	**25**	**17**	**8**	**50**
Economics and Adm. Sci. Programs	63	20	34	117
Psychology program	**40**	**9**	**5**	**54**
Total	275	122	138	535

TED University has affordable (lower) tuition fees in comparison to many other private universities in Turkey, especially to those in Istanbul. TED University offers a variety of scholarships. According to their achievements at the central university entrance exam, students receive waivers in their tuitions ranging from full to %25. The scholarship ratio for all students is 94.8%; while the scholarship ratio for new students is 87.3%; with an equivalent full scholarship ratio of 50.3%. For the Fall 2015 term the scholarship ratio is close to 44%, with additional study scholarships to around 25 students each year. Only 13 percent of students pay the full fee (Table 6). Overall scholarship rate is 53%. Additionally students who need financial assistance may benefit from Need - Based Scholarships. The recipients of this scholarship are determined after a needs assessment survey by the Dean of Students Office. The Need – Based Scholarship can take the form of cash transfers or part-time employment (work study) at various units of the university, such as the library and the IT department. On the other hand, Merit Scholarships are awarded to academically high achieving students who complete the course requirements and hold the first three places in their programs and achieve a GPA (Grade Point Average) of 3.0 or over out of 4 in both spring and autumn terms of any given year provided that they maintain a full course load. In the 2015- 2016 academic year TED University awarded 17 Work study possibilities; 1 Accomodation Assistance; 10 Books Assistance; 13 Lunch Expenditure Assistance. Additionally 18 students pay reduced tution fees at rates ranging from 10% to 75%. An array of student clubs operate within the university with the aim of encouraging students to expand their areas of interest, to encourage participation in fine arts activities and attendance to cultural and arts-related events. There are 19 student clubs and societies (Annex 2).

Table 6 Scholarship Distribution of the Students Starting Fall 2015

Enrollment*	total	full waiver	50% waiver	25% waiver	paid
Faculty of Education					
Teaching programs	89	9	59	21	0
English Language Education	40	4	24	12	0
Faculty of Engineering					
Engineering programs	174	33	50	56	35

Faculty of Architecture					
Architecture programs	60	12	14	17	17
FEASS					
Econ. & Admin Sci. Programs	96	11	67	18	0
Psychology program	60	6	20	20	14
Total	519	75	234	144	66
* "late placement" students are included.					

2.3. Institutional Autonomy

According to the current Law of Higher Education (LHE), universities are free to select and appoint academic staff, holding PhD degrees. The recruitment and promotion procedures are outlined in TEDU's Quality Document.

However, the CHE has strict rules for the selection and appointment of research assistants and lecturers who are required to pass the Entrance Examination for Academic Personnel and Postgraduate Education (ALES) conducted centrally by the Student Selection and Placement Centre (SSPC)). They must also be successful in a national or international language proficiency exam.

The University Executive Board makes all final decisions on the recruitment and promotion of academic staff at the university, based on the assessment reports of the promotion / appointment committee in accordance with the Guidelines for Academic Promotions and Appointments (So far a standing committee has not been formed due to limited number of senior professors without an administrative duty; jury members selected for academic evaluation of the candidate served as the temporary committee).

TED University devises human resource policies in line with CHE and TED University Strategic Plan (SP). Even though there is no policy (or positive discrimination) with respect to gender, disability or minority, multicultural diversity is appreciated. The University has an Office of Disability Services, aiming to provide equal and integrated access for individuals with disabilities to all academic, social, cultural, and recreational programs it offers.

There is a general consensus against inbreeding in the future recruitments. There is a tendency to recruit academic staff holding graduate degrees from leading foreign universities in respective disciplines. As for administrative staff, there are no apparent / announced human resources policies. Yet, the tendency is to recruit from the English speaking alumni circle of the TED Foundation schools. The academic staff and administrators do not have a say about the recruitment of administrative staff, which is realized by the Board of Trustees.

TED University would like to enhance its integration with the society at all levels of activities. For this purpose, Faculty Advisory Committee and Department Advisory Committee, that are composed of members from all stakeholders, who would contribute towards all aspects of academic activities, were established. However TED University has yet to operate these committees better. The international – national conferences, workshops professional development seminars are being organized for teachers who are employed in schools at the Ministry of National Education with the expectation to improve integration with society. Additionally, academic staff takes part in commissions of professional associations. Research funding has been secured by the academic staff who takes part in projects at the Scientific and Technological Research Council of Turkey, EU, World Bank, Industry, TEDU Scientific Research, and Turkish Aerospace Industries.

3. Vision, Mission, and Strategic Objectives

3.1 Vision

TED University will provide the best educational experience to its students and become one of the leading private non-profit universities in Turkey.

3.2 Mission

TED University carries the mission of fostering graduates that are creative, critical-minded, self-confident, well-rounded lifelong learners by using innovative teaching methods and curricula that have a proper depth-to-breadth balance required by global knowledge economies. TED University, which holds pride in being transparent, accountable and trustworthy, is and will always be a learning institution aiming at continuity and sustainable development and at contributing to the world of science by generating new knowledge through a wide range of scholarly research and creative efforts in focus areas of institutional priority.

3.3 Core Values

TED University's core values emphasize and support its vision and mission to be the best educational experience to its students and become one of the leading private non-profit universities in Turkey through its commitment to: Respect for ethical values; Integrity, solidarity and mutual respect; Progressive and secular institutional position; Excellence in teaching and research; Robust and integrated quality culture; Partnership and cooperation spirit; Stakeholder participation; TED tradition.

3.2 Strategic Areas, Goals, Targets

TED University's location, physical space and budgetary / funding considerations impact the strategic decision making process of the executive board and the administrators. TED University adheres to be a small sized, liberal arts based city university in order to compete with established public and private universities in Ankara and in Turkey. The strong emphasis on teaching, along with niche interdisciplinary research areas is considered to be distinguishing traits of TED University, which in turn enable her to take advantage of apparent hindrance. The evaluation analysis revealed that the faculties also share the objectives of the university. However insufficient number of academic staff against increasing number of students makes it difficult to attain such strategic objectives. On the one hand, academicians are expected to actively teach to an increasing number of students, on the other, they are also expected to lead niche interdisciplinary research with a limited number of academic staff. Even though strategic plan clearly specifies the dates for the expansion of academic staff, at this stage attaining both objectives may seem difficult.

Realization of strategic plan is achieved by a disciplined approach to setting direction and then executing that direction through the effective use of university's resources. It also depends on the adherence to the strategic plan at all academic and administrative levels, for which there is not yet any clear evidence. In order to achieve its mission and bring its vision to life, TED University embraces a number of strategic goals, which are presented in Annex 3.

3.3 Governance and Activities

All state and foundation universities work under the CHE, which determines the general rules and regulations of Higher Education and organizes the student university entrance process. Yet there are some differences between state and foundation universities in terms of financial support and financial and administrative activities. All state university expenditures are publicly funded and are under the authority of the Ministry of Finance. Foundation universities,

on the other hand, use different methods to raise their own funds such as student tuition and donations from the parent foundation or from other external sources.

Hence TED University can be considered as a semi-autonomous university which has the authority to provide and manage its own financial funding although it is governed by the general acts, rules and regulations of the CHE. Regarding the internal degree of centralization and decentralization, all academic issues are decentralized. Faculties and faculty members are quite autonomous in academic matters such as academic appointments, promotions, development of course syllabi, selection of educational materials, etc. Other issues such as finance, infrastructure, procurement and the like are centralized. The Organization Structure of TED University is presented in Annex 4.

The general administrative system is basically the same in both state and foundation universities. Academic regulations are established by the senate and administrative regulations are determined by the executive board. Personnel issues and minor managerial processes are dealt with by the University Executive Board. The administrative leadership consists of the rector, vice rectors, deans and the heads of the departments like in other European universities. However, one difference between state and foundation universities is that while the rector and deans in state universities are nominated by the faculty members and assigned by the CHE, in foundation universities the Board of Trustees is mainly involved in the nomination. The Board of Trustees is responsible for Institutional PR, investment and administrative staff recruitment, whereas the University Executive Board is mainly responsible for academic and administrative issues and staff. The total amount of funding (budget) is determined by the Board of Trustees. The Rector, then, allocates the funds with the approval of the University Executive Board. The total budget for 2015 – 2016 is 31 043 641 TL (10 144 980 Euro) (Table 7). The main revenue item is the student fees comprising 57.52 % of total revenues. The rest comes from donation, rent, and project income. There is no financial support received from state or public authorities. TED University is fortunate enough to raise funds from private enterprises and / or individuals. A great many of the classrooms, laboratories and even the main conference hall are named after beneficiaries, who are generally members of the TED Community. Additionally, local municipal authority supports TED University and provides infrastructural assistance, such as providing a dormitory. Departments make a request to their respective Deans about the next year's budget. The Dean then makes a request from the Rector's Office. Then the Board of Trustees approves the budget on the Rector's proposal. So the budget is prepared following a bottom-up procedure, yet decisions are made centrally, which are subsequently approved by the Board of Trustees. The executive management of TED University believes in the importance of Full Cost Accounting and there is a commission responsible for this task, without any concrete guide or success.

Table 7 TED University 2015-2016 Budget / Main Items (in TL)

	TL	%
Personnel Costs	20 980 676	67.58
Research Support	385 000	1.24
Educational Services	580 650	1.87
Social Cultural Activities	749 000	2.41
Software & Hardware Equipment Cost	831 656	2.68
Travel, Meeting, Accommodation,	1 238 000	3.99
Contracts and Outsourcing costs	2 740 146	8.83
General Management Costs	858 436	2.77
PR, Advertisement expenses	419 400	1.35
Investment: Lab Equipment, Furnishings	804 693	2.59

Reserve fund	1 455 984	4.69
Total Expenses	**31 043 641**	**100**
Revenues		
Student income	17 826 525	57.42
Donation, Rent, Project Income,	13 217 116	42.58
Total Incomes	**31 043641**	**100**

Personnel costs make up the bulk of the expenses (67.58 %), while Research Support Fund's and Educational Services' shares are only 1.24% and 1.87%, respectively. These funds can be used for implementation of new initiatives. The executive management of TED University is aware that the major weakness with respect to funding is extensive reliance on tuition fees and donations. In order to remedy this weakness the academic staff has constantly been encouraged to lead research activities, especially those involving externally funded projects.

Academic staff is recruited by the respective departments, which is approved by the University Executive Board. As TED University is quite different from other universities in Turkey with respect to its strong emphasis on liberal arts education and quality teaching, an orientation activity may speed up the integration process of newly recruited staff. This may also improve and enhance institutional culture.

The employment of administrative staff, though, is realized by the Board of Trustees. Contrary to the custom in Turkey where universities have Directorate of Personnel Affairs, TED University has a Human Resources unit leading to a misperception that TED University is a business enterprise rather than an educational establishment. The shortage of administrative staff (for example there are only two Faculty Secretaries for the existing four Faculties and their respective departments, and Basic Sciences Unit) may be one of the weaknesses on the part of governance. The administrative staff, generally, does not have any former experience in an academic institution. Their job description and responsibilities are not clearly defined, which hinders the smooth functioning of the processes. They seem to regard TED University as a firm, which complicates the relationships between administrative staff and academic staff. Additionally, a better coordination between Secretary General and academic staff is required for the smooth and efficient functioning of the institution.

3.4 Academic Profile

TED University promotes active teaching and learning methods to foster student learning in a heterogeneous classroom environment, without compromising niche interdisciplinary research. Even though it has not been clearly documented, academic staff believes that more emphasis is placed on teaching rather than research. This could be partly due to the fact that faculty members are encouraged to participate in teaching workshops that Center for Teaching and Learning, one of the few teaching and learning centers at Turkish Universities, offers. Academic recruitments and promotions are based on the strong emphasis on the quality of teaching. The mission statement promotes perfection in research and quality teaching. Yet promotion rules accentuate research activities, in that the practical impact of research activities are much greater compared to teaching perfection. This could be due to the fact that research can easily be measured, for example by the number of SCI or SSCI publications, but for teaching there is a limited number of objective assessment criteria. The academic positions are standard and do not distinguish between research and teaching positions.

Hourly paid part time lecturers are being employed whenever the academic staff cannot meet the teaching demands, especially at Basic Sciences Unit. The full time academic staff has doubts about its compliance with TED University quality teaching policies. The department

heads are responsible for informing the part time instructors about the TED University teaching and learning policies. Although the hourly pay rates are determined according to the experience levels of the part time instructors, there is no clearly specified guidance document that explains the processes that should be followed when appointing part-time, hourly paid teaching staff. Nor there is a means to ensure that staff is appointed in a fair and consistent manner and in accordance with the University's recruitment policy. Contrary to full time contracted academic staff, they are not required to attend the CTL workshops, or promote their teaching abilities. The lack of academic orientation programs and guidance booklets for hourly paid part time staff may undermine the quality teaching goals of the University. Yet, since the number of candidates who can teach in English is already limited, TED University cannot be insistent on part time instructors' reliance on TED University policies.

Although mission statement does not emphasize service to the community, TED University encourages the provision of service to community by faculty members, academic groups, student organizations, who have skills and interests that are aligned with the needs of Ankara and Turkey. The services to the society also cover positions at non-governmental organizations, external examiner committee memberships, expertise to courts of law. TED University Faculty of Education provides services to Ministry of National Education at primary and secondary level schools; but mostly to TED Foundation Private schools. Other than that, service to society merely consists of external examiner committee memberships, UNICEF membership, professional organizations and editorial board memberships.

At the initial stages of foundation of the university, the Faculty of Education was prioritized. This could be due to TED Foundation's traditional emphasis on education. However, Faculty of Education has been the slowest growing faculty. Recently, at the university level there are not any apparently emphasized priority areas of research; nonetheless, interdisciplinary research has been encouraged. To this end, there are two interdisciplinary graduate programs, i.e. Engineering Management and Management in Educational Institutions. Additionally, within the framework of liberal arts teaching every student is required to have a Minor Degree outside his/her area of study. The coordination among Faculties with respect to design and conduct of Minor Programs needs improvement.

4. Activities

4.1 Teaching and Learning

TED University, which comes from a rooted tradition and which is representative of the TED community, aspires to become the best university in Turkey in terms of the education that it offers.

TED University differs from other universities with its:

a) Student-Centered Approach to Teaching: TED University promotes the use of student centered active teaching and learning methods which allow students to engage the course materials during instruction, participate in the class, and collaborate with each other.

b) New Learning and Teaching Methodologies: Teaching techniques that foster student participation are preferred over the traditional teacher-centered teaching techniques; and instructors are encouraged to employ contemporary teaching and learning techniques.

c) Liberal Arts Education: This is an approach that enables students to handle complexity, variety and change. It prepares students for learning. Not only does it help students to gain insight into worldwide phenomena (science, culture, technology, society, etc.), but also it gives students the opportunity to study a field in detail.

d) Integrative Education Philosophy: This is an approach which enables students to synthesize certain skills and knowledge that they have acquired from a variety of sources and from experience, to make use of these skills, knowledge and various techniques, to understand and make use of opposing ideas and to understand issues and opinions within their context.

e) Emphasis on Research-Based Education: TEDU students become well-rounded people through this approach which encourages research and thus better learning.

TED University has adopted a totally integrative approach and in view of this philosophy, it offers a well-planned and fine education with the objective of ensuring learning in depth. TEDU aims at realizing this with a sound curriculum, appropriate learning and teaching strategies, appropriate evaluation mechanisms, educational seminars, learning communities, interdisciplinary studies, capstone experiences and portfolios that support education and emphasize the process of learning.

In order to enhance the teaching and learning skills of instructors, TED University Center for Teaching and Learning (CTL) provides training workshops on the use of innovative teaching methods and student-centered curriculum development. Additionally regular CTL seminars are held in an attempt to provide regular professional development opportunities for the teaching staff. At some of the CTL seminars, TED University academic staff introduces and discusses the application of unique teaching methods and share their experiences. Teaching Innovation Fund has been developed for the purpose of implementing innovative practices in any area of learning and teaching provision.

Although the recognition of prior learning and assessment is on the agenda since the acceptance of the first cohort of students, there is only one application so far. For example, students who demonstrate relevant basic computer skills and pass an exemption examination can have credits for basic computer course- CMPE 101 Introduction to Information Technologies. In addition, successfully completed coursework of transfer students from other universities is recognized, during the review of a student's documents at the application process by the Registrar's Office.

In order to make the learning process more effective, each program goals, assessments and learning outcomes are aligned within the syllabi. In addition to course learning outcomes, TED University has overall institutional outcomes which aim to empower students with the necessary contemporary skills and competencies of the 21st century such as lifelong learning, effective communication, and ethical issues. For the moment there are no assessment efforts in place to investigate if objectives are achieved. But they are expected to be assessed through entrance and exit surveys in the long run.

Since TED University has adopted a student centered approach to education; it has accordingly determined and declared the qualifications of each program, outcomes of the courses, workloads and ECTS credits in line with the Bologna Process. Each degree program has a curriculum, which supports the goals of education and program outcomes/qualifications.

The Architecture program and Faculty of Education programs do not match this structure completely. Architecture program in USA and other European countries are 5 year programs, but in Turkey it is offered as a 4 year program. The Guidance and Psychological Development program has no counterpart in the rest of Europe and North America at the undergraduate level. TED University Faculty of Education offers fewer elective courses (9%) compared to other TEDU faculties. While elective course ratios are 43%, 37% and 30% for FEASS, Faculty of Engineering and Faculty of Architecture, respectively, for 2015 -2016 academic year. This is due to the fact that HEC has strict guidelines for faculties of education. Faculty of Education at TED University offers similar courses to that of other Turkish universities at the

undergraduate level. However, the compositions of pedagogy courses are quite unique in that these courses are offered as 2-hour theoretical and 2-hour- application oriented sessions.

Course credits are measured based on student workload, the credits also reflect the amount of time devoted to various teaching and learning methods. Course credits are transferable among courses and institutions within Europe. All course syllabi or course profiles of all education programs are available at TED University web page, together with the objectives, bibliography, expected skills and outcomes, assessment methods and grade distribution percentages. Moreover, students can access course material via the Course Management System (Moodle & Related Software) which is a collection of tools faculty and staff may use to create and manage online learning materials and activities for their courses.

4.2 Research and Development

The management of TED University believes in the unity of teaching and research; it considers not only knowledge generation but also knowledge acquisition and knowledge transfer as the integral part of its mission. TED University has developed support structures and processes to create the conditions conducive to research and hence to motivate the academic staff. Conference participation support and personal research funding has begun as of 2012. Institutional project funding and publication awards started with the 2012-2013 academic year. Research activities will be streamlined in a focused and prioritized manner.

TED University aims to create a synergy among research, education, and services, promoting multidisciplinary research practices by prioritizing various areas and subjects. The Strategic Plan requires creating national and international joint programs and cooperation opportunities and the running of least 3 masters' with thesis and 1 PhD program in interdisciplinary and niche subjects by 2017. TED University has clearly defined strategic goals "to promote community services based on research and teaching activities as an integral part of institutional identity by offering lifelong learning activities to ministries, public institutions, business world and the general public; and by transferring research potential and technological knowledge to society".

The centrally established Continuous Education Center (CEC) has one coordinator and one administrative staff. Yet it is not very active. There are efforts for establishing a Technology Transfer Office (TTO), upon the request of the academic staff of the Faculty of Engineering. The Office will have its own funds and staff. CEC and TTO are expected to work towards raising funds from external sources, such as the Scientific and Technological Research Council. Both Offices aim to contribute to lifelong education and industrial development at local, regional and national levels. In addition to teaching and learning, community service is also emphasized. The Faculty of Education provides continuous support to TED foundation schools by providing staff training and during the recruitment process. For instance, Faculty of Education together with the psychology department organized an event called "Parents' School" to enhance the awareness among public on family and parenting issues.

TED University provides funding, though limited through Scientific Research Projects, to research projects of academic staff, but encourages them to secure external financing. Although the academic staff carries out research projects at the national level (the Scientific and Technological Research Council of Turkey Grants) and one EU FP7 project, more effort is required to augment the R&D activities by means of mechanisms to develop an R&D strategy at TED University. The R&D record of TED University suggests that efforts and available funding are not sufficient to launch a strategic multidisciplinary R&D Projects in the medium-term. To run and administer these types of projects, the university needs to have a permanent project office which will lead such projects.

There is a Guideline for Research, Development, Improvement, Application, Education and Consultancy Projects aiming to support these projects and relate to the costing of research projects funded by external research grant agencies. The guideline aims to include the real costs (including staff time) in project budgets and to apply an overhead/infrastructure component on top of all direct salary and non-salary costs to cover the indirect costs. The guideline to establish a Project Office, to assist academic staff to improve their R&D record, has been on the agenda, but has not yet been founded. The organization of the Project Office, its authority and responsibilities are also proposed. However the Project Office has not been operational yet.

Current Level of Research Activities and Research Outcomes

According to the University Reports (as of December 2015) the ratio of active researchers, who published in citation journals in the last 5 years to total faculty members is 0.78. The average research fund per faculty member is 2 429 TL (Euro 750). The number of published articles (SCI+ SSCI+ A&HCI: 19+17+0) is 36 while the number of publishing academicians is 25 with a publications per person 36/40= 0.90. Gini coefficient showing the distribution of publications is 0.23. There were 16 TED University Research Projects, 6 of which is still ongoing, while the number of national and international projects are 19.

4.3 External Relations and Internationalization

TED University aims to become an international environment by establishing fruitful partnerships with overseas institutions, welcoming students from different countries, and providing its own students with opportunities to spend some time of their education abroad and/or participate in international projects. The International Programs Office (IPO) works to this end and carries out the internationalization of TED University, assists and guides incoming/ outgoing exchange students and staff as well as international degree-seeking students.

TED University aims to increase the number and quality of foreign students, academic staff and researchers, also to help achieve one of the strategic goals of TED University, which is promoting further use of English in daily life at TEDU. Moreover, academic departments are advised to secure bilateral agreements and partnerships with foreign universities, especially within the framework of Erasmus Exchange Program (Annex 5). TED University students, academic staff and researchers are encouraged to take part in Erasmus exchange programs. Table 8 provides the number of student and staff exchanges, representing exchange collaborations with the European Universities. Since the foundation, there has been a steady increase in the number of Erasmus agreements and the mobility exchanges.

Table 8 TEDU Erasmus Exchange Mobility Summary

Academic Year	2013-2014	2014-2015	2015-2016 (Predicted)
Student Exchange			
Incoming Students	4	6	13
Outgoing Students		17	28
Educational Mobility	NA	12	23
Internship Mobility	NA	5	5
Staff Exchange			
Incoming Staff	1	2	-
Outgoing Staff	-		-
Education Mobility	2	5	4
Teaching Mobility	7	7	6

Recently TED University has secured a benchmarking agreement with the University of New Haven in Boston, USA. Benchmarking at the University of New Haven involves making comparisons of key aspects of program performance to inform improvement activity or affirm quality. It is expected to lead to significant improvements in performance.

5. Quality Assurance Policies

The quality assurance policy of TED University has been outlined in the TEDU Quality Assurance Document (QD), which is available at the TED University web page. The TEDU Quality Assurance Document was prepared by a committee.

In general, TED University intends to meet the demands of the Bologna process. The scope of TEDU Quality Assurance Document covers teaching, research, and service, while incorporating the administration, administrative support and the effectiveness of the administrative leadership.

Internal quality enhancement and assurance mechanisms include TED University Quality Processes, which specify the activities and the related structures, presented as standards and guidelines as well as annual Self-evaluation Reports to document the realization of these activities.

TED University quality enhancement and assurance strategy has been defined as a mixture of "fitness for purpose" and "compliance with international standards". The purpose has been stated in the TED University vision, mission, basic policies, and their counterpart expressions at the Faculty levels. International Standards are defined by Bologna Process and European Standards (ENQA-European Standards and Guidelines). The strategy covers all the academic activities of the University. Academic activity includes research and knowledge transfer as well as teaching and learning.

The internal quality policies are generally known by the members of the University. Since the turnover of academic staff is high, especially at Faculties of Engineering and Education, a rather constant effort is necessary to ensure the awareness and acceptance of internal quality policies. To spread the quality assurance culture within the University, a Quality Focus Group, composed of members of Faculties, carried out discussions on how to provide and improve quality teaching in line with the Bologna Process in 2014. The Group identified some problematic areas and tried to offer solutions to strengthen the implementation of the continuous improvement. These efforts contributed to the establishment of a quality culture at TEDU.

Internal quality policies provide a mechanism for approval, periodic review and monitoring of each program. Each instructor is required to evaluate the course s/he has given at the end of each academic term. Then department heads evaluate the progress of the departments based on instructors' evaluations, which are accompanied by student evaluations for each course instructor. At the end of the calendar year, each instructor prepares his/her annual report, where s/he presents and discusses his/her progress in the fields of teaching, research and services in addition to any feedback from students. Each department head then prepares Annual Department Report, where s/he evaluates the departments' activities and compares and contrasts them with that of previous years, which then is submitted to the respective Faculties. The process continues in the same manner where Deans prepare Annual Reports of their faculties and submit them to the Rector, who finally evaluates these reports

TEDU Quality Assurance Document outlines the organizational core for internal quality enhancement and assurance mechanisms, which is made up of Quality Assurance Unit directly

reporting to the rector. However a Quality Assurance Unit is yet to be established. In addition to quality assurance policies for teaching, there is also a need to evaluate student dropouts with its main reasons.

5.1 Internal Quality Assurance System

TED University administrative units, teaching staff and students have a shared responsibility in making efforts to ensure quality in teaching and learning. TED University Executive Board set the standards, and policy and processes about academic activities. Teaching staff, on the other hand, is responsible for ensuring that the design, development, management, teaching and assessment of courses and subjects facilitate effective learning. Students' responsibility lies in engaging in the learning process and giving feedbacks as much as possible either through students' evaluation surveys, or advisor evaluation surveys or via Student Union representatives.

The founding rector of TED University designed the Quality Frameworks for Teaching and Learning, Research Activities and Services Frameworks (Annex 6). For teaching and learning activities individual, departmental and faculty evaluation reports are prepared at the end of each academic year, course evaluation reports are prepared by academic staff and instructor evaluations are carried out by students at the end of each semester. The individual Self Evaluation report for each academic staff member provides an account of the academic year, summarizing all activities in addition to teaching, research, service to society and administrative duties. All centers such as CEC (Continuous Education Center), Dean of Students Office prepare their own annual reports and submit them to the Rector, who then prepares the Self Evaluation Report for the University that is to be presented to the Board of Trustees, whereby data collected via quality procedures is analyzed and used for effective management of the activities. The research outcomes that are scholarly publications, citations and research grants are published at TED University web page. Outcomes of the advisor and instructors' survey are made public via intra-net. These efforts pinpoint the areas where improvements should be made. The pay raise for academicians, at the beginning of each year is based on the assessments of individual Self Evaluation Reports, in addition to feedback from student course evaluation surveys. Furthermore; extension of academic staff contracts is also based on this evaluation.

Even though the internal quality assurance system is clearly defined, the proper functioning of the quality assurance system has not yet been achieved. The self-evaluation of the Faculties revealed that the existing system is not fully implemented all across the University. There have been instances where the quality assurance system helped to diagnose the specific problem. But the efforts are not enough to close the quality assurance loop. TED University needs to (or ensure) systematize and consolidate quality procedures as well as strengthening the implementation of the continuous improvement plan all across the University. The current practices of quality enhancement, though need improvements, are in line with the strategic choice of providing quality and student centered teaching and learning.

Moreover it is quite hard to say that academic personnel recognize the importance of the quality assurance system and its functioning. They do prepare self-evaluations and course assessment reports usually to fulfill the requirements from administrative superiors. The course assessment reports may not always reach the intended recipients, generally the heads of departments, especially for courses delivered by staff outside the respective departments, which then endangers quality improvement efforts. If an academician diagnoses a specific problem with respect to a course s/he needs to initiate the improvement efforts by himself, which may not always end with a solution to the initial problem.

5.2 Evaluation of Teaching and Learning Process

The evaluation of teaching and learning process aims to improve the effectiveness of teaching and learning. TED University encourages instructors to employ contemporary teaching, learning and assessment methods. Instructors are required to report the contemporary T&L methods they employ both in the course evaluation forms and Annual Faculty Reports. The Teaching Innovation Fund provides means for assisting instructors to attend workshops or conferences whereby they can enhance their teaching abilities. Moreover regular T&L workshops are held at TED University. For research, the evaluation criterion is fairly objective in terms of publications at journals listed in SCI, SSCI and A&HCI. However, while effective teaching practices were encouraged, evaluation of this teaching process has not yet been effectively implemented. More external and internal quality assurance mechanisms as well as accountability and transparency need to be employed to assess and improve such active teaching practices. Course portfolios, self-assessment reports (QD form1.4), departmental assessments (QD form 1.5) and the instructor evaluation surveys are the only means so far by which teaching activities are assessed. Yet academicians are quite skeptical about students' instructor evaluation surveys, which are perceived to be an important factor for the overall performance assessment of the academicians, instead of serving for quality improvement. If these assessment methods are considered insufficient, an additional evaluation criterion, such as, peer evaluations and classroom observations, may also be considered. There is a high degree of transparency with respect to the evaluation results in that both students' instructor evaluation and advisor evaluation results are posted at the intranet.

6. Capacity Evaluation for Strategic Planning and Change

The EUA/SER preparation committee performed an institution wide SWOT analysis on October 20, 2015, to help identify the internal and external factors playing both positive and negative roles in the achievement of the institutional objectives. The representative sample included a total of twenty six participants from both academic and non-academic internal stakeholders such as Faculty of Architecture, Faculty of Economics, Administrative and Social Sciences, Faculty of Education, Faculty of Engineering, Basic Sciences Unit, English Language School, Student Affairs Department, Information Technology Department, part-time instructors, research and teaching assistants, graduate and undergraduate students, chief librarian and other administrative staff. In addition, the eight academic members of the SER committee, the former rector and the rector-elect were also present in the workshop.

The findings from the SWOT analysis are reported on Table 9, where each item is listed in descending order of importance.

6.1 Strengths

SWOT study clearly revealed that TEDU considers its greatest strengths within the academic and educational qualifications of the university. Among nine issues that are concluded as the strengths by the SWOT study, three issues that are directly related to such qualifications are listed as displaying the first, third and fourth priorities.

There seems to be a consensus that the greatest strength that the university possesses is its "innovative teaching methods and interactive learning environments". The third strength, which is directly related to the teaching practices, is the fact that "English is the language of education".

The fourth ranking strength is similarly related to the qualifications of the faculty: "full time faculty profile" is seen as one of the greatest strengths. The strong faculty profile is directly related by the participants to the fact that "academic qualifications are prioritized in hiring"

and departments seem to experience no dependency to, or pressure about factors other than their requirements in education and research in the choice of new additions to their staff.

Table 9 SWOT Analysis Summary

Strengths	Weaknesses
1. Innovative teaching methods and interactive learning environments 2. The reputation and connections of TED 3. English as the medium of instruction 4. Full-time faculty profile and the fact that academic qualifications are prioritized in hiring 5. Being a city university 6. Well defined and operational quality processes 7. Support, even though limited, provided for research 8. Representation and transparency in managerial processes 9. Support provided for students' social interaction and activities	1. Deficiencies in research support and infrastructure 2. Insufficient number of personnel and high turnover rate 3. Lack of widespread national and international awareness of the distinguishing characteristics of the university 4. Ambiguities and inconsistencies in performance criteria and evaluation processes 5. Greater emphasis on education in comparison to that on research and service to society 6. Academic and managerial ambiguities in the definition and limits of student centeredness 7. Lack of representation of certain units in decision making processes and represented units' failure to affect final decisions 8. Limitations in physical space and social facilities 9. Deficiencies in communication and coordination among academic units 10. Deficiencies in communication with external stakeholders 11. Problems in relationships among managerial/academic staff members
Opportunities	**Threats**
1. Application of student centered and innovative methods in education 2. Being located in the city center of Ankara 3. Support by alumni of TED schools 4. Collaboration with TED-MEM	1. TED K12 Schools to be ahead of TED University in terms of public visibility 2. Risk of not being able to find and attract job applications with desired qualities 3. New students from high schools being unaccustomed to student centered approaches 4. Intervention of Turkish Council of Higher Education 5. Physical limitations and security problems associated with being in the city center 6. The influence of families in academic processes 7. Excessive increase in the number of universities both in Ankara and in Turkey

Among these three issues on educational and academic qualifications, which come first, third and fourth on the top of the strengths list, a rather exterior issue can be differentiated, which was listed as the second highest priority strength: "the reputation and connections of TED", (Turkish Education Association) as the founder of the university. The social reputation and identity of the founding association within the field of education is seen by the participants as an assuring strength, and hence placed in a high priority level among others that focus on policies and practices regarding the quality of education.

The fifth highest priority strength is "being a city university", which is represented with mixed evaluations on the part of the participants. Some disciplines see the city as a powerful context of learning with rich opportunities of social observation and interaction and hence participants from such disciplines evaluate being in an important central area of the city as a great strength. On the other hand some participants value the city center in terms of the logistics of the everyday life as a concentration of public services, and hence place this issue in the lowest levels, while still acknowledging it as strength.

The remaining four issues that are listed as lower priority strengths can be grouped within the organizational and managerial practices of the university. Among them, the highest (and 6th in total) is seen in the fact that quality processes within the university are well-defined and operational. The university administration has been meticulous in defining and following guidelines for quality processes, which this very self-evaluation process itself can be seen as a part of, and the SWOT study reveals that participants recognize this effort as strength.

Just below this issue is listed the "support provided for research", yet the participants also find this support "limited". The fact that the support and encouragement for higher quality education ranks as the highest strength and the one related to research ranks seventh, together with the acknowledgements of its limitations reveal that the variable balance of education and research in all higher education institutions weighs heavier on education here in TEDU, or at least that is how the participants of the SWOT study observe it to be.

"Representation and transparency in managerial processes" is seen as the eighth strength. This issue can be considered in relation to the rather general issue of quality processes, and similarly it can be observed that representation and transparency are seen as important concepts within the quality of managerial processes and participants evaluate this fact as strength.

And finally in the list of strengths is the "support provided for students' social interaction and activities". The interactive and student-centered approach in the educational practices necessitates that extra-curricular and co-curricular activities of the students being a major part of the university life. The existence of this issue in the list of strengths exposes that this necessity is valued by TEDU, though it is also clear that it is not the university's greatest strength. It can be asserted through the discussions during the SWOT study that, it is the organizational and financial practices that weigh this issue down in the strengths list, and not negation of their importance, as is also the case in other organizational issues.

6.2 Weaknesses

Participants rated deficiencies in research support and infrastructure as a weakness at the very top. The discussions in the group meeting suggested that faculty members viewed the very limited availability of research assistants, research labs, graduate programs, and internal research funds as a major deficiency. They also mentioned that the lack of a project support office made it difficult for researchers to seek external funds through project engagements.

Insufficient personnel number and high turnover was rated as the second most prominent weakness. Administrative staff members indicated that there had been incidences, in which they failed to provide adequate support services, such as in the resolution of IT related

problems, due to insufficient number of personnel working in the relevant administrative units. The academic personnel also indicated that they had to invest undue amount of time and effort for the completion of routine administrative tasks due to lack of sufficient qualified administrative personnel. Both groups also expressed reduced morale and motivation as a result of the high turnover rates observed in the past few years.

The group rated limited awareness of the distinguishing characteristics of the university as a weakness in the third place. There seems to be a consensus on that the university has been unable to sufficiently publicize its strengths including its interactive and liberal education system with small class sizes, strong ties with the greater TED community, and top quality academic personnel. This led to the general public perception of the university being a direct extension of the TED high schools, especially the oldest and most notable TED Ankara College.

Ambiguous and inconsistent performance evaluation is identified as the fourth most critical weakness. The administrative staff members and instructors view the lack of a well-defined review system for their positions to be unfair, saying that employees rendering services at different levels of quality receive the same pay raises. Administrative staff members also express views on personal relationships with managers and other staff members playing significant roles in professional matters. Full time faculty members of the rank of assistant professor and higher, express discomfort noting that although teaching is highly emphasized in practice; research output seems to play a more significant role in the annual salary adjustments and in contract renewal. Finally, they feel that a written feedback on the details about performance evaluation should be provided to each employee after the review process.

According to the group responses, greater emphasis on teaching relative to the other two main functions is listed as a weakness in the fifth order. Faculty members viewed the university as a whole with its teaching, research and societal service functions. Although there are expectations from the faculty in regards to all three categories, research is more emphasized in evaluation and promotion processes. The continuous emphasis and support on improving teaching quality and the large degree of scrutiny in its assessment seems to invoke the impression that teaching is more valued than the other two functions by the institution.

Weakness 6 is on the limits and definition of student centeredness. The discussions suggested that student centeredness is interpreted differently among faculty members, students, and the members of the executive units of the university. The differences relate to a wide range of issues such as the amount of autonomy given to students in the design and conduct of academic and administrative processes, the extent to which the needs and expectations of students have to be fulfilled by faculty and staff, whether or not students should be seen as customers of the university, and the nature of the personal and professional relations between students and faculty.

The next two weaknesses are about representation and/or effectiveness in decision making processes. Although the academic councils, commissions and committees are established with a transparent concern on representation of different academic units, ranks, administrative staff and the students, some members of the university community, such as ELS and part time instructors, still feel that they are not properly represented in the decision making processes.

The group ranked physical limitations and social facilities in the eighth place. Since the campus is situated in a limited area in the city center. It does not really have much chance to expand in the surrounding area. This imposes a limitation on the availability of space for research laboratories, studio spaces, a larger library, arts venues, expanded sports facilities, and more

eateries and cafes for social interaction. These limitations bring about higher expectations from the available facilities.

Insufficient communication and coordination among academic units is placed by the participants as a weakness in the ninth order. Some members of the university feel that it should be possible for a small university like us to achieve a greater degree of coordination through efficient communication in tasks such as generation of effective course schedules, assessment of learning outcomes, formulations of interdisciplinary research projects etc.

Weakness 10 relates to inclusion or exclusion of external stakeholders in the decision making processes. Neither the top management of the university nor the academic departments could initiate a formal periodic process through which external stakeholders can provide feedback and recommendation to the system. Weakness 11 is also on communication but it is on interpersonal communications among academic and administrative staff members within the organization. Some members feel that there have been some dysfunctional engagements in this regard.

6.3 Opportunities

First, TED University differentiates itself from other higher education institutions in Ankara by providing a student centered approach and introducing new methods in education. Being the only institution with these attributes, TED University has the potential and opportunities to attract more and qualified students as well as academics. Thus, the institution will be able to attain a distinctive place at local, regional and national level. This feature of the institution was ranked as the most important opportunity by the participants of SWOT analysis survey.

TED University is located at the city center of the capital of Turkey. This point was indicated as an important opportunity in the second place by the participants. The city center provides easy access to social service activities of the university by the society and vice versa. Moreover, Ankara, being the capital, provides quick access to Higher Education Intuition, Ministry of Education and other government institutions of Turkey. Finally, the location of TED University provides opportunities to conduct research and other academic studies about the city itself and the city life, especially by Faculty of Architecture, Department of Psychology and other social science disciplines.

The alumni and network of founding institution for TED University was ranked in third place as an opportunity. TED is a long-lasting education association with a large number of alumni and networking institutions. TED alumni offer advisory and extra-curricular supports to TED University. Being in the education sector network for many years, TED has the habit of maintaining close relationships with Ministry of Education and other educational entities in Turkey. Thus, TED University has potential to take advantage of these opportunities to promote itself in education sector of Turkey as well as providing variety of advantages for its graduates.

Finally, collaboration opportunities with TED-MEM provide advantages for TED University in terms of creating environment for interacting with society through community services. Founded by TED, TED-MEM is a non-governmental organization which aims to contribute research and development of innovative and productive educational methods and policy. It conducts both research and community services activities in the field of education. Therefore, TED University may take advantage of collaboration with TED-MEM to enhance its education and community service activities. Finally, it could be noted that TED-MEM is specifically associated with Faculty of Education and other faculties may not be involved with TED-MEM at the same degree.

6.4 Threats

Although the TED brand name originally belongs to the association, it is primarily related with the TED K12 schools or at least public perception is as such. The president of Board of Trustees of the university is also the chairman of the TED K12 Schools. His frequent public appearances on matters related with K12 schools accentuate this bias for TED K12 Schools, which is considered by the group as the topmost threat.

The second most prominent threat raised in the discussions relates to attractiveness of the university to prospective academic staff members. Overemphasizing education in the mission statement and the association of the TED trademark with education as opposed to research, keeps research minded academicians at a distance, in addition to our less than competitive salary policies, Ankara as a city being not preferred in the first place, being a relatively new established institution, and the academic and non-academic duties of heavy content.

The third threat stems from the fact that the high school education in the country has an overall quality problem. Students are not accustomed to the principles of student centered learning environment and as a result not appreciating the methods as a whole, which in turn may create additional difficulties in transitioning to the higher education phase.

The next threat is associated with the predictable nature of the practices of the Turkish Council of Higher Education as the governing body of the higher education in the country. The council publishes rules and regulations intermittently causing unsteady changes in provisions such as unpredictable quotas on the number of students, and unforeseen decisions for the establishment of graduate and undergraduate programs, etc.

High cost of land and the density of neighboring buildings create a physical obstacle for the expansion of the campus, which is ranked by the group as the fifth threat. The center of the city is regularly used for political events and demonstrations, which could jeopardize the security outside of the campus. Actual or perceived threat of insecurity due to potential criminal activity especially afterhours could create discomfort among students and their families.

The next threat goes hand in hand with an institutional strength related with student centeredness. Student centered practices in general would have the potential of crossing the barriers of academic freedom and influence academic decision making processes. Openness of university administrations would be misunderstood and abused since the academic rules and regulations are not strictly established and observed for being a newly established university.

Finally the last threat is on the competitive environment in the higher education field. The number of universities both in Ankara and in the country steadily increases especially in recent years. However, the number of students and the ones especially having high standards of academic quality do not increase in the same pace. The application of such students would have a potential to decrease in time and the chance of getting more students with lower scores to be increased.

7. Concluding Remarks

The self-evaluation as well as the SWOT analysis reflect the young character of the university with high levels of self-confidence and enthusiasm. Members of the University seem to embrace the characteristics that define the fresh start of the university which aspire to differentiate itself from others with its approach to higher education, defined future goals and affiliations with the founding institution TED. The innovative approach to teaching and learning is considered as the greatest strength and the student centered approach is seen as the greatest opportunity for gaining a distinctive position; yet these qualities are also considered

with their shortcomings as they weaken the research/education balance or threaten the smooth transition from high school to higher education on the part of the new coming students.

There are several issues that stand out for improvement after the self-evaluations are carried out. The first one may relate to the vision and mission statement. The mission statement promotes perfection in research and quality teaching. Yet promotion rules accentuate research activities, in that the practical impact of research activities are much greater compared to teaching perfection. Although mission statement does not emphasize the importance of technology transfer, continuing education, regional and community service, TED University has clearly defined strategic goals "to promote community services based on research and teaching activities as an integral part of institutional identity by offering lifelong learning activities to ministries, public institutions, business world and the general public; and by transferring research potential and technological knowledge to society". Yet the mission statement may need to be revised to incorporate these factors as well.

SWOT analysis also revealed the discomfort, on the part of academicians, about the ambiguous and inconsistent performance evaluation, noting that although teaching is highly emphasized in practice; research output seems to play a more significant role in performance evaluation. They also view progressively increasing emphasis on research output as a shift in institution's priorities as far as the expectations from the faculty are concerned. They feel that student evaluations play a very important role when they are negative but play virtually no role when they are positive. They also have doubts on how accurately the written criteria for performance evaluation are used in practice.

Although the participants of the SWOT analysis also consider the presence of certain factors such as transparency, representation and quality processes also as strengths, they also recognize that the quality assurance policies are not fully implemented and more efforts should be directed for strengthening of the quality culture. Especially work is needed in order to standardise procedures and good practices, and to implement efficient feed-back mechanisms.

The self evaluation and SWOT analysis also point out the road ahead for TED University. Strong emphasis has been placed on deficiencies in research support and infrastructure and a priority has been given to the establishment of a Project Support Office and a Technology Transfer Office (TTO) aiming to contribute to industrial development at local, regional and national levels in addition to raising external funds for research and development. While being a city university is considered to be strength, it also imposes a limitation on the availability of space for research laboratories, studio spaces, a larger library, arts venues, expanded sports facilities, and more eateries and cafes for social interaction. Moreover there should be more efforts towards improvement of communication and coordination among academic units. Additionally the communication with external stakeholders should also be enhanced so that they should be integrated into the decision making processes.

Annex 1 Faculties and Research Centers

Academics

Faculty of Architecture

- Department of Architecture

Faculty of Economics, Administrative and Social Sciences

- Department of Business Administration
- Department of Economics
- Department of Political Science and International Relations
- Department of Psychology

Faculty of Education

- Department of Educational Sciences - Guidance and Psychological Counseling
- Department of Elementary Education - Early Childhood Education
- Department of Elementary Education - Primary Education
- Department of Foreign Language Education – English Language Education

Faculty of Engineering

- Department of Civil Engineering
- Department of Computer Engineering
- Department of Electrical and Electronics Engineering
- Department of Industrial Engineering
- Department of Mechanical Engineering

Basic Sciences Unit

English Language School

Graduate School

- Management in Educational Institutions Master of Arts Program (Turkish)
- Engineering Management Thesis/Non-thesis Master of Science Program (English)
- Family and Marriage Counselling Master's Program-Without Thesis (In preparation)

Trade Research Center

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Annex 2 Student Clubs and Societies

Student Clubs and Societies

Name of the Club	Number of members	Share in total student number %
American Rugby	127	13.4
Basketball	46	4.9
Informatics	67	7.1
Dance	81	8.5
Nature Sports	170	17.9
EduAction	140	14.7
E-Sports	76	8
Travelling	159	16.7
Entrepreneurship and Management	108	11.4
Culture and Arts	103	10.8
Logos	96	10.1
Architecture and Design	138	14.5
MUN (Modal United Nations)	83	8.7
Music	159	16.7
Archery	103	10.8
Radio and Communication	270	28.4
Cinema	83	8.7
Theatre	46	4.8
International Students	78	8.2

Annex 3 Strategic Goals

1.   Undergraduate Studies

1.1.   To develop academic personnel by

1.1.1. increasing the <u>quantity</u> of full-time academic staff as per the foreseen numbers and rates in years.

1.1.2. enhancing the <u>quality</u> of the full-time academic staff.

1.1.3. designing and operating mechanisms to ensure continuous development and evaluation of the academic staff.

1.2.   To excel at education and training by

1.2.1. designing each degree program in a way that all the elements (teaching methods - learning outcomes - assessment criteria) are aligned.

1.2.2. ensuring the implementation of student-centered learning principles for each degree program developed.

1.3.   To enhance the learning infrastructure by improving

1.3.1. physical infrastructure.

1.3.2. technological infrastructure.

1.3.3. pedagogical opportunities.

1.3.4. co-curricular activities.

1.4.   To heighten English proficiency levels by

1.4.1. improving education in ELS.

1.4.2. promoting use of English in TEDU circles

2.   Postgraduate Education and Research

2.1.   To be competitive in postgraduate studies by

2.1.1. running at least 3 master's with thesis and 1 PhD program in interdisciplinary and niche subjects by 2017.

2.1.2. developing at least 3 professional master's programs in interdisciplinary and niche subjects by 2017.

2.1.3. creating national and international joint programs and cooperation opportunities.

2.2.   To identify institutional research priorities by

2.2.1. prioritizing areas and subjects.

2.2.2. developing research infrastructure, collaboration, and policies (matching funds and others) within the framework of institutional priorities.

2.2.3. offering support units/services.

2.2.4. creating a synergy among research, education, and services.

3.   Community Services

3.1.   To promote community services based on research and teaching activities as an integral part of institutional identity by

3.1.1. offering lifelong learning activities to ministries, public institutions, the business world and the general public.

3.1.2. transferring research potential and technological knowledge to society.

3.2. To promote social and cultural outreach activities

4. Financial Structure

4.1. To increase adequacy and diversity of financial resources by

4.1.1. achieving a balance between revenue and current expenditure as of the fifth year.

4.1.2. ensuring that the share of student fee revenues is 90% of total revenues.

4.1.3. establishing an endowment fund.

4.2. To reconcile academic values with financial concerns by

4.2.1. continuously reviewing expenditure in line with performance/outputs.

4.2.2. being financially accountable within and outside the university.

4.2.3. adopting a full cost accounting approach.

5. Institutionalization and Quality Culture

5.1. To promote institutionalization by

5.1.1. strengthening the institutional image/definition/identity.

5.1.2. documenting work and information flows for academic, financial, administrative procedures and establishing rules to ensure compliance.

5.1.3. using the Management Information System efficiently and effectively.

5.1.4. ensuring that administrative units develop in pursuance of University targets (in terms of quantity and quality); encouraging specialization among administrative staff group / accessing consultancy.

5.1.5. setting up an Institutional Analysis Office and ensuring systematic data collection/ evaluation processes.

5.1.6. making the Board of Trustees instrumental in creating the conditions for the University to reach its targets.

5.2. To create a quality culture by

5.2.1. planning and implementing an internal quality assurance system and fully complying with the Bologna process.

5.2.2. responding to external evaluations and "benchmark" practices.

5.2.3. developing a sense of ownership, maintaining institutional stability and securing commitment to positive change and continuous improvement.

5.3. To establish mechanisms for sharing and exchange between TEDU, the Foundation and the public by

5.3.1. designing and managing information sharing mechanisms in the areas of education, finance and all relevant aspects of university life and introducing measures to achieve full transparency.

5.4. To develop marketing and promotion activities by

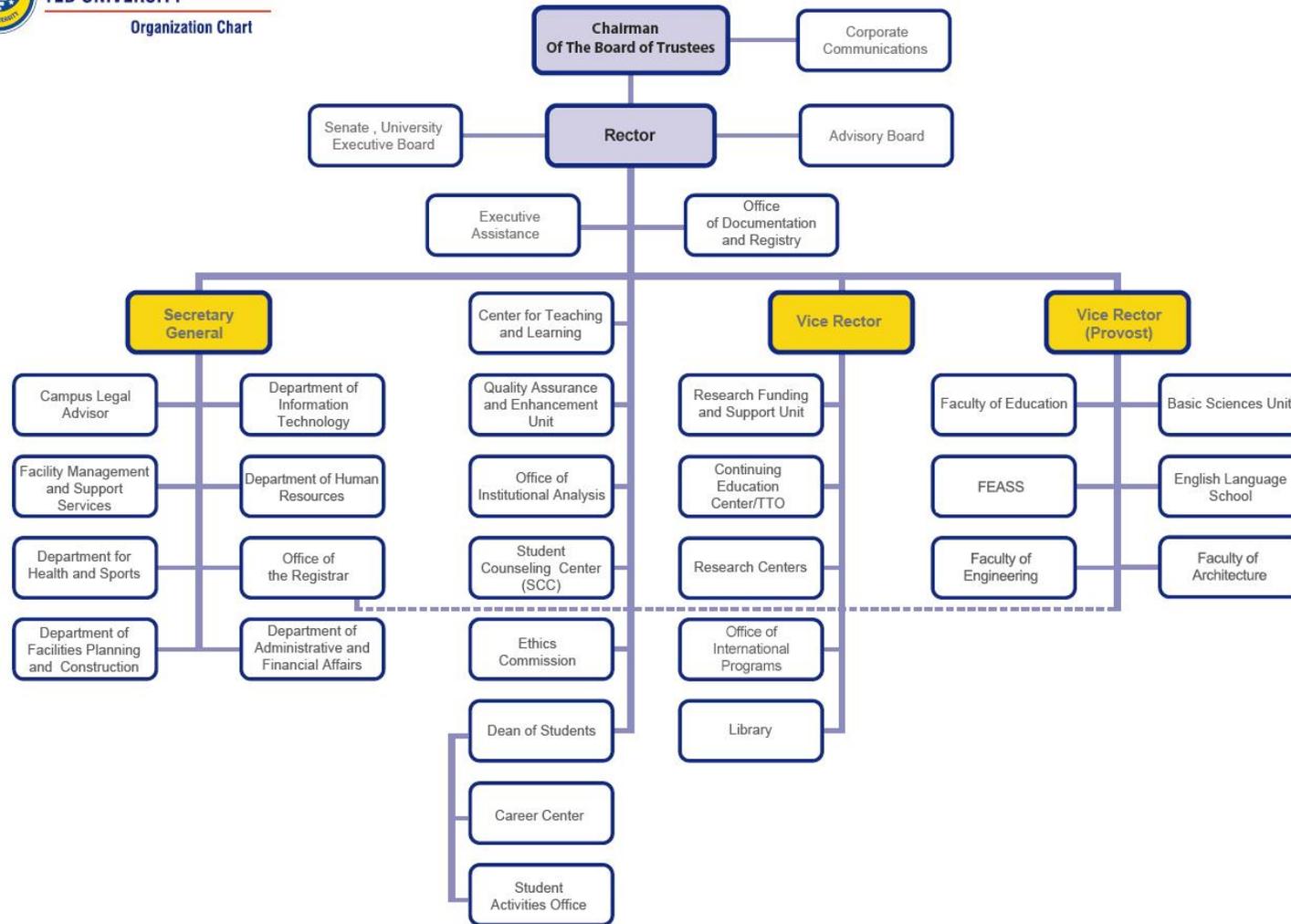5.4.1. accentuating and utilizing TED's unique qualities.

5.4.2. effectively harnessing all available information channels such as the web, social media, and advertisement.

Annex 4 The Organization Structure of TED University

TED UNIVERSITY
Organization Chart

- Chairman Of The Board of Trustees
  - Corporate Communications
- Rector
  - Senate, University Executive Board
  - Advisory Board
  - Executive Assistance
  - Office of Documentation and Registry

Secretary General
- Campus Legal Advisor
- Department of Information Technology
- Facility Management and Support Services
- Department of Human Resources
- Department for Health and Sports
- Office of the Registrar
- Department of Facilities Planning and Construction
- Department of Administrative and Financial Affairs

Center for Teaching and Learning
- Quality Assurance and Enhancement Unit
- Office of Institutional Analysis
- Student Counseling Center (SCC)
- Ethics Commission
- Dean of Students
- Career Center
- Student Activities Office

Vice Rector
- Research Funding and Support Unit
- Continuing Education Center/TTO
- Research Centers
- Office of International Programs
- Library

Vice Rector (Provost)
- Faculty of Education
- Basic Sciences Unit
- FEASS
- English Language School
- Faculty of Engineering
- Faculty of Architecture

Annex 5 ERASMUS Activities

Erasmus Agreements

	University	Country	Department
1	Politechnika Wroclawska	Poland	Computer Engineering
2	Comenius University of Bratislava	Slovakia	Economics
3	Georg-August-Universitaet Göttingen	Germany	Economics
4	University of Thessaly	Greece	Economics
5	Université de Rouen	France	Economics
6	Universidad de Murcia	Spain	Economics
7	Tartu Ülikool/ University of Tartu	Estonia	Economics / Management
8	Heinrich Heine University Düsseldorf	Germany	Economics / Management
9	Bucharest University of Economic Studies	Romania	Economics /PSIR
10	University of Split	Croatia	Economics /Management
11	Uniwersytet Lodz	Poland	Economics /Management
12	Technische Universiteit Eindhoven	Holland	Industrial Engineering
13	Mondragon University	Spain	Industrial Engineering
14	Poznan University of Technology	Poland	Industrial Engineering
15	Fern Universitat in Hagen	Germany	Industrial Engineering
16	Aschaffenburg University of Applied Sciences	Germany	Industrial Engineering
17	Windesheim University of Applied Sciences	Holland	Industrial Engineering
18	Université de Nantes	France	Industrial Engineering/ Computer Engineering / Management
19	Ecole Nationale Superiure des Mines de Saint-Etienne	France	Industrial Engineering/ Management
20	Karlsruhe University of Applied Sciences	Germany	Industrial Engineering/ Management
21	Instituto Politechnico Do Porto	Portugal	Industrial Engineering/ Management
22	Avans University of Applied Sciences	Holland	Industrial Engineering/Machine Engineering/ Computer Engineering / Electric and Electronic Engineering

23	Universitat Kassel	Germany	Civil Engineering
24	Ruhr-Universtitat Bochum	Germany	Civil Engineering
25	University of Patras	Greece	Civil Engineering / Architecture
26	Klaipeda State University of Applied Sciences	Lithuania	Management/ Machine Engineering/Civil Engineering / Electric and Electronic Engineering
27	University of West Bohemia	Czech Republic	Machine Engineering/ Management
28	Cracow University of Technology	Poland	Architecture
29	Universitet Po Architectura, Stroitelstvo i Geodesia (University of Architecture, Civil Engineering and Geodesy)	Bulgaria	Architecture
30	Aristotle University of Thessaloniki	Greece	Guidance and Psychological Counseling/Psychology/ Architecture
31	University of Coimbra	Portugal	Guidance and Psychological Counseling
32	Universidad de Jaen	Spain	Guidance and Psychological Counseling/ Psychology
33	University of Greenwich	England	Primary Education/ Early Childhood Education
34	University of Maribor	Slovenia	Primary Education/ Early Childhood Education
35	University of Crete	Greece	Primary Education/ Early Childhood Education/ Computer Engineering
36	Universitatea Babeş-Bolyai	Romania	Primary Education/ Early Childhood Education/ Psychology/ Guidance and Psychological Counseling
37	Tallinn University	Estonia	PSIR
38	Universitaet Bremen	Germany	PSIR
39	Institut D'Etudes Politiques de Rennes	France	PSIR
40	WestfaelischeWilhelms-Universitaet Münster	Germany	PSIR
41	Universitaet Osnabrück	Germany	PSIR

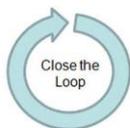| 42	Universitaet Bonn	Germany	PSIR
43	Institut D'Etudes Politique de Toulouse	France	PSIR
44	Albert-Ludwigs-Universitaet Freiburg	Germany	PSIR
45	University of Leipzig	Germany	PSIR
46	Maria Curie-Sklodowska University	Poland	PSIR
47	University of Rostock	Germany	PSIR
48	University of Oldenburg	Germany	PSIR
49	Budapest University of Technology and Economics	Hungary	PSIR/ Economics / Management/ Industrial Engineering/ PDR
50	New Bulgarian University	Bulgaria	PSIR/ Management

T & L FRAMEWORK

Vision (best educational experience) – Mission (innovative teaching methods and curricula that have a proper depth-to-breadth balance;   graduates that are creative, critical-minded, self-confident, well-rounded lifelong learners) – Context (expectations of TED community…) – Institutional policy (all academic personnel are encouraged to improve T&L methodologies by engaging students, introducing research into coursework, promoting collaborative learning, learning by doing, aligning assessment policies with the desired learning outcomes. They are expected to demonstrate quality teaching(evidence), to show the relevance of teaching to real life or labour market, to introduce stakeholder involvement. The University is committed to provision of support services to students and staff, establishing reward and recognition mechanisms.)

Standards – Quality Document (Chps 1-15)

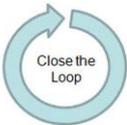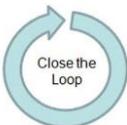| Continuous Improvement Plan Close the Loop	Monitoring, measuring and improving procedures designed and implemented regarding: Degree Programs: LO's, curriculum Courses: methodologies, assessment of students English proficiency Student support: curricular and extra-curricular T&L infrastructure/ learning resources Feedback mechanisms Staff competence and development .....DSER (incl. actions after each semester based on 1.5 and AFR) →disc platform, departmental level+ disc platform, faculty

RESEARCH FRAMEWORK

Vision (..become one of the leading private not-for-profit universities in Turkey) – Mission (..contributing to the world of science by generating new knowledge through a wide range of scholarly research and creative efforts in focus areas of institutional priority) – Context (expectations of TED community…) – Institutional policy (all faculty members are expected to be research active, publish systematically and adhere to high promotions criteria. Institutional support will be given to focus areas of institutional priority which are preferably of interdisciplinary character engaging members of various departments. TEDU aims at becoming an address for its chosen fields of specialization. Faculty members are encouraged to bring in funded research.)

Standards – Quality Document (Chps 16-19)

Continuous Improvement Plan Close the Loop	Monitoring, measuring and improving procedures designed and implemented regarding: Graduate education; Research output; Funded research projects; Activities within institutional priority areas .....DSER (based AFR) →disc platform, departmental level+ disc platform, faculty level→"senate" decision.

SERVICES FRAMEWORK

Vision (become one of the leading private not-for-profit universities in Turkey) – Context (expectations of TED community…) – Institutional policy (all academic personnel are encouraged to contribute to services and income generation through knowledge/ know-how acquisition and transfer, tutoring, consulting. The University welcomes development of specialized centers providing expert guidance to both public and private enterprises.)

Standards – Quality Document (Chps 20-21)

Continuous Improvement Plan Close the Loop	Monitoring, measuring and improving procedures designed and implemented regarding: University-Industry cooperation/ collaboration, Services given to society and the region, Solutions provided to national and international challenges .....DSER (based on AFR) →disc platform, departmental level+ disc platform, faculty level→"senate" decision.