

INSTITUTIONAL SELF-EVALUATION REPORT

TED ÜNİVERSİTESİ

1. INSTITUTIONAL INFORMATION

TED University is a private, not-for-profit foundation university established by an act of the Parliament on July 07, 2009 ([legislation # 5913](#)). Its founder is the Turkish Education Association - Higher Education Foundation (TEDYÜV), which in turn was founded by the Turkish Education Association (TED). Its first students were enrolled in September, 2012, for the academic year of 2012-2013. The medium of instruction at TED University is English. TED University is a student oriented and innovative institution with 4000-4500 students, that adds an asset to Turkish higher education through its broad educational profile, quality culture, international links and top quality academic staff. TED University offers a liberal arts education. Students are required to complete courses toward their major field of study. A variety of elective courses, innovative teaching pedagogies, a student-centered approach, and a balanced focus on both the depth and breadth of knowledge, in general, are typical features of an education at TEDU. The contact person for Quality Committee is Professor Jülide Yildirim Öcal, Department of Economics. Her contact details are as follows: Phone +90 312 585 0037; e-mail: julide.yildirim@tedu.edu.tr.

Vision

- TED University will provide the best possible educational experience to its students and become one of the leading private not-for-profit universities in Turkey.

Mission

- TED University's mission is to foster graduates who 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 aimed 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.

Core Values

- TED University's core values emphasize and support its vision and mission to offer the best educational experience to its students and become one of the leading private not-for-profit foundation universities in Turkey through its commitment to the following: 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.
- TED University is located in the center of the capital city- Ankara. The campus houses the Rectorate, the library, the student counseling center, conference centers, five faculties, English Language School, and 31 laboratories. Its location may be considered one of the strongest aspects of TED University. By being in the city center, the University offers students opportunities to experience urban life, through entertainment, culture, art, shopping and food. Students can easily access the University by using public transport facilities. Students generally stay late at the University to study, and the library is open until midnight. The University has a total of 148 classrooms and 14 lecture halls. Total office space is 4240 square meters (Table 1.1.1). There is a sports center with a swimming pool that is open to all students and staff. There are two dining halls.

Table 1.1.1 Physical Spaces

Type	M ²
Total open space	25 234
Classrooms	8 781 (148 classrooms-14 lecture halls)
Ateliers / Laboratories	3 886 (33 laboratories - 10 ateliers)
Office spaces	4 240
Library-meeting-study rooms	2 478 (24 rooms)
Total space	27 472

The medium of language for all undergraduate programs 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). Students are expected to demonstrate an acceptable level of proficiency in English; otherwise, they need to study at the English Language School for at least a semester. 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 secondary field. Each program includes a minimum of 6 credit hours of free electives, a minimum of 6 credit hours of language courses, and 3 credit hours of online course known as CMPE 101. Online courses are those in which at least 80% of the course content is transmitted to students online.

At the end of the first year - upon completion of 30 credits - students enrolled in the Faculty of Engineering and Faculty of Economics and Administrative Sciences can choose the department they prefer in their relevant programs or faculty where they have been accepted, for which there is no restriction. 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 or take the prerequisite courses. This system adds flexibility to the standard university entrance system, and hence is one of many unique qualities of TED University. In the other three faculties, students are enrolled to the programs directly.

The heterogeneous student composition found in many foundation universities, including TED University, 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 in a heterogeneous classroom where the instructor's role shifts from being a manager to a facilitator, providing students the benefit of peer instruction and motivation. Extracurricular and cultural club activities enable students to gain more self-confidence, autonomy, and appreciation for interpersonal differences or similarities, and to positively impact students' emotional, intellectual, social, moral and inter-personal development. The number of students across departments as of December 31, 2018 is presented in Table 1.1.2. The total number of students was 3118, nearly one third of them engineering majors.

Table 1.1.2 Number of Students

Faculty	Full Scholarship	75% Scholarship	50% Scholarship	25% Scholarship	Full Paid	Total
Architecture	89	3	144	112	107	455
Arts and Sciences	53	30	136	84	100	403
Education	90	30	436	164	30	750
Engineering	135	8	342	353	167	1005
FEAS	47	38	335	48	37	505
Total	414	109	1393	761	441	3118

As of December 2018, TED University employs 216 full time academic staff, of which 110 are academic instructors (Table 1.1.3). Nearly 52 percent of

academic instructors are female, and 31 percent of them hold PhD degrees from universities outside of Turkey. There are 23 full professors, 16 associate professors, 71 assistant professors, 92 lecturers, and 45 research assistants. The English Language School employs 62 instructors. The number of hourly paid instructors is 112. There are 85 administrative staff. The ratio of administrative staff to full-time academic staff is around 0.39 (85 / 216), while it was around 1 in 2017. The ratio of hourly paid instructors to full-time instructors increased from 0.88 in 2017 to 1 in 2018. This ratio is expected to decline as the faculties grow according to their strategic plans. The human resources turnover status is presented in Table 1.1.4.

Table 1.1.3 Distribution of Academic Staff

Faculty	01.01.2018	31.12.2018
Architecture	13	20
Arts and Sciences	17	22
Education	22	21
Engineering	28	31
FEAS	12	16
Total	92	110

Table 1.1.4 Human Resources Turnover

Type	Status	≤2012	2013	2014	2015	2016	2017	2018
Academic Personnel	Entry	34	2	12	11	20	25	29
	Exit	0	1	5	4	1	5	13
	Net Change	34	1	7	7	19	20	16
Instructor	Entry	23	16	11	15	18	10	5
	Exit	0	5	3	6	6	5	8
	Net Change	23	11	8	9	12	5	-3
Administrative Staff	Entry	29	11	18	8	45	19	15
	Exit	0	6	7	5	16	9	8
	Net Change	29	5	11	3	29	10	7
Research Assistants	Entry	9	1	11	11	16	10	8
	Exit	0	0	5	1	4	5	10
	Net Change	9	1	6	10	12	5	-2

Table 1.1.4 Programs - Undergraduate

Faculty of Education			
Department	Division	Program	Minor Program
Department of Educational Sciences	Guidance and Psychological Counseling	Guidance and Psychological Counseling	Guidance and Psychological Counseling
Department of Elementary Education	Early Childhood Education	Early Childhood Education	Early Childhood Education
	Primary Education	Primary Education	Primary Education
Department of Foreign Language Education	English Language Education	English Language Education	English Language Education
Department of Mathematics and Science Education	Mathematics Education	Mathematics Education	Mathematics Education
Faculty of Arts and Sciences			
Department	Division	Program	Minor Program
Department of Psychology		Psychology	Psychology
Department of Sociology		Sociology	
Department of Mathematics		Mathematics	
Department of English Language and Literature		English Language And Literature	
Faculty of Economics and Administrative Sciences			
Department	Division	Program	Minor Program
Department of Economics		Economics	Economics
Department of Business Administration		Business Administration	Business Administration
Department of Political Science and International Relations		Political Science and International Relations	Political Science
Faculty of Architecture			
Department	Division	Program	Minor Program
Department of Architecture		Architecture	
Department of Industrial Design		Industrial Design	
Department of Interior Architecture and Environmental Design		Interior Architecture and Environmental Design	
Department of City and Regional Planning		City and Regional Planning	
Faculty of Engineering			
Department	Division	Program	Minor Program
Department of Computer Engineering	Computer Engineering	Computer Engineering	Software
			Hardware
Department of Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Communication
			Control And Systems
Department of Industrial Engineering	Industrial Engineering	Industrial Engineering	
Department of Civil Engineering	Civil Engineering	Civil Engineering	
Department of Mechanical Engineering	Mechanical Engineering	Mechanical Engineering	

Table 1.1.5 Programs - Graduate

Graduate School			
Graduate Programs	Degree	Thesis / Non-Thesis	Language
Management in Educational Institutions (interdisciplinary) Education, Business, Economics	Management in Educational Institutions Master of Arts Program	Non-Thesis	Turkish
Engineering Management (interdisciplinary) Engineering, Mathematics, Physics, Economics, Business	Engineering Management Master Program	Thesis / Non-Thesis	English
Interactive Computing and Information Systems (interdisciplinary) Computer Engineering, Electric-Electronics Engineering, Mechanical Engineering	Interactive Computing and Information Systems Master Program	Thesis / Non-Thesis	English
Applied Data Science (interdisciplinary) Mathematics, Statistics, Computer Engineering, Business, Industrial Engineering, Economics	Applied Data Science Master Program	Thesis	English
Architecture and Urban Studies (interdisciplinary) Architecture, Industrial Products Design, City region and planning	Architecture and Urban Studies Master Program	Thesis	English
Mechatronics Engineering (interdisciplinary) Computer Engineering, Electric-Electronics Engineering, Mechanical Engineering, Psychology, Sociology	Mechatronics Engineering Master Program	Thesis / Non-Thesis	English
Psychology	Developmental Focused Clinical Child and Adolescent Psychology Master Program	Thesis	English
Economics and Finance (interdisciplinary) Economics, Finance	Economics and Finance Master of Science	Thesis / Non-Thesis	English
Migration Studies (interdisciplinary) Sociology, Psychology, Political Science and International Relations, Law, Economics, Architecture	Migration Studies Master Program	Thesis / Non-Thesis	English

The Research, Technology and Innovation Unit is the administrative unit that supports research activities at TED University. There is one research center, TEDU Trade Research Center. Moreover, İstasyon TEDU, a non-profit social incubator and an open collaborative space located at TED University, contributes to the development of social innovation and entrepreneurship ecosystem in Ankara, in general.

The University Corporate Communications Office, as well as the International Students Office participate at local and international education fairs. Although the university would like to welcome international students, as well as students from other cities, thus far the majority of students come from Ankara and nearby provinces. Still, there are funds allocated to public relations (P&R) expenditures to publicize the name, the brand and the distinctive features of TED University.

Evidence

- [P1.1.1_TEDU20182019AcademicCatalog.pdf](#)

2. QUALITY ASSURANCE SYSTEM

1. Quality Policy

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

The quality assurance policy of TED University has been outlined in the TEDU Quality Assurance Document, which is available on the TED University web page (<https://www.tedu.edu.tr/en/main/tedu-quality-assurance-system>). The TEDU Quality Assurance Document has been prepared by a committee, and a student representative took part in the development process as an equal member in committees where issues relating to academic matters are discussed at all levels (e.g., department, faculty, university). In general, TED University intends to meet the demands of the Bologna process. The scope of the TEDU Quality Assurance Document covers teaching, research, and service to the community, while incorporating the administration, administrative support and the effectiveness of the administrative leadership.

The TED University quality enhancement and assurance strategy has been defined as "fitness for purpose" and "compliance with international standards". This purpose has been stated explicitly in the TEDU vision, its mission statement, its basic policies, and their equivalent expressions at all Faculty levels. International Standards have been 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.

TED University's second five-year strategic plan was prepared in a bottom-up manner with participation of both academic and administrative staff representatives from a number of different units. The groundwork in its preparation was laid out by the so-called strategic plan advisory committee (SPAC) which agreed upon four strategic pillars framed around the vision and mission of the University, namely, liberal education, excellence in selected research areas, city university of Ankara and institutionalization. These four strategic pillars were further studied in depth by sub-committees composed of more representatives from various academic and administrative units of the institution. This approach ensured that the plan was perfectly aligned with the vision and the mission of the University, as well as its core values and long-term strategic priorities. It also helped develop a sense of ownership by all employees.

To help materialize the plan, the sub-committees formulated several well-defined objectives under each pillar, along with the required resources and actions to be undertaken to serve toward their achievement. Particular emphasis was placed on the identification of relevant measurable key performance indicators and their threshold levels on an annual basis in the course of implementation through the end of 2022. The Quality Committee carried out the formal follow-up on the objectives and their respective key performance indicators for 2018. The assessments of key performance indicators revealed that there has been some improvement in the fulfillment of objectives pertaining to research, administrative activities and the social service activities, as presented in the indicator report. The objectives pertaining to educational activities are fulfilled at a level comparable to that in the previous year, 84 per cent in 2017 to 85 per cent in 2018.

Internal quality policies provide a mechanism for approval, periodic review, and monitoring of each program. Each instructor is required to evaluate the course given at the end of each academic term (FORM 1.4, attached). Moreover, department heads evaluate the progress of the courses based on instructor evaluations,

which are accompanied by student evaluations for each course instructor. (FORM 1.5, attached). At the end of the academic year, each instructor prepares an annual report in order to present and discuss progress in the fields of teaching, research and services in addition to any feedback from students FORM 2.1 AFR (attached). Each department head then prepares an Annual Department Report to evaluate the departments' activities and compare and contrast them with those of previous years. This is then submitted to respective Faculties (FORM 2.2, attached). The process continues in the same manner as Deans prepare Annual Reports of their faculties and submit them to the Rector, who finally evaluates these reports and prepares an Annual University Report to be submitted to the Board of Trustees. Additionally, all centers such as the CEC, and TTO, for example, prepare their own annual reports and submit them to the Rector, who then makes an overall assessment. This annual cycle is illustrated in Figure 1 (attached), while the four-year cycle is illustrated in Figure 2 (attached).

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 or to 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 members and researchers in order to achieve one of its strategic goals, 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 the Erasmus Exchange Program. TED University students, academic staff members and researchers are encouraged to take part in the Erasmus exchange programs. Partner universities can be accessed here: <https://ipo.tedu.edu.tr/en/ipo/partner-universities>. Moreover, the TEDU Career Center is constantly in touch with our alumni, with respect to their employment and further educational status. The TEDU Career Center was established to assist all TED students in familiarizing themselves with and contacting local businesses and business leaders before graduation, as well as helping them adapt to potential professional post-graduation demands.

Evidence

- [P2.1.1_AnnualCycle.PNG](#)
- [P2.1.2_FourYearCycle.PNG](#)
- [P2.1.3_Form2.2.pdf](#)
- [P2.1.4_Form1.4.pdf](#)
- [P2.1.5_Form1.5.pdf](#)
- [P2.1.6_AFR.pdf](#)

2. Duties, Responsibilities and Activities of Higher Education Quality Commissions

The Quality Committee includes eleven members, and its Head is the Rector (Table 2.2.1). Each faculty is represented by one member. A representative from the English Language School is also included in the Committee, together with a student representative. The University General Secretary, Quality Officer and Institutional Research officer are also members of the Committee.

Table 2.2.1 Quality Committee Members

Name	Duty
Professor Halise Belgin Ayvaşık	Rector, President
Professor Jülide Yıldırım Öcal	FEAS - Contact Person
Assistant Professor Mana Ece Tuna	Faculty of Education
Associate Professor Mehmet Rüştü Taner	Faculty of Engineering
Professor Namık Günay Erkal	Faculty of Architecture
Assistant Professor Aylin Çevik	Faculty of Social Sciences
Sercan Çelik	English Language School (ELS)
Levent Küpeli	General Secretary
Ayşegül Hamarat Yavuz	Institutional Research Officer
Ceren Büşra Ertong	Quality Officer
Ata Can Erol Kayalar	Student Representative

The Quality Committee aims to embrace and develop a quality culture within the institution, rather than solely implementing the quality assurance system with top – down policies. The Duties of the Quality Committee include the following:

- To improve the quality culture within TEDU,
- To identify and monitor quality standards and practices regarding educational and research activities and administrative services in accordance with the strategic plan and objectives of the university,
- To review and evaluate the quality assurance system and processes,
- To make suggestions for improvement in the Quality Assurance System in accordance with the recommendations and opinions of the TED University Senate and the Higher Education Quality Board.
- To carry out internal evaluations and to prepare an annual evaluation report containing the results of the institutional evaluations and quality improvement activities, which are then submitted to the Senate, and published on the web page for all stakeholders. This annual evaluation report is also submitted to the Higher Education Quality Board.
- To make necessary preparations for an external evaluation process and to provide all forms of support to the external evaluation institutions.

During 2018, the Quality Committee undertook several activities toward the enhancement of quality culture at TED University. A summary of these activities is provided in Table 2.2.2. In addition to annual evaluation report preparations, the Quality Committee worked jointly with the members of the Center for Teaching and Learning (CTL). Together, the Quality Committee and CTL members revised all surveys administered within TED University, including Student Evaluations, Staff Satisfaction Surveys, Advisor Evaluations, and Welcome and Exit Surveys. Additionally, the Quality Committee worked jointly with the Information Technology (IT) department to integrate course profiles and course syllabi to an internal information management system. Three members of the TED University Quality Committee took part in the External Evaluation Activities of the Higher Education Quality Council (HEQC).

Table 2.2.2 Quality Committee Activities

Date	Activity
29.03.2018	First meeting of the Quality Committee
10.04.2018	Institution Internal Evaluation Report Preparations started
30.04.2018	Institution Internal Evaluation Report submitted to Higher Education Quality Board.
May.18	Quality Committee and IT - Course profile and syllabi integration

July 2018	Higher Education Quality Board presentation preparations
24-25.07.2018	Meetings on Integrated Quality Management Practices held on July 24-25
August 2018	CTL & Quality Committee - Entry surveys revisions
August 2018	40th Annual EAIR Forum Budapest August 2018 (Quality Committee member Mehmet Rüştü Taner participated at the forum organized by the European Higher Education Society (http://www.eairweb.org/forum2018)
September- October 2018	CTL & Quality Committee - Advisor Evaluation surveys revisions
October 2018	CTL & Quality Committee - Entry and Exit survey revisions
October 2018	SWOT Workshop preparation
3.11.2018	SWOT Workshop
November 2018	CTL & Quality Committee - Student Course evaluation Survey revision
November 2018	Revised and updated "Assignment Form" and "Expenditure Declaration and Down-Payment Clearance Form"
November 2018	Published "Office Of The Secretary General Service Request Form" and "PADF Request Form"
22.11.2018-22.01.2019	SWOT Workshop reporting activities
13.12.2018-20.12.2018	SWOT Survey Design
05-07.12.2018	International Conference on Quality in Higher Education, Istanbul University Conference Center Istanbul - Turkey. Please see attached P2.2.1 TEDU ICQH.pdf.
December 2018	CTL & Quality Committee - Staff Satisfaction Survey revision
20.12.2018-28.12.2018	SWOT Survey Online
02.01.2019-11.01.2019	Draft SWOT Report
11.01.2019	Draft SWOT Report assessment meeting
21.01.2019	SWOT Analysis report presented to the University Executive Board

Presentations on behalf of the Quality Committee

Yildirim, J. "TED University Quality Assurance System" presented at Meetings on Integrated Quality Management Practices held on July 24-25 Higher Education Quality Board Bilkent Ankara Turkey. (<http://yokak.gov.tr/Duyurular/GetDuyuru/15>).

Yildirim, J., Tuna M. E. and Taner M. R. "Internal Assessment of Quality Assurance System at a Foundation University in Turkey", International Conference on Quality in Higher Education, 5 -7 December 2018, Istanbul University Conference Center Istanbul- Turkey.

The European Higher Education Society's 40th European Association for Institutional Research (EAIR) Forum, Budapest, Hungary, August 26-29, 2018 (Quality Committee member Mehmet Rüştü Taner participated at the forum organized by the European Higher Education Society, <http://www.eairweb.org/forum2018>).

Evidence

- [P2.2.1 TEDU ICQH.pdf](#)
- [P2.2.2 TheSenateMeetingNo_01.pdf](#)
- [P2.2.3 TheSenateMeetingNo_11.pdf](#)
- [EP2.2.1 KYS-FR-01-ENG AssignmentForm.pdf](#)
- [EP2.2.2 KYS-FR-02-ENG ExpenditureDeclarationDownPaymentClearance.pdf](#)
- [EP2.2.3 KYS-FR-04-ENG OfficeOfTheSecretaryGeneralServiceRequestForm.pdf](#)
- [EP2.2.4 KYS-FR-05-ENG PADFRequestForm.pdf](#)

3. Stakeholder Participation

The identification and the involvement of stakeholders are important for achieving the 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 comprise governing entities, administration, employees, employers, competitors, donors, communities, government regulators, non-governmental regulators, and financial intermediaries. The University Executive Board, and the 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 success 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 categorized as clientele. Students are represented in institutional governing bodies, such as the Senate and the University Executive Board, by the representatives from the TEDU Student Council, which is composed of elected students. The Rector holds annual meetings with parents.

Academic staff in the Faculty of Education provide services to the schools at the primary and secondary levels. With respect to the competitors' category, TED University has been cautiously monitoring other private and public universities in terms of changing demands in a 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 the TED University Board of Trustees use their own networks to find financial support for TEDU. TED University is involved directly with the community stakeholders, as well. Since TEDU is a city university, it opens its doors to the public by providing library services free of charge. As with student-centered teaching and learning, students get involved with people in the neighborhood, which increases interaction between TED University and the community. Among the government regulators' stakeholders, the most important one is the Higher Education Council (HEC), which designs all standards for founding a university in general, and specifically the programs and departments. Auditors from HEC visit TED University and monitor administrative processes on a regular basis; the Rector attends regular meetings with other university administrators organized by HEC.

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 project managers, researchers, or advisors. Çankaya Municipality is another important governmental stakeholder. It provides support and guidance regarding physical and environmental issues related to the TEDU campus. In the 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 professional associations (e.g., Union of Chambers of Turkish Engineers and Architects, Turkish Psychological Counseling and Guidance Association, Turkish Psychologists Association). TED University has established an agreement with Doğuş Automotive Industries to promote partnership on various grounds, including student summer trainings and contributions towards special laboratories for Faculty of Engineering.

TEDU administration supports all forms of accreditation efforts by all programs. Each faculty has budgeted funds to support these activities. Moreover, academicians are encouraged and supported financially to take part in any workshop, meeting or a conference related to accreditation issues in their areas of expertise. In the spring semester of the 2017-2018 Academic Year, the application for accreditation of Early Childhood Education, Primary Education, and Guidance and Psychological Counselling Programs was made available to the Association of Evaluation and Accreditation of Education (EPDAD),

and the process was initiated. As a result of these studies, which lasted about a year, the evaluation team visited our faculty between December 24th and 26th, 2018. The accreditation process is still ongoing, and a final decision is expected to be announced in March 2019. The preparation process for English Language Education and Elementary Mathematics Education Programs is still in progress. After producing graduates, an application will be submitted for the accreditation of these two programs.

On April 11th, 2018, TEDU ELS completed the Pearson Assured Certification process. As part of this process, an independent quality adviser visited our school and approved the Certification. This accreditation

- provides quality assurance, standardization and sustainability,
- is an opportunity to be set as an international benchmark,
- provides an opportunity to renovate many important implementations, such as a Professional Development system, and the quality cycle of the institution,
- acknowledges that the quality of education has been reviewed by Pearson, the UK's largest quality assurance guarantee awarding organization.

The other governmental stakeholder for TEDU is the Ministry of National Education (MoNE), which is one of the important stakeholders for the university because there are 4 programs for teacher training, and an interdisciplinary graduate program called Management in Educational Institutions. The students enrolled in these programs interact with K-12 schools toward the various objectives of the courses. Moreover, academicians from the Department of Education take part in a full scholarship program which was initiated by TED University in cooperation with the Turkish Education Association (TED) – Scholarship Coordination Office and TED Ankara College. The program started in December 2017, offering academic, social and cultural support, as well as financial aid to 200 students from various Anatolian High Schools in Ankara, with a TEOG (Transition from Primary to Secondary Education) score of 460 and over. Additionally, their psychosocial development was also observed through seminars, workgroups and diverse activities such as winter camps. A summary report for this program is attached.

At the Faculty of Education, many activities for teachers, students of different ages, college students and other stakeholders were organized in the year 2018 (Table 2.3.1).

Table 2.3.1 Faculty of Education Services to Society

Activity Type	Name of the Activity	Date	Number of Participants
Trainings and Seminars for Teachers	Developing and Using Instructional Materials Workshop	5.5.2018	41
	School Climate and Attachment to School	30.3.2018	100
Activities for MoNE Students	THALES Mathematics Museum	22.11.2018	300
	Picking the Right Route in My Career Journey	8.8.2018	50
	Workshop on Adolescence and Change	5.7.2018	30
	Activities for April 23 with Pre-schoolers	25.4.2018	54
Activities for College Students	Career Development Recommendations II: CV and Letter of Intent	27.12.2018	132
	Knowing One's Self	27.12.2018	79
	Teachers without Borders	18.12.2018	30
	Overcoming the Obstacles	18.12.2018	30
	Career Development Recommendations I	13.12.2018	192
	Our Creative Side We Discovered while Writing	11.12.2018	63
	My Name is Khan	6.12.2018	10
	Seminar for Digital Games in Early Childhood	24.10.2018	40
	Teaching Strategies for Gifted Children	22.3.2018	20
	Characteristics of Gifted Students and their implications on Educational Environment	15.3.2018	65
	Change Starts with You!	28.2.2018	89
	Draw a Mathematician	24.5.2018	31
	Why Do We Learn Math?	27.2.2018	144
	13 th Early Childhood Education Student Congress	7.5.2018	45
Other Meetings	Meeting of Ankara Provincial Directorate for National Education	15.11.2018	65
	Nafi ATUF KANSU Pedagogical Research AWARDS Ceremony	8.11.2018	200
	Meetings for Faculty and School Cooperation	18.8.2018	50
	Activities Designed in the scope of the Course Community Service	28.1.2018	-

The 20th National Psychology Congress hosted by TED University was held in cooperation with Turkish Psychological Association and TED University Department of Psychology on 15-17th October 2018, with the theme of "Psychology is a Hub Science". Leading the field from Turkey and abroad were invited as keynote speakers to the Congress where 1000 people participated and along with the panels and working groups, 196 poster presentations in 12 different sessions and 267 oral presentations in 55 different sessions were presented. A summary of activities of Faculty of Arts and Sciences is provided in the attachment.

Moreover, academicians from the Faculty of Education took part in a Trainers' Training Program in collaboration with the Family and Social Policies Ministry.

- February 19th and 23rd 2018 - Labour Mobility and Development Training Ankara, Turkey.
- February 6, 2018 - Family and Social Policies Ministry, Ankara Province, Family Education Program, Trainers' Training > <https://www.aep.gov.tr/ankarada-aile-egitim-programi-egitici-egitimi-basladi/>
- May 8th and 9th, 2018 - Family and Social Policies Ministry, Amasya Province, Family Education Program, Trainers' Training > <https://educ.tedu.edu.tr/tr/educ/ogretim-uyemiz-kursad-demirutkunun-hizmet-ici-egitimi>
- April 10, 2018 - Family and Social Policies Ministry, Kirsehir Province, Family Education Program, Trainers' Training > <https://www.aep.gov.tr/kirsehirde-bes-gun-surecek-olan-egitici-egitimi-basladi/>

Additionally, the 2018 activities of TEDU FEAS PSIR Department, and the Faculty of Arts and Science within the framework of service to society are presented in the attachment.

Internal Stakeholder Assessment

The Quality Committee decided to perform an institution-wide SWOT analysis, which is followed by an online evaluation survey, to help identify the internal and external factors playing both positive and negative roles in the achievement of the institutional objectives in line with the Strategic Plan. The formal identification of these factors could help the university administration secure and marshal the necessary resources, and to plan and orchestrate proper efforts to manage them in the best ways possible. The discussions during the SWOT workshop have been regarded as important feedback from internal stakeholders, student and research assistant representatives. A detailed internal report has been prepared to convey the feedback and present the results of the SWOT analysis in an online survey. The report was shared with members of the university. The Quality Committee believes that this activity assisted information sharing within the university with respect to crucial internal and external factors that affect the functioning of the university. This activity also enabled Quality Committee members to reach a wider audience and to have an opportunity to encourage discussions which helped to strengthen the quality culture at TEDU. Moreover, it was also an opportunity to integrate new members of the university from various faculties and administrative units.

Since the scope of an institution-wide analysis is by its very nature rather wide-ranging, the committee deemed it necessary to identify guiding phrases as subject headings to focus the discussion and ensure the coverage of most critical issues, which are based on the five pillars of the strategic plan. The committee undertook a parallel effort to identify and formulate these guiding phrases during the planning phase of the SWOT analysis. Then, four academic members of the Quality Committee, together with a Quality Assurance Officer, formed a subgroup to prepare, organize and perform the SWOT analysis, and analyze and document its results. This subgroup produced the following fifteen guiding phrases based on discussions among committee members during this planning phase.

1. Knowledge of the vision, mission and strategy, and joint agreement on them by all stakeholders. Managing the university in consort with its vision and mission.
2. Balance between teaching, research and service in policy and in practice.
3. Teaching and Learning.
4. Research and Development Process.
5. The competitive strengths and weaknesses of TEDU in terms of its teaching and research strategy in local, regional, national and international contexts.
6. TEDU's policies and practices as a service to society (and the university itself).
7. The institution's transparency and accountability in decision making.
8. Effectiveness of the executive management of the university in functions related to leadership, financial processes, student affairs, promotion processes, among others.
9. Level of centralization in operational practices. Coordination among academic and administrative units.
10. Institution's HR policies in terms of academic and administrative staff.
11. Quality Assurance Policies.
12. Implications of the student-centered approach.
13. Effects of the institution's physical environment. Effects of facilities such as cafeterias, sports center, health services.
14. Stakeholder involvement in decision making processes. The rationale behind strategic choices being shared by the stakeholders.
15. Public visibility of the institution.

After producing these guiding phrases, a workshop was set up on November 3, 2018, for SWOT analysis. Representatives from different departments of the University were invited to participate. The representative sample included a total of fifty participants from both academic and non-academic internal stakeholders. The participants included members from each faculty, student representatives, research assistants, ELS instructors, part time staff, administrative staff, graduate students, and former graduates. In addition, the members of the Quality Committee were also present.

The workshop participants were asked to form small study groups. Five groups were formed. The topics of SWOT analysis were presented one by one. For each topic, the discussants were asked about their thoughts on strengths, weaknesses, opportunities and threats to the institution. First, each group discussed the corresponding topic within their group. Then, a group member presented the group's ideas to other participants. After presentation of suggestions by all groups, participants considered the next topic. During the discussions, Quality Committee members kept a record of all ideas.

Subsequently, the Quality Committee organized a few meetings in which they summarized, grouped and organized ideas to produce concise but comprehensive lists of identified strengths, weaknesses, opportunities and threats. A questionnaire for the quantitative phase of the research was then developed to aid in quantifying the findings obtained from the SWOT Analysis by means of a coordinated effort of consultation with a wider community. This questionnaire was then shared with academic and administrative staff, and ELS instructors, in the form of an online survey. Every participant was asked to evaluate the importance of these statements on a 1 (not important) to 5 (very important) scale. The survey data was then analyzed by using descriptive statistics and group responses in regard to the relative importance of statements in each category. In the following sections, a list of these statements is provided in descending order of importance as determined by online survey responses. The response rate to the online survey was 33.67 percent, with 197 people answering the survey. 58 percent of the respondents were female; 93 per cent of them full-time employed; 48 percent of them have been working at TED University for more than three years. Nearly half of the respondents were academic staff, and 30 percent administrative staff.

In an overall evaluation, the SWOT study and the following survey results analysis reflect the young character of the university with its ups and downs. The participants appear to embrace the characteristics that define the fresh start of the university, which aspires to differentiate itself from others with its approach to higher education, defined future goals and affiliations with its founding institution TED, as all these aspects are reflected in the SWOT study. For instance, liberal education and innovative approaches to teaching and learning are considered a strength and the student-centered approach is seen as the greatest opportunity for gaining a distinctive position; yet these qualities are also considered as shortcomings as they may weaken the research/education balance or may threaten the smooth transition from high school to higher education on the part of new students. The discussions suggested that student centeredness is interpreted differently among faculty members, students, and the members of the executive units of the university. This lack of unity results in discrepancies both in how student requests and complaints are handled, and in how learning and teaching functions are performed.

With respect to the quality assurance policies, workshop participants agree that TEDU's quality assurance system is among its strengths. Quality processes are defined and implemented well. The fact that there was a Quality Committee and that each faculty was represented in the Committee was appreciated. Having a comprehensive Quality Document, preparation of course evaluation forms (Form 1.4 and Form 1.5), conducting student evaluations and satisfaction surveys are the main elements of the quality assurance system. On the academic side, having a self-assessment process, starting from the faculty member, followed by department and faculty evaluations, leads to continuous improvement activities at TEDU. University management has been rigorous in defining and following guidelines for quality processes, and the SWOT study demonstrates that participants regard this effort as a strength. Besides, members of the university particularly appreciated the opportunity to express their thoughts on institutional development, their ideas conveyed formally to the administration by the Quality Committee. The staff satisfaction survey revealed that the satisfaction level with the quality assurance efforts was 74.2 percent and the satisfaction level of having a defined quality assurance policy was 76.2 percent. The overall satisfaction level for being a TEDU employee was 78.8 percent.

Evidence

- [P2.3.1_PsychosocialEvaluationReportExecutiveSummary.pdf](#)
- [P2.3.2_LabourMobilityandDevelopmentTraining.pdf](#)
- [EP2.3.2_ELSCenterApprovalCertificate.pdf](#)
- [EP2.3.1_PSIR2018Activities.pdf](#)
- [EP2.3.3_FacultyOfArtsAndScience2018Activities.pdf](#)

3. LEARNING AND TEACHING

1. Design and Approval of Programs

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 diploma program has a curriculum which supports the goals of education and program outcomes and qualifications. The curriculum involves all components that guarantee outcomes particular to any program. TED University curricula are between 133-138 credits and 240 ECTS. ECTS is used for the transfer of the credit and it also reinforces it by considering student involvement in extracurricular activities. The load and credit for each student is defined as 1 ECTS= 25-30 working hours. Class hours, course reading, project time, laboratory, application and preparation for the course are included. In order to keep a balance among each department the curriculum as a whole, the course categories are defined and weighted as below:

Core courses are in groups of compulsory courses and elective courses. Compulsory core courses are 12 (or 13) credits in total. They are mathematics, English, academic writing and information technologies. Core electives are in 6 groups: math, science, social studies, human sciences, literature, arts and aesthetics. Each student takes at least one course from each group and completes 21 core elective credits.

Compulsory courses specific to each program are limited to 50 credits, and elective courses are limited to 15 credits. Each student has the chance to take 6 credits of free elective courses and 15 credits of minor courses. TEDU values that its students have knowledge about other disciplines. All elective courses are 3 credits and the proportion of total elective courses to total program credit is over 33 percent.

However, the Architecture program and Faculty of Education programs do not match this structure completely, due to reasons outside of TEDU.

The Architecture program is a five-year program in Europe, but in Turkey it is offered as a four-year program. The Guidance and Psychological Development program has no counterpart in Europe and North America at the undergraduate level. The TED University Faculty of Education offers fewer elective courses compared to other TEDU faculties. This is because the HEC enforces strict guidelines for education faculties which hinder decentralization and, thus, offer a variety of electives. The TED University Faculty of Education offers similar courses to that of other universities at the undergraduate level. However, the compositions of pedagogy courses are quite unique in that these courses are offered as 2 hours theoretical, and 2 hours application oriented.

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

The defined education-teaching objectives are determined for each program. These statements should address the achievements of the graduates of the department within a few years after their completion of the program. Objectives should be prepared in accordance with the guidelines below:

- They should be consistent with the mission of the institution, faculty, department,
- They should be determined by taking into account the needs of internal and external stakeholders of the program,
- They must be published in all documents accessible to those who wish to be informed,
- They should be updated at appropriate intervals in accordance with the needs of internal and external stakeholders of the program,
- Considering that the training is in English, all documents must be prepared in both English and Turkish.

Program learning outcomes are defined as the knowledge, skills and behaviors which students should have acquired after completing their studies in order for the program to achieve its learning outcomes. These outcomes comprise general knowledge and skills, as well as professional knowledge and skills which conform to the National or European Qualifications Framework. The guidelines in the Quality Document Appendix 1.6 are consulted while listing these outcomes. The objectives-outcome relation has to be clearly defined (FORM C, attached). The program outcomes-courses relations are explained on a matrix (FORM D, attached). The evaluations of the program outcomes is in line with a planning process. This plan (Form G, attached) includes how students might enhance their learning outcomes, the strategies and courses by which this process will be carried, the visibility criteria of these outcomes, the decisive criteria and indicators, timing and adaptation. This planning is essential, especially for the general knowledge, skills and qualifications which are not graded through courses.

All programs have a curriculum which promotes the program learning outcomes. This curriculum comprises all the components that guarantee the outcomes specific to the diploma program.

The program structure of TED University is a curriculum which is based on liberal education understanding, allows the students to specialize according to their own preferences, and adopts an integrative education philosophy. Symposiums, learning communities, interdisciplinary studies, capstone experiences, and portfolios are encouraged. Research based approaches in undergraduate education and methods that allow the students to get acquainted with the research process and its problems are part of this curriculum.

The relative weights of undergraduate programs are determined pursuant to the listed principles:

- Each program comprises one year of common core courses, two years of major courses and one year of minor courses.
- Each program comprises free electives (departmental, faculty and university free electives) of at least 6 credits.
- Each program comprises at least one language course and an online course of at least 3 credits. Online courses are courses where at least 80% of the course content is transferred to students via online methods.
- All the electives have 3 credits and the 'total elective course credit/ total program credit ratio is at least 30% (except the Faculty of Education).

Stakeholder Involvement

The importance of internal and external stakeholders for the institution is pointed out in the Quality Document of TED University. The participation of internal and external stakeholders in the curriculum development process is indispensable. Particular attention is paid to the elaborate planning of external stakeholder engagement, which is especially difficult. The contribution of the advisory boards of the departments to the curriculum is also important. The Advisory Committees of the Departments seek to develop the links between the relevant professional/occupational community and the program/department, and to provide the contribution of the faculty, students and professional practitioners to meet the educational objectives and course content of the program. The committees consist of five to ten members, as well as students, graduates and faculty members (internal and external). Representatives from different fields of the profession, and the Head of the Department should be among the members of the committee. It is essential that at least one-third of the members of the Board are from outside academia and that the student representative is elected by chosen representatives.

The Board advises on the planning, development and implementation of a department's programs by evaluating the requirements of the professional/occupational community and the existing resources and facilities of the department. The members of the Board give feedback and recommendations on the following issues:

- Training of students in accordance with the requirements of the professional community;
- In this context, the tasks of the department and the institution's ability to realize them;
- The changes related to the program training objectives, the structure of the program and curriculum;
- The establishment, implementation and development of educational policies on some issues such as student recruitment, advising, graduation, etc.

However, the participation of external stakeholders has not yet been achieved at the targeted level. Only the Department of Economics, and the Department of Industrial Engineering have Departmental Advisory Boards. Although the processes for the consultation of external stakeholders are defined in the design of the programs, these processes are not carried out in a systematic manner, and they do not operate in each department.

Program educational objectives, achievements and all information that identifies connections of the programs with the objectives, tools and acquisitions mentioned above can be accessed from the web pages of the departments / programs.

A description of the scope and content of the courses in the curriculum is outlined. This definition is included in the university catalog and is renewed as required due to professional developments and changes in educational objectives. In addition, the profile document of the course, which summarizes all the requirements of the Bologna process, is prepared. These courses are published with all the documents (profiles of the courses) accessible to those who want to be informed about their definitions, credits and prerequisites. Course profiles can be accessed from the web page of each department. See, for example, <https://www.tedu.edu.tr/en/ee/course-profiles>.

The 2018- 2019 Academic Catalog can be reached at: https://www.tedu.edu.tr/sites/default/files/content_files/docs/genel/tedu-academic-catalog.pdf.

Program competencies, or outputs, are the knowledge, skills and behaviors that students should have after graduation to enable the program to reach its educational objectives. These outputs are compatible with the National or European Qualifications Framework (EQF and Bologna), and include both general (non-vocational) knowledge, skills and behaviors, as well as professional / field-specific knowledge and skills. Every output is clearly stated as to how it is or will be used to provide the objectives of the program (objective-output relationship) (Quality Document Appendix 5). The relationship between the program outcomes and the courses are indicated with a matrix (Quality Document Appendix 6). The process of evaluating program outcomes is also designed within a plan. This plan (Quality Document Appendix 7) includes how students will improve their learning outcomes, and which courses or strategies will be carried out to sustain this process: how these outputs are shown, how to decide on which criteria and indicators to choose, timing, and ownership decisions.

Evidence

- [P3.1.1_FormC.pdf](#)
- [P3.1.2_FormD.pdf](#)
- [P3.1.3_FormG.pdf](#)

2. Continuous Monitoring and Updating of Programs

Information on continuous monitoring and updating of programs and stakeholders' contributions to program update activities in 2018 was realized in the following process outlined in Section 2.1. Quality Assurance Policy within the framework of the annual cycle of quality assurance activities.

Upon the receipt of course evaluation forms (Form 1.4 and Form 1.5) and department evaluation forms (Form 2.2), Deans put on the agenda the recommendations from the departments deemed appropriate by the Faculty Board. Here, the recommendations of development within the jurisdiction of the Faculty were decided, and which of the other proposals that were adopted was also discussed. The improvements to be made by the faculty for approval, along with others to be discussed in the higher boards, were presented to the Rectorate. Once the proposals are submitted to the Rectorate and considered and then deemed appropriate improvements by the Senate, they are taken to the Senate's minutes and necessary guidance is implemented. It is essential to give feedback to inform the sub-units where proposals come from, and the positive and negative decisions taken, and for the requirement itself.

In order to comply with the criteria determined by the Ministry of Education, which is one of the important stakeholders of the Faculty of Education, regarding the way the teaching practices are taught, the departments in the Faculty of Education have made arrangements with regard to the way in which courses in their programs are given in line with feedback from the Ministry of Education. The approved changes were submitted to the University Senate for approval.

All faculties which had their first graduates have completed the first "Five Years Cycle" loop and revised their programs to ensure that educational objectives are reached.

Improvements to the programs were announced to the internal stakeholders via the board decisions, portal and electronic document management system (EDMS), and to the external stakeholders via the website.

In 2018, the Annual Faculty Reports and Self-Evaluation Reports were prepared by the academic and administrative units at the end of the year. In accordance with the annual Quality Cycle, the program and course development proposals foreseen by the academic units and approved by the Faculty and Institute Councils were first evaluated by the University Program Evaluation Commission and then approved as a part of the Senate agenda. During these minutes, issues such as secondary field updates, course prerequisite changes, the opening of new courses, which are among the improvement requirements resulting from the completion of the quality cycle, were discussed and decided on. As proof, a summary of senate decisions is provided in Table 3.2.1:

Table 3.2.1 Summary of Senate Decisions

Date	Decision
08.03.2018	TEDU Program Education Commission approved changes in Faculty of Arts and Sciences, Department of Psychology curriculum 28.02.2018 date ar
08.03.2018	TEDU Program Education Commission approved changes in Faculty of Arts and Sciences, General Psychology secondary field curriculum 28.02.201
06.09.2018	ARCH 301 Architectural Design III course has been decided to be a pre-requisite for the 372 Building Technologies in Architecture for the Faculty of
06.09.2018	Faculty of Engineering, Department of Mechanical Engineering opens ME 447 Nanomaterials and Nanotechnology / Nanomaterials and Nanotechnol
20.09.2018	Adoption of the proposal for the establishment of the department of Materials Science and Nano-Engineering within the Faculty of Engineering, and st

Evidence

- [P3.2.1_CourseEvaluationSurvey.pdf](#)

3. Student-Centered Learning, Teaching and Evaluation

At TED University, in-curriculum and extra-curricular activities are carried out for students to gain research competence. In-curriculum research activities are conducted within the scope of a Research Project or a Graduation Project in each program.

In nearly all TEDU programs, except for the programs in the Faculty of Arts and Sciences, there is internship practice. This has been defined by a Compulsory Internship Guide and the participation of stakeholders is guaranteed. The Career Center carries out internships in coordination with departments. The forms and mechanisms of the internship vary between faculties. The internship's learning by doing component, and the opportunity to use theoretical knowledge in real business life, complement the learning-oriented approach at TEDU. International collaborations such as Erasmus + and IAESTE are strongly supported. In 2018, thirteen students benefited from Erasmus internship mobility.

Apart from the compulsory internship, the opportunity of the optional internship, which is called "Lifelong Learning" is open. The Social Security Institution

(SSI) premiums of these internships are covered by the university.

To ensure their continuous professional development and to improve their teaching skills, teaching staff are provided opportunities that include the Personal Research Fund, Scientific Research Fund support, CTL seminars and the CTL Teaching Innovation Grants. TEDU CTL has established a grant scheme intended to support innovation in teaching and learning. This scheme builds on TEDU's vision to "provide the best educational experience to its students," and one of its core values: "excellence in teaching." Towards that goal, CTL seeks to support our faculty in their endeavors to achieve excellence in teaching and learning through the development of innovative methods in teaching, assessment, or course design. The application guidelines is attached, <https://ctl.tedu.edu.tr/en/ctl/ctl-teaching-innovation-grants>. All academicians have an equal chance to be provided any of these opportunities, and the ones who meet necessary requirements can be granted these by Executive Committee Decision.

In the 2013-2017 Strategic Plan, there is an objective: "Active-interactive teaching methods are transferred / demonstrated to the newly employed faculty members and activities including a series of workshops, seminars, courses and mentorship are organized in order to create and ensure a common understanding." For this purpose, an induction program, Faculty Member Development Program, has been designed, which is carried out by CTL staff, in addition to training of educators. CTL carried out 7 events in 2015, 18 events in 2016 and in 2017, and, lastly, there were 9 events in 2018. In general, the heads of departments have advised the academic staff in line with a preference for active interactive training at TED University. The following seminars were offered by CTL in 2018 for the orientation and academic development of academic staff:

Academic Orientation Seminars

- History and Founding Philosophy of TED
- What is Liberal Education? Liberal Education at TEDU
- TEDU Educational Information Systems and Plagiarism Detection Programs Training
- Active Learning through Active Learning Strategies

Academic Seminars

- Full Scholarship Meeting (Scholarship Program for K9-K12 Students)
- Academic Microenvironment and the Importance of Mentors in Science
- Creating Citations/References and Beyond with One Click via Mendeley
- Measurement and Evaluation of Student Achievement
- PsycArticles Database

Different methods are used to enable students to acquire general (non-specific) program learning outcomes. The basic values of TEDU, which are designed to empower our students, are included in the syllabi of courses; there should be no contradictory outcomes to these values for all courses. Within this framework, TEDU 400 Seminars, Orientation Programs, Career Pioneers Programs are organized. Through our Career Pioneers Program, the Career Center (<https://career.tedu.edu.tr/en/career/about-us>) brings together students and role-models in various professions to help enable students to learn more about their chosen professions through dialogues and observation, helping them discover first-hand the different visions and means of success entrepreneurs in their chosen fields have followed or else put into practice. The Career Pioneer meetings and the number of participants organized in 2018 are attached. The Career Center also organizes Career Fairs annually where students and prospective employers come together. The participant list of the 2018 Career Fair is attached.

In 2018, as in previous years, teaching staff at TED University used active interactive teaching methods. Activities during classroom hours and student participation increased the attention, concentration and motivation of students and triggered deeper learning. Activities that teachers and learners developed together as self-made activities were applied according to discipline and instructor style.

As in some other universities, students at TED University begin their university life at different academic preparatory levels. TED University aims to extend students beyond their potential by using interactive teaching and learning methods. To this end, faculty members were encouraged to use different teaching techniques. In addition, peer tutoring was also encouraged. Students who have high academic achievement, financial need, or both, are employed as student assistants. By tutoring, they either helped their friends in lower-level classes or assisted faculty staffs as a part of their scholarships. CTL provided a study room for student assistants. Students who want peer support visit tutoring offices by appointment or during interaction hours. In 2018, 85 students received work scholarships; 37 of them helped as tutors and/or assisted faculty staff, while 48 of them were employed in administrative units.

TEDU 400 Student Development Seminars, including the number of participants organized in 2018, are attached.

There is a research program for TED University students in extra-curricular research activity: Undergraduate Research Fund (TEDU-URF). This Undergraduate Research Fund is a form of project support designed to encourage undergraduate TED students to participate in academic research activities and encourage them to take part in scientific research processes.

The projects that are entitled to receive URF allowance in the 2017-2018 Academic Year are attached. In addition to URF support, conference attendance support is provided from department budgets to students who are accepted to student conferences.

Furthermore, technical trips organized by the Faculties of Architecture and Engineering within the framework of their programs can be given as examples of extracurricular research activities.

Evidence

- [P3.3.1_2018CareerPioneers.pdf](#)
- [P3.3.2_CTL_TIGApplicationGuidelines.pdf](#)
- [P3.3.3_UndergraduateResearchFund.pdf](#)

- [EP3.3.1_ParticipantsOfCareerFair2018.pdf](#)

4. Student Admission and Improvement, Recognition and Certification

Students are admitted to undergraduate programs according to the results of the nationwide university entrance examination administered by the Student Selection and Placement Center. For both internal and all other transfer students, the Higher Education Council (HEC) regulations are adhered to. The scholarship status of transfer students is determined by the admission scores of the program that the student wants to transfer into, and the student's success at his or her current university.

The TED University International Programs Office reaches prospective international students from mostly the MENA region, central Asia, Turkic Republics and some European countries. To conduct effective student recruitment around these regions, the Office staff attends student recruitment fairs, signs cooperation contracts with student recruitment agencies abroad, and follows online advertisement campaigns via social media tools such as Facebook, Instagram, and Google Adverts. Additionally, it works in cooperation with worldwide University search engines such as Studypotals or Keystone.

Admission of international students is subject to the laws of higher education, and higher education regulations and policies, and the decisions of any related

administrative committee that acts in accordance with the conditions of the Senate.

Student admission to the graduate programs is subject to Regulations for Graduate Programs.

The recognition of former “formal” learning reverts back to the TED University Senate rule. The University Senate, in a meeting held on 08/09/2017, made the following decisions to be applied for transfer students.

1. For transfer students who are admitted to TED University, the adaptation of courses taken in programs they were previously enrolled in was done upon the suggestion of a relevant department and the approval of the executive board.
2. For transfer students, their adjustment is achieved by dividing the total of their credits (CrF) to be transferred during the semester when they are transferring, and then rounding the result to the closest full point. Provided that this point is more than the number of semesters the student had studied in the program he or she is enrolled in, adjustment is processed based on the number of semesters actively completed.
3. In the case of adjustment to the English Language School, the scholarship is granted up to for 4+2 years, whereas in the case of adjustment to departments, it is up to 4+1 year.
4. The number of semester transfer students granted scholarship is calculated by subtracting the number of semesters until the adjustment decided according to the second subparagraph of the rule from the overall number of semesters for which the scholarship is provided.
 1. The number of semesters transfer students were enrolled in the English Language School in their previous higher education institutions is subtracted from the maximum number of semester (2 years/4 semesters) for language education.
 2. The number of semesters transfer students were enrolled in their previous higher education institutions is subtracted from the maximum number of semesters (7 years/14 semesters) for education.
5. Scholarships and remaining semesters for education are calculated based on semesters.
6. Courses completed with a minimum of CC or above, and whose transfers are accepted by the relevant faculty or college, are added to the students’ academic record along with its grade and credit equivalent.

If courses that were taken successively (pre-requisite courses) and completed with a DD or DC were completed with a CC or a higher grade in a successive course, the results are added to students’ academic records along with the grade and its credit equivalent upon suggestion of the department and the decision of the relevant executive committee.

TED University is making an effort to recognize prior formal and non-formal studies. Although all the students at TEDU are expected to take the CMPE 101 Introduction to Information Technologies course their freshman year, considering that some students might have learned the content of the course before enrolling, all freshman year students who have not taken this course are given a right to be exempt from the course if they show considerable achievement in the form of an acceptable letter grade in the exemption exam.

TEDU accepts, in addition to the English Proficiency Exam (EPE), the equivalent of the following national and international exams and certificates for undergraduate and graduate transfer students to assess their proficiency and to adjust them to the university.

The list of national and international exams that are equivalent to EPE and their exemption scores as of 2017-2018 Spring Semester can be found below:

a) KPDS/ÜDS/YDS/e-YDS/YÖKDİL: 85 / 100

b) International exams and certificates:

1. “Cambridge English Language Assessment” administered by the British Council;

i. The International English Language Testing System – Academic (IELTS): 6.5 (5.5 minimum from each section)

ii. First Certificate in English (FCE): B

iii. Certificate in Advanced English (CAE): C

iv. Certificate of Proficiency in English (CPE): C

2. Exams held at universities and Turkish American Association; i. Internet Based TOEFL (TOEFL IBT): 79 / 20 (overall 79, minimum 20 from writing),

3. PTE (Pearson Test of English – Academic): 55 (65 for ELT and ELIT students)

4. International English Language Testing System – IDP (IELTS) administered by TED Ankara College: 6.5 (minimum 5.5 from each section) (Senate:2016/10)

c) Students who get passing scores from exams administered by international institutions and organizations and the equivalence of which are accepted by the university senate.

d) Certificates by international institutions and organizations equivalence of which are accepted by the university senate.

e) KPDS/ÜDS/YDS scores are valid for 5 years, international exams and certificates are valid for 2 years.

The number of ELS students who submitted English-specific language exam scores over the years can be found in Table 3.4.1

Table 3.4.1 ELS Recognition of English Language Qualifications

Academic Year	Number of Students
2012 -2013	1
2013-2014	3
2014-2015	4
2015-2016	2
2016 -2017	6
2017-2018	21
2018 -2019 (fall)	23

TED University offers a variety of scholarships and especially encourages students to be academically successful by means of scholarships that are merit-based. Accordingly, the scholarship is awarded, as illustrated below, for a full year at the end of every academic year, to those who successfully complete the regular coursework in the program they are enrolled in with at least 3.00 GPA after the prep year and who are ranked first, second or third in the program they are enrolled in. Students awarded merit-based scholarships are expected to study 4 hours per week under the supervision of a relevant head of department.

Additionally, students who need financial assistance may benefit from Need - Based Scholarships. The recipients of these scholarships 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. In 2018, a total of 139 students received such support.

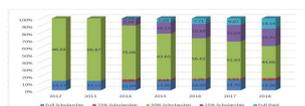
In the 2017-2018 academic year, a total of 91 students worked in 106 units at TEDU (IT, Computer Laboratory, English Language School, Corporate Communication, Library, Model Studio, Dean of Students Office / Office, Dean of Students / Radio, Dean of Students / Dormitory, Student Affairs, Social Innovation / Station, Sports Center, Continuous Training Center, TEDU-Commerce Research Center, Office of International Programs, Administrative Affairs, Computer Engineering, Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering, Economics, Business Administration, MATH 101-102, MATH 103, MATH 111-112, PHYS 105) (Table 3.4.2). The students employed at the Sports Center continued to work throughout the summer.

Table 3.4.2 Working and Need Based Scholarships Distribution

Year	Working Scholarships	Need-based Scholarships	Total
2014 -2015		23	23
2015-2016	41	38	79
2016-2017	64	46	110
2017-2018	90	49	139
2018 -2019	91	48	139

The average scholarship percentage distribution across faculties is shown in Figure 3.4.1. The average scholarship percentage decreased from 50.5 percent in 2015 to 44.3 percent in 2018. The highest scholarship percentage belonged to the Department of City and Regional Planning (87.5 percent); Mathematics (77.8 percent); Sociology (67.5 percent) and Elementary – Primary Education (61.2 percent) in 2018. The lowest scholarship percentage belonged to the department of Psychology (31.6 percent), which was followed by Department of Education (34 percent). As graph 1 presents, the decrease in the average scholarship percentage in 2017-2018 was a result of decrease in the number of new 50 percent scholarship students and increase in the number of 25 percent scholarship students, in addition to accepting full tuition fee paying students.

Figure 3.4.1 Distribution of Scholarships



Although there was an improvement in the dropout rate in 2017 compared to previous years, it rose to 5.58 percent in 2018 (Table 3.4.3). 38 percent of those left TEDU for another university; 18 percent left TEDU because of academic incompetency, while 5.75 percent of them left because they could not successfully complete the English Language School education. As Table 3.4.4 illustrates, academic success at ELS has fallen from 82 percent in the 2016-2017 academic year to 66.53 percent in 2017- 2018. The main causes for this change are twofold. First, the ELS level system was reverted to the former three-level system (i.e. Elementary, Intermediate, Upper). This has had an impact on the rate of passing students. Second, and more importantly, the assessment system has changed. Portfolio grades have been removed and replaced with writing exams.

Table 3.4.3 Dropout Rates

Year	Number of Dropouts	Number of Students	%
2015	58	1438	4.03
2016	96	1971	4.87
2017	61	2564	2.37
2018	174	3118	5.58

Table 3.4.4 ELS Success

Year	Total Number of Students		Number of Students			Number of sections	Students per section	Annual Success Rate (%)
			Successful - EPE Exams	Successful 75+	Successful - End of Year			
2012-2013	301	ELE : 199 INT : 84 UPP : 18	55	50	105	23	17-20	34.88
2013-2014	487	ELE : 207 INT : 109 UPP : 171	149	163	312	25	18-21	64.07
2014-2015	445	ELE : 183 INT : 113 UPP : 149	20	315	335	24	17-19	75.28
2015-2016	544	ELE : 276 INT : 126 UPP : 142	89	217	306	29	17-20	56.25
2016-2017	709	BEG : 93 ELE : 91 PRE-INT : 206 INT : 134 UPP : 189	20	565	585	43	14-19	82.51
2017-2018	714	ELE : 269 INT : 269 UPP : 176	56	419	475	37	18-21	66.53

Internship Programs

All TEDU students, except the students enrolled in the Faculty of Arts and Sciences, are required to complete at least two internships during their education. The forms and mechanisms of internship vary between faculties (<https://econ.tedu.edu.tr/en/econ/summer-internship>). The internship's learning-by-doing component and the opportunity to use theoretical knowledge in real business life complement the learning-oriented approach at TEDU. An in-house internship is not accepted. International collaborations such as Erasmus + and IAESTE are strongly supported. Apart from the compulsory internship, an optional internship program known as "Lifelong Learning" is available. The Social Security Institution (SSI) premiums of these internships are covered by the university.

During 2018 a total of 554 students participated in a summer internship program. Some of the students did extra work and some worked at more than one establishment leading to a total of 619 internships. A great majority of Engineering Faculty students completed their Summer Internship programs in 2018 (Figure 3.4.2). Electrical Engineering and Architecture Department students account for 17 and 16 percent of all interns, respectively (Figure 3.4.3). However, the number of internships within the Erasmus Exchange Program framework is comparatively low (1.5 percent of total internships).

Figure 3.4.2 Distribution of Internships according to Faculty

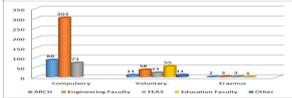
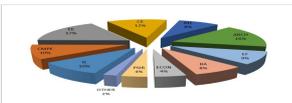


Figure 3.4.3 Percentage Distribution of Internships according to Department



There has been an increase in Erasmus mobility participation since the enrollment of first students in 2012. The number of outgoing students was 41 in 2018, with a slight decrease from 45 in 2017. Only 2.8 percent of TEDU students gained international education experience during 2018. Both academic and administrative staff took part in exchange programs. In accordance with the internalization efforts, the number of foreign students has increased to 77.

Student graduation requirements were monitored by students, academic advisors and student affairs via CCRs (Curriculum Compliance Report). Students also evaluated the experience of academic advising by filling out an Advisor Evaluation Survey. The Advisor Evaluation Survey form is attached. The average advisor satisfaction level was 75.2 per cent in 2018.

The first undergraduate students graduated from TED University in 2016. All seven graduates had 50 percent tuition scholarships. In 2017, 97 students graduated. 6 of 7 graduates from 2016 were employed. One of them started a master's program but dropped out later. In 2017, even within the first year of their graduation, 65 percent of bachelor's degree graduates were employed. In 2018, only 51 percent of 2018 graduates could find an employment opportunity in an environment of economic crisis (Table 3.4.5). The TED Alumni Association and TED community supported the graduates with the process of gaining employment. Additionally, in 2018, 14 students completed their graduate studies at TED University.

Table 3.4.5 Employment Status of Graduates from Undergraduate Programs

Year	Number of Students					
	Graduate	Employed	Employed + Graduate Studies	Graduate Studies	Unemployed	Other
2016	7	3	3	10	0	1
2017	97	48	23	23	7	3
2018	266	136	8	32	57	47

Evidence

- [P3.4.1 TEDU_YGR2018_UPO.pdf](#)
- [P3.4.2 GraduatesScholarships.pdf](#)
- [P3.4.3 AdvisorEvaluationSurvey.pdf](#)

5. Teaching Staff

TED University encourages active learning and teaching strategies to empower student interaction in a heterogeneous classroom environment without sacrificing interdisciplinary research. Academic employment and promotions rely on a strong emphasis on quality teaching. Academic positions are standardized and not distinguished between research and teaching positions.

The qualifications of our academic staff and the corresponding courses are matched by the heads of departments. For the courses that do not match with the appropriate academic background of any full-time faculty, part-time academicians are employed. New positions are offered based on the needs in the field. Candidates are evaluated accordingly. The process of selection and invitation of outsourced faculty is not defined, yet should such a need arise, with the help of a related head of department or Directorate of Basic Sciences, faculty whose qualifications match with the requirements of the course are contacted and the procedure is initiated.

The workload of a full-time academic staff is as follows: 3 courses/ps (~10 credits) for a lecturer; 4 courses/ps (12 credits) for an instructor; 20 hours for a lecturer at ELS; and 20 hours for a research assistant. A full-time lecturer is expected to allocate 50% of his or her workload to teaching, 35% - 40% to research and 10% - 15% to public or university service. Teaching time covers course development and time allocated to students. The total number of offered courses increased from 207 in the 2017 academic year to 244 in the 2018 academic year, leading to an increase in the average weekly course load from 8.4 hours in the 2017 -2018 academic year to 9.20 in the 2017-2018 academic year. The average number of students per course increased to 25.8 in 2018 from 22.2 in 2015. In accordance with the internationalization efforts, the number of full-time foreign academic staff increased to 24, of which 14 were instructors at the English Language School. A summary table is presented below (Table 3.5.1).

Table 3.5.1 Number of Courses and Sections Offered in 2018

--	--	--	--	--	--

Number of	2017-2018 Spring		2018-2019 Fall	
	Undergraduate	Graduate	Undergraduate	Graduate
Courses	244	35	282	49
Sections	449	43	503	55
Full time teaching staff	111	25	127	37
Full time teaching staff - sections	322	37	365	49
Hourly paid teaching staff	75	6	80	6
Hourly paid teaching staff - sections	139	6	162	6
Weekly average teaching load	9.17		9.30	

The process of selection and invitation of outsourced faculty is not defined, yet should such a need arise, with the help of a related head of department or Directorate of Basic Sciences, faculty whose qualifications match the requirements of the course are contacted and the procedure is initiated.

A list of courses for 2017-2018 Spring and 2018-2019 Fall semesters, with their section information, is attached. A summary table is presented below (Table 3.5.2). Of the 958 courses opened in relevant periods, 203 (22%) are elective and 749 (78%) are compulsory courses. These figures are exactly same as the previous year's figures.

Table 3.5.2 Courses Offered

2018 Spring - Number of Courses					
Faculty	Must	Elective	Total	Must (%)	Elective (%)
Engineering	86	13	99	87	13
Architecture	30	4	34	88	12
FEAS	39	24	63	62	38
Social Sciences and Art	110	62	172	64	36
Education	81	0	81	100	0
Total	346	103	449	77	23
2018 Fall - Number of Courses					
Faculty	Must	Elective	Total	Must (%)	Elective (%)
Engineering	103	18	121	85	15
Architecture	40	4	44	91	9
FEAS	41	19	60	68	32
Social Sciences and Art	111	59	170	65	35
Education	108	0	108	100	0
Total	403	100	503	80	20

Evidence

- [P3.5.1_2018SpringGraduateCourses.xlsx](#)
- [P3.5.2_2018FallUndergraduateCourses.xlsx](#)
- [P3.5.3_2018SpringUndergraduateCourses.xlsx](#)
- [P3.5.4_2018FallGraduateCourses.xlsx](#)

6. Learning Resources, Accessibility and Supports

At TED University, teaching-learning methods and learning environments are designed in order to equip students with knowledge, skills and behaviors used through the implementation of its curriculum.

At TED University, all forms of technology are used in order to improve the quality of instruction and achieve better learning outcomes. All faculty members are encouraged to benefit from information technologies, and to develop and implement new interactive pedagogies such as project-based learning, active learning, learning by doing, learning by experience, and e-learning.

In TED University, there is a sports center, 3 cafeterias of which 1 is a table d'hote, 2 libraries, study halls, society rooms, a prayer room, research offices for undergraduate and graduate students, one multi-purpose hall, conference amphitheaters, a social activities room and open spaces. Additionally, in 2017, a protocol was signed between METU and TEDU to have the right of common use for the libraries. The protocol can be found attached.

TED University owns dormitories for both male and female students. In the 2017-2018 academic year, there was a total number of 369 students in them. The TEDU male dormitory, with a 93- student capacity, is in the Anittepe district of Ankara. Of all the students there, 77 had full scholarships, whereas 14 of them were paying dormitory fees. The TEDU female dormitory, with a 392-student capacity, is in Mustafa Kemal district of the city. In the 2017-2018 academic year, a total of 306 students were provided service, and 95 of them were full scholarship students, whereas 133 were paying dormitory fees, and 78 of them had scholarships from Çankaya Municipality.

The TED University Student Counseling Center is a service unit designed to provide support for students in the development of their social, affective, cognitive and professional skills throughout their university education; and to help them become individuals who are self-aware, know their strong and weak points, act according to their aims, and who are good at communication.

The center cooperates with the coordinator of the "TEDU Without Barriers" program by raising awareness and providing guidance for disabled students, academic and administrative staff, so as to ensure an efficient educational process for disabled students, providing for their needs, finding solutions to their disabilities and adjusting their learning environment (<https://www.tedu.edu.tr/en/main/tehu-without-barriers>). To benefit from the services provided by TEDU Without Barriers, students can apply, or else become a volunteer and get involved in their many activities.

The International Programs Office manages the international agreements of TED University and provides support to full-time international students, to exchange

students who are to arrive or leave, and to academic and administrative staff. The responsibilities of the office include:

- The betterment and implementation of the international strategies of TED University
- Establishing partnerships with universities abroad and with other institutions
- Managing the student and staff mobility for Erasmus and Higher Education programs at TED University
- Enrolling full-time international students

The university has entrances on both sides of the campus but still needs to make minor adjustments for disabled students.

TED University aims at maintaining its role as a learning facilitator in developing its students academically, socially and personally. For this purpose, personal development programs exist that aim at enriching students socially, culturally, athletically, and intellectually, along with programs that are carried out to provide skills training for students to act as a unified group. TEDU believes in specialization according to one's personal choices. In line with this understanding, the Dean of Students helps students discover themselves, creates the required environments in which students become sensitive to their surroundings and the society they live in, and encourages them to adopt the institutional identity. In order to create a transparent environment in which the students can express their problems, the Dean of Students undertakes the role of an intermediary and proposes solutions. The Dean of Students participates in the University Executive Committee, and the University Senate meetings, and expresses the requests, recommendations and problems of the students directly to the university administration, follows opportunities for students, and defends student rights. The Dean supports, mentors and organizes the activities of the Student Council and Student Societies. The 2018 budget allocated to Student Council was 68000 TL (14138 USD) while the budget for Student Societies was 20000 TL (4160 USD) in 2018.

The list of student societies under supervision of the Student Council is attached.

Evidence

- [P3.6.1_EDU401_01.pdf](#)
- [EP3.6.1_TheListOfStudentSocieties.pdf](#)
- [EP3.6.2_TEDUStudentClubActivities.pdf](#)

4. RESEARCH AND DEVELOPMENT

1. Institution's Research Strategy and Objectives

TED University believes in the unity of teaching and research; it considers not only knowledge generation and dissemination but also knowledge acquisition and knowledge transfer as an integral part of its mission. TED University aims to create a synergy among research, education, and services, promoting multidisciplinary research practices by prioritizing various areas and subjects.

At TEDU, there are 33 laboratories reserved for research. In line with regional and national development goals, TEDU has defined some areas as prioritized research fields. Trade Research Center (TEDUTRD) was established in 2018. In 2019, studies were started to establish a Gender Studies Research Center and Migration Studies Research Center. A social and solidarity research and economy approach has been adopted in all research activities and multi-stakeholder engagement is considered of paramount importance. For example; TEDUTRD's stakeholders are Turkish Statistical Institute (TÜİK), Republic of Turkey Ministry of Customs and Trade, and the Republic of Turkey Ministry of Economy. International stakeholders are the World Trade Organization, International Monetary Fund, World Bank, the European University Institute, and the World Trade Institute.

TEDU has been developing support structures and processes to create a synergetic environment that encourages academic staff to participate in research activities and transform academic know-how into social and economic value. In 2017, a Directorate of Research, Technology and Innovation (TEDU-ATID) was established as an inclusive unit that directly reports to the Vice Rectorate – Responsible for Research. IstasyonTEDU-Social Innovation Center has also been affiliated with TEDU-ATID. In 2018, a new Vice Rector – Responsible for Research has been appointed (Please see the Organization Chart).

TEDU-ATID supported and coordinated TEDU Research Area under 4 domains:

- Research Funding, Internal and External Resources
- Contracted Research Activities
- Intellectual Property Rights (IPR) Management and Licensing
- Entrepreneurship and Technology Commercialization

A new regulation was enacted by The Council of Higher Education in late 2017 to foster academic research that can be transformed into social and economic value (Official Gazette Date: 7 Dec. 2017, Issue: 30263). In line with this regulation TEDU has taken part amongst the first universities in Turkey by establishing its Technology Transfer Office in 2018 as a private company.

Another contribution of TEDU to socio-economic and socio-cultural framework is the activities coordinated within IstasyonTEDU-Social Innovation Center. IstasyonTEDU implements many projects and activities that help different stakeholders in the community, and raises awareness on social innovation and social value. One of the projects it implements as a partner that has direct contribution to national development goals and social welfare is "Building a Social Entrepreneurship Network in Turkey" (See attached IPA Fund document).

TEDU implements a holistic approach within the university which enables active participation of students into research activities. Research funds and bursaries are available for students starting in their first year at the university (See attached Undergraduate Research Fund document). The Research and Development Support System that is being implemented in TEDU is given under 4.2 heading of this document.

TED University, as a city university, supports, by definition, projects and research that contribute to the regional development of its immediate surroundings (the Kolej neighborhood and the city of Ankara). It also supports work on regional and national development goals. This promotion can be observed in projects supported by inner and outer funds, and undergraduate graduation thesis projects in various departments.

The activities of the Faculty of Architecture are unique in their contribution on the local and national level. Information on the organizations manned by this Faculty in Ankara can be found in the links given below.

<http://www.jansenankara.org/en/homepage/>

<https://city.tedu.edu.tr/tr/city/gundem/etkinlikler/ankara-sergi-harita-ve-planlarla-ankara>

Within this framework the Faculty of Architecture organized an International Symposium of 'Jansen and Ankara' in collaboration with the METU Department of City and Regional Planning and the Goethe Institute, Ankara.

Furthermore, the Department of Architecture organized a workshop on The Architecture of Publication on 27 April 2018.

Evidence

- [P4.1.1_JPAFund.pdf](#)
- [P4.1.2_ResearchPolicyStudents.pdf](#)

2. Institution's Research Resources

TEDU University emphasizes its research vision by putting into action a special framework for funding research from internal resources. This framework consists of 4 different internal research endorsements:

1. Personal Academic Development Fund (TEDU- PRF): TEDU - PRF aims to disseminate and enhance the impact of academic activity by providing financial support to faculty members and research assistants in activities such as participation in scientific conferences and meetings, professional trainings, and memberships to professional and academic institutions.
2. Institutional Research Fund (TEDU-IRF): TEDU-IRF is a seed fund with the objective of funding novel research projects by faculty members. The project proposals are expected to support institutional strategy, principles, and research priorities at TEDU, make a significant contribution to science and society, possess strong, authentic and novel scientific quality, have a potential to advance the state-of-the-art and generate new intellectual property.
3. Undergraduate Students Research Fund (TEDU- URF): TEDU-URF is one of the research endorsements to encourage undergraduate students to initiate and take part in research activities with an interdisciplinary approach and to strengthen the teamwork culture within TEDU.

New Research Field Development Fund (TEDU-NRDF): TEDU - NRDF is a research capacity building fund that aims to provide financial support for the strategic research fields that TEDU plans to concentrate on the future in accordance with TEDU research strategies and science policies.

In 2018, improvements on TEDU-IRF and TEDU-URF procedures were made. The evaluation systematics were improved and necessary revisions within TEDU-IRF and TEDU-URF directives were implemented.

The ongoing progress within TEDU-IRF and TEDU-URF projects is given in Table 4.2.1 and Table 4.2.2, respectively.

Table 4.2.1 TEDU-IRF progress by years

	2014	2015	2016	2017	2018
Number of Funded Projects	6	6	3	8	3
Total Budget of Funded Projects (USD)	14 406	26 040	11 835	29 106	9 174

Table 4.2.2 TEDU-URF progress by years

	2016	2017	2018
Number of Funded Projects	5	1	6
Total Budget of Funded Projects (USD)	5 834	818	4 651

TEDU encourages its academicians to develop and improve institutional research capacity by acquiring external research funds, both at a national and international level.

Within national funds, TEDU prioritizes TUBITAK funds as one of the main research grants; but it also tries to diversify research revenues by targeting other national grants. Table 4.2.3 displays information on TUBITAK project performance by year starting in 2010. Table 4.2.4 provides information on international grants awarded to TEDU.

Table 4.2.3 TUBITAK Projects

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number of Funded Projects	1	0	2	6	3	4	3	7	5
Total Budget of Funded Projects (USD)	112 539	0	247 851	481 842	178 140	520 047	40 415	575 598	156867

Table 4.2.4 International Projects

	2013	2014	2015	2016	2017	2018
Number of Funded Projects	1	0	0	3	1	3
Total Budget of Funded Projects (USD)	293,798	0	0	230 090	28 800	686 640

TEDU-ATID is responsible for the development of IPR Policy and standard operation procedures within TEDU. In 2018, national policies and regulations on IPR were consolidated and a roadmap was created. A template for Invention Disclosure was developed and published within QMS. IPR Policy will be prepared and published in 2019.

TEDU-ATID supports academicians and students in their entrepreneurship activities under three main pillars:

- IstasyonTEDU Social Innovation Center: Istasyon TEDU supports social entrepreneurs with pre-incubation and incubation activities. 11 entrepreneurs have been supported thus far within IstasyonTEDU by providing incubation services such as know-how and expertise transfer, mentorship, training, and network development.
- Educating Students and Awareness Raising with Courses on Technology Development and Entrepreneurship: BA415 and BA 515 are examples of courses students can benefit on developing a holistic vision on entrepreneurship and learn about lean start-up concept.
- Support on Academic Entrepreneurship: In 2018, TEDU-ATID provided support services to one of the faculty members (Dr. Seham Dizeci) from Department of Mechanical Engineering in establishment of his academic spin-off.

TEDU-ATID implements awareness raising and educational activities in order to encourage faculty members apply for external grants (Encouragement_External_Grants.pdf).

Evidence

- [P4.2.1_EncouragementExternalGrants.pdf](#)
- [P4.2.2_PRF.pdf](#)

- [P4.2.3_IRF.pdf](#)

3. Institution's Research Staff

All the procedures regarding the appointment of academic staff in our university can be observed in the document entitled "TED University Academic Promotion and Appointment Principals". These principals can be reached via the University web site.

Academic appointment and promotion criteria are transparent and clear; however, the application of these criteria without concerning the disciplinary differences between departments and faculties can be seen as a deficiency. Furthermore, there are differences in the performance difficulties between the faculties' criteria of promotion and appointment. The academic appointments at TED University necessitate certain additional competencies in addition to the conditions defined by HEC (Higher Education Council). The competence and performance levels of the academic staff are evaluated on an annual basis in reference to declarations in the Annual Faculty Reports (Form 2.1, attached) submitted to the departments.

TED University utilizes the Personnel Research Fund and the publication awards for promoting the research activities of the academic staff. In addition, the research assistants are provided a separate fund for conference presentations. This support is given to those the academic staffs that fulfill the criteria published on the TED University web page.

1. Academic Staff Publication Award: The publications of academic staff that meets the international standards gain an encouragement award.
2. Congress Participation Support for Research Assistants: This fund covers the fees, transportation and daily expanses of the research assistants who present their research at academic conferences.

Each academician represents the outcomes of research and development activities in an Annual Performance Report (Form 2.1, attached) submitted with their proofs. A publication award is given to each SSI- SSCI publication. In addition to these publications, other publications and research projects are evaluated as performance indicators of the academic member. At the end of the year, the performance-based increases in the salaries are determined in reference to these performance indicators. In summary, the research and development activities are promoted by internal funds, publication awards, and at a limited level by a performance-based salary increase system.

An important purpose of research activities at TED University is contributing to the development of policies for the solution of social, industrial and technological issues. One of the actions in this direction has been the foundation of the interdisciplinary graduate program, Migration Studies. Academics at TEDU are developing policies on topics that are related to their research fields, and research projects supported by internal and external funds. The outputs of these research studies are both project reports and articles published in national and international peer-reviewed journals. For a published example article please see the attached paper, Yildirim, Bakir and Savas (2018). Additionally, capstone projects done by senior student's offer an opportunity for student-academician joint work in research. Please see the attached capstone project by Sidal (2018). Moreover, capstone projects provide an opportunity to involve students in research activities, which may result in journal publication. For an example, please see the attached paper, Kizilirmak and Kose (2019) which is the outcome of capstone project completed by a senior economics student who graduated in 2018.

Academicians from the Department of Education carry out a TÜBİTAK 1003 Project Migra-Math: Supporting Teachers of Immigrant Students With Respect To Their Mathematics Education Professional Practices. The overall goal of this project is to support the teaching of mathematics by elementary school teachers (K-4) working with immigrant students with an emphasis on school-family-community partnerships, and eventually to develop a pedagogical model for mathematics education. This model will be developed in collaboration with 60 teachers from five different cities highly populated by immigrants (Gaziantep, Hatay, Urfa, Ankara, İstanbul). To achieve this goal, the proposed project has three objectives: (1) To support teachers in integrating peer learning, play and drama into mathematics education in their classrooms (2) To support teachers in developing an understanding of the academic language of mathematics and its role in mathematics learning; and in drawing on the academic language of mathematics effectively when teaching Turkish Language Learners (TLL's) (3) To support teachers in conceptualizing mathematics education as a cultural practice and in making curricular connections with immigrant students and their founts knowledge, and community resources in collaboration with their colleagues.

Evidence

- [P4.3.1_Form2.1AFR.pdf](#)
- [EP4.3.1_JulideYildirimOCAL.pdf](#)
- [EP4.3.2_NazlıEzgiSidal.pdf](#)
- [EP4.3.3_TekinKose.pdf](#)
- [EP4.3.4_BasakCimen.pdf](#)

4. Follow-Up and Improvement of Institution's Research Performance

TED University's research performance records are kept in the web documents "TEDU with Numbers" and "Annual Indicators," which are open to public access. These reports can be observed in the link: <https://www.tedu.edu.tr/en/main/facts-and-figures-tedu>. The TEDU-ATID monitors the funds provided by the university, such as Scientific Research Projects, and the Undergraduate Students Scientific Research Endorsement, and then prepares an annual report on these funds and related activities. How the research processes will proceed at TEDU will be defined by such ongoing strategic plan works. In the strategic plan, models will be proposed for improving research activities while maintaining excellence in education.

The research performance of TED University is monitored by annual tables and reports and shared by related academic units. The contents of these reports and the sharing dates are defined by the quality cycle framework. "Quality Cycle Calendar" is presented in Section 2.

The effectiveness of research support policy can be measured by the research outcomes of academic staff. The number of academic articles published by TED University in journals searched by international academic journal indexes has been increasing since 2015. In 2015, there were 26, and in 2016 there were 35. In 2017, the number was 56, and in 2018 it went up to 64 research papers, all of which have been published in journals searched by international academic indexes. The number of such SCI - SSCI publications per academic member increased from 0.40 in 2015 to 0.58 in 2018 (Table 4.1.1). However, our academic publication score has shown a slight decrease from 1.73 in 2017 to 1.647 in 2018. Likewise, citation scores have fallen from 9.91 in 2017 to 8.17 in 2018. The total number of publications with international collaboration in 2018 was 41, indicating an improvement in the number of publications with international collaboration per academic staff from 0.15 in 2017 to 0.37 in 2018.

Table 4.1.1 Publication and Citation Performance

Year	SCI	SSCI-	ESCI	SCIE-SSCI	Total	Number of Academic Staff	Publication per Academic Staff	Citations	Citations per Academic Staff
	A&HCI	A&HCI							
2012	4	7			11	34	0.32	221	6.5
2013	6	15			21	35	0.60	338	9.66
2014	18	19			37	40	0.93	296	7.40

2015	11	11			22	56	0.39	371	6.63
2016	18	17			35	71	0.49	396	5.58
2017	31	24			55	92	0.60	912	9.91
2018	20	18	11	15	64	110	0.58	899	8.17

Furthermore, Personal Research Funds (PRF) are given to academic staff for the presentations of their academic research in national and international conferences, to establish national and international collaborations and to improve research activities. The total PRF payment was 28120 USD (76.628 TL) in 2015; 45630 USD (137.956 TL) in 2016; 71445 USD (260.770 TL) in 2017, and 42240 USD (203.610 TL) in 2018, respectively. There has been a decrease in total PRF usage, although the university allocates an average of 1300 USD (6250 TL) for each instructor at the beginning of the budgeting period. The average PRF payment per instructor was around 1100 USD in 2018, while it was 1210 USD in 2017. The fall in the average PRF payment could be due to the high depreciation of the Turkish Lira in 2018. The sufficiency of these funds and opportunities can be measured in reference to the use statistics, and by the determination of how much the budget reserved for researched has been used. It appears that around one third of PRF was used in 2018, which suggests a considerable decrease from previous usage (64 per cent in 2017). While in 2017, 57 instructors used their PRFs, in 2018 only 39 of the academic staff used them. Considering that there was an increase in the academic staff in 2018 (110 as of December 2018), more than 60 percent of them did not use their PRF allocations. One of the reasons for this underutilization of PRF funds could be the economic crises which led to a huge depreciation of TL. Yet there is a need for investigation as to the reasons contributing to this.

The total amount of reward paid to academicians who published in indexed journals was 52 725 TL (approximately 11 000 USD based on 2018 average exchange rates). 43 researcher were rewarded (please see the attached table).

There was only one Undergraduate Students Research Endorsement (LAD) project in 2018, with a budget of 3086 Turkish Lira.

Evidence

- [P4.4.1_WoS2018.xlsx](#)
- [P4.4.2_ResearchGrantsProjects.pdf](#)
- [EP4.4.1_PublicationAward2018.pdf](#)

5. ADMINISTRATIVE SYSTEM

1. Structure of Management and Administrative Units

The management approach and the administrative structuring of the University are governed by the values based on the traditions of the Turkish Education Association, which has been operating since 1928, as well as international standards, the Bologna process and the European Standards and Guidelines (ENQA). Within this framework, the road map is determined by the *Quality Document* which defines the processes, and the *Strategy Document* which includes the five-year development targets, management mentality, human resources and financial goals.

The University Executive Board, University Senate, 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 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 (Thus far, a standing committee has not been formed due to a limited number of senior professors without an administrative duty; jury members selected for academic evaluation of the candidate served as the temporary committee).

The University Senate is in charge of all academic issues, such as approval of new undergraduate or graduate programs, University rules and regulations, student quota per year.

The Board of Trustees is responsible for corporate public relations, investment decisions, and administrative staff employment. On the other hand, the University Administrative Board is responsible for administering the academic and administrative staff. Academic staff is employed by their related departments with the approval of the University Administrative Board. The total budget is determined by the Board of Trustees, and its allocation is implemented by the Rector, with the approval of the University Administrative Board.

The organizational structure can be accessed here <https://www.tedu.edu.tr/en/main/organization-chart>.

Evidence

- [P5.1.1_OrganizationChart.PNG](#)

2. Resource Management

All state and foundation universities work under the Council of Higher Education (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 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, as 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.

In this context, the following procedures are implemented by TEDU:

Following the recruitment and exit procedures of academic and administrative staff (approval of vacancy requests, preparing advertisement contents and related procedures, candidate pools and interview procedures, follow-up of staff assignment decisions and procedures, notification of the related government institutions about the entrance/exit procedures of employees, completion and supervision of the documents of foreign employees, following their work permit procedures through the CoHE, evaluation of the feedback on the performance of foreign employees whose work permits are about to expire, and related extension/exit procedures thereof.)

- Follow-up of leaves of absence (type of leave, approval procedures)
- Follow-up of the disciplinary procedures about the staff (minutes, defense requests, penalties)
- Reporting: Updating data requested periodically by the government institutions (CoHE, Social Security Institution, etc.), and preparing related documents.

Organizational activities concerning the sub-staff, who are supporting the operation through permanent administrative staff planning, staff orientation programs and performance evaluation methods, are inseparable parts of human resource management.

The first and fundamental step in guaranteeing that the employed/assigned personnel have the required qualifications is the crucial definition made in the “recruitment” process for the compliance of the candidate with the required qualifications in terms of education, experience and duties. The aim of this process is to assign the right person to the right position.

This process consists of the following steps;

- Determining the vacancy by staff analysis and preparing the advertisement content using an appropriate job definition.
- Publication of the advertisement via national and international written/visual media and social media to enable maximum number of applications for the position.
- Evaluation of applicants objectively according to predetermined standards.
- Facilitating the adaptation period of the new employees through an orientation program, supporting the personnel in specializing in their fields through training programs to be conducted later.
- Ensuring a correct definition of “expectations and goals” for the positions through performance evaluation supervision.

The TED University human resources policy is planned according to the regulations by CHE, and the TED University Strategy Plan. Although there is not an adopted policy towards positive discrimination in favor of gender, minority or disabilities, the cultural diversity of TED University is deeply appreciated. A specific department for the disabled is designated at TED University in order to integrate and assist them in accessing academic, social, cultural, and entertainment programs equally.

The final decision authority for the employment and promotion of the academic staff is the TED University Administrative Board, in accordance with an assessment by the appointment commission, reports on appointment/promotion evaluations, and within the framework of Appointment and Promotion Criteria.

There is a consensus of opinion against academic inbreeding for future recruiting. There is a tendency towards recruiting academic staff for all related disciplines, with a focus on candidates holding post-graduate degrees from leading universities abroad.

When the income/expense items are examined throughout the academic years of 2014-2015, 2015-2016, and 2016-2017, the self-income items, including the tuition fees, make up the largest share in TED University’s total revenue: 54 percent for 2015, 69 percent for 2016, 63 percent for 2017 and 71 percent in 2018. The second largest share comes from the Turkish Education Association - Higher Education Foundation (TEDYÜV) and donations. The share of these items decreased from 44 percent in the 2014-2015 academic year to 21 percent in the 2017-2018 academic year. On the other hand, staff expenses have the largest share, approximately 60 percent of all expenses.

TED University had a deficit in its budget in the 2014-2015 and 2015-2016 academic years. However, the budget had a surplus in the 2016-2017 academic year. In the 2018-2022 strategic plan, it was set as a goal that the self-income items are to meet the costs, and thus TED University will become a self-sustained institution without any external financial support. This goal has been achieved and currently there are efforts to diversify resources, in addition to tuition fees, and to increase income through projects and consultancy services.

3. Information Management System

The TED University Management Information System architecture is mainly built on SAP solutions to ensure an integrated system for running all academic and administrative business processes. SAP Solutions cover Student Information, HR and Payroll, Financial Accounting, Cost Accounting, Planning & Budgeting, Procurement, Asset Tracking and Analytical Reporting functions through an integrated web-based portal. Other solutions within the architecture for more specialized business processes (such as the Library Automation System, the Learning Management System, the Electronic Document Management System, and the Web Content Management System) are deployed as integrated to SAP solutions ensuring data and process integrity.

In this manner, TEDU Management Information System covers the following business processes related to higher education;

- Academic calendar
- Student demographic records
- Program curriculum
- Course catalog
- Academic assessments
- Instructor and course feedback
- Advising
- Graduation
- Leave of absence and de-registration
- Student accounting
- Student grants
- Academic documents (transcript, student certificate etc.)

TEDU Research activities are also covered within the information system in an integrated manner within SAP (research endorsements, research budget tracking etc.) and the university web content management system.

- External or internal funded project information and budget tracking
- Publications (article, book, patent, art, etc.)
- Citations
- Thesis studies

Also, all official correspondence both within and outside the university is carried out through the Electronic Document Management System and can be tracked easily both by a metadata and full-text search.

The TED University Management Information System is continually improved through feedback from surveys, help desk incidents, requests from business

owners and technological improvements. Improvement opportunities from all these sources are analyzed by the Department of Information Technology in collaboration with business owners. Action plans are prepared on an annual basis.

The annual plans are submitted for approval to the Rectorate through the Secretary General. The prioritization of the action plans is determined by the Information Technology Department, focusing on the highest value-adding services for the university in strategic partnership with business owners. After the approval of annual action plans by the Rectorate, detailed project plans are prepared for development, deployment and support of those services. The tasks within the project plans are mainly conducted by Information Technology Department internal resources. But, due to existing workload, capability gaps of internal resources, or urgency of requirements, these tasks might be outsourced to partner resources.

The key performance indicators defined by TED University are reported on a semester or annual basis by the Quality Assurance and Corporate Analysis Department, based on data collected from the Management Information System or related business units. The reports are shared with business unit managers, senior management, or publicly through the TED University web site conducting “must know” principles for each relevant piece of information.

The Management Information System supports these reporting process for collection and storing of relevant data through electronic forms or business processes run within the system. Also, reporting and business intelligence modules existing within the information system are used for automated reporting of those operational, tactical and strategic level reports.

The SAP solution also has analytical reporting capabilities to support management and the improvement of quality assurance activities carried out within the university through the tracking of related performance indicators.

All internal and external evaluation data is stored and accessed through the Management Information System through provided role-based authorizations. Depending on the characteristics of relevant data (monthly closures for financial data, semester closures for academic data, etc.), evaluation reports are prepared on a periodical basis (monthly, quarterly, semi-annual, annual, academic semester or academic year) and shared with business unit managers, senior management, or publicly through the TED University web site conducting “must know” principles for each relevant piece of information.

The safety, confidentiality and reliability of collected data is ensured by conducting “must know” principles for each unit of relevant corporate data, and for personal data stored within the system. The University has taken necessary actions to comply with the Personal Data Protection Act (namely, KVKK) (<https://www.tedu.edu.tr/en/main/clarification-text-on-personal-data-processing>) and also has taken necessary actions to comply with the ISO 27001 Information Security Management System by deploying the relevant policy and procedures, and ensuring the mechanisms for tracking and the continuous improvement of them. TED University completed all the requirements of ISO 27001 by August 2018, and has been certified by an independent auditor with the scope of “all academic and administrative business processes related with higher education and research.”

Authentication to all systems within the Management Information system is ensured with a user name and password and role-based authorizations. Additional authentication and authorization requests are approved by unit managers and reviewed during termination of work or change of role.

Evidence

- [EP5.3.1_TSISO27001Certificate.PNG](#)

4. Quality of Outsourced Services

Resource utilization in terms of goods and services for all units are planned within the framework of the income/expense budget targets determined annually by the rectorate and of the strategic plan. In order to achieve a more productive and efficient utilization of the financial resources of our University, the purchases are governed by “The Regulation on Tendering and Purchase of Goods and Services” and by the principle of “acquirement of the highest quality goods and services with the best possible market conditions.”

The suitability and quality of the services are controlled by the Administrative Affairs unit together with the unit requesting the service. All equipment to be used in the future shall be kept at the place deemed appropriate by the Administrative Affairs unit. If the quality and continuity processes of the service enter an area that requires expertise, the opinions of the persons concerned are taken. All processes are monitored by the General Secretariat.

Satisfaction survey results are used to decide on the quality of the outsourced services.

5. Efficiency and Accountability of the Management; Informing the Public

The information sharing process consists of providing detailed information, document sharing and the interchanging of expertise.

Promotion leaflets and catalogues

The promotion leaflets include information on student selection and placement procedures, physical facilities of the university, general information about faculty members, faculties and departments, centers, university’s social life, education and other facilities. The printed material is updated each academic year. In addition, there are up-to-date published and on-line leaflets about Erasmus and other student mobility programs.

Academic Catalogue

The TEDU Academic Catalogue, which is prepared both in English and Turkish, includes detailed and up-to-date information about the academic units of the university. The first catalogue is printed, and future catalogues are updated in January and June and announced on the web site.

Teasers

Teasers and short YouTube videos include information on the physical facilities of the university, social and academic aspects of the university life. The teasers are updated at the beginning of each academic year and the target group is primarily students and their families.

Web page, internet

As an up-to-date and accurate platform of information exchange, the web page includes information on the activities, changes, competencies and academic events. It is used as a means of informing university personnel and the public; however, the official reports and incomplete documents are encrypted.

The Candidate Students and TEDU in numbers sections of the web page are updated when the data are renewed (for example, following the registration period, at the end of the semester, when the Annual Indicators are approved).

Social media

The university is presented in social media in order to promote a positive opinion from the public, and families, and to enable professional collaboration between the faculty members. Facebook, LinkedIn, Twitter, YouTube, Instagram

- <https://www.youtube.com/user/TEDUChannel>
- <https://www.instagram.com/universityted/>
- <https://www.linkedin.com/school/ted-%C3%BCniversitesi/>
- https://twitter.com/TED_Uni
- <https://www.facebook.com/TEDUniversity>

Press releases / conferences

The university publishes newsletters in order to maintain healthy and sustainable relations with the press, and to generate interest concerning the activities of the

university.

For more detailed information the university may organize press conferences when necessary.

6. CONCLUSION

TED University is a student-centered and innovative institution and it aims to achieve the highest level of learning and research with the highest quality academic staff. The following items emerged as a result of self-evaluation efforts in 2018 which may require special attention:

The ratio of hourly paid instructors to full time instructors increased from 0.88 in 2017 to 1 in 2018, necessitating measures to improve it.

Although formative assessment methods are highly recommended by the Quality Document, it emerges that some of instructors employ summative assessment methods, especially in new departments. This practice alienates students, and they refrain from taking the courses if they are elective.

The Quality Committee and IT department worked to integrate course profiles and syllabi of courses. Each instructor was informed by an e-mail from rector's office to revise their course profiles and integrate them to SAP. However, some of the course profiles are not in line with the Quality Document requirements.

In 2018, the English Language School was accredited by Pearson. The accreditation efforts of the Faculty of Education continue to develop.

To support the university wide, accreditation efforts, an Accreditation Expert can be employed to monitor and assist the workflows of the accreditation processes within the organization.

There was an inefficiency in management and monitoring of processes from a central unit regarding quality-related issues. In order to overcome this problem, the Quality Assurance unit was restructured as the Quality Assurance and Institutional Research Analysis unit, and one quality officer was hired in 2018.

Efforts on the automation of the Annual Faculty Report prepared by the full-time faculty members were initiated.

The participation of external stakeholders can be enhanced.

Although the support TED University provides for research seems reasonable, Personnel Research Fund and Scientific Research Fund usages are rather low. The research productivity of academic staff in terms of indexed publication per academic staff is around 0.58 which is equal to that of 2017.

Although there has been an increase in the number of Master's Programs, there is no doctorate program as yet at the university. The opening of PhD programs is of particular importance in terms of increasing research activities.