



TED University Quality Processes, Standards and Structuring

Quality enhancement and assurance strategy of TED University is based on both “fitness for purpose” and “compliance to international standards” approaches. The purpose is set in TEDU vision, mission statements, core policies and their equivalent faculty level documents. International standards refer to Bologna process and the European Standards and Guidelines published by ENQA.

Internal quality enhancement and assurance mechanisms include TED University Quality Processes which specify the activities and the related structures, presented as standards and guidelines as well as annual Self-evaluation Reports which document the realization of these activities. TED University Self-evaluation Report contains the account of annual or four year cyclic activities and is based on Departmental Self-evaluation Reports and Annual Faculty Reports submitted by academic staff.

The organizational core for internal quality enhancement and assurance mechanisms is made up of Quality Assurance Unit directly reporting to the rector and QA directors of faculties, basic sciences unit and ELS. This organizational structure is solely for providing support and motivation; both operating in line with the Guidelines (for example, carrying out QA processes) and producing the self-evaluation reports are responsibilities of academic departments, themselves.

Contents

II. TED UNIVERSITY	5
QUALITY PROCESS.....	5
1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS	6
1.1 - Planning	6
1.2 - Implementation	12
1.3 - Evaluation	13
1.4 - Development.....	14
2. MONITORING PROCESS ON COURSE LEVEL	16
2.1 - Planning	16
2.2 - Implementation	17
2.3 - Evaluation	19
2.4 - Development.....	20
3. STUDENT FEEDBACK PROCESS	22
3.1 - Planning	22
3.2 - Implementation	23
3.3 - Evaluation	24
3.4 - Development.....	24
4. STUDENT CENTERED EDUCATION APPROACH, LEARNING EXPERIENCES OF THE STUDENTS	25
4.1 - Planning	25
4.2 - Implementation	27
4.3 - Assessment	28
4.4 - Development.....	29
5. ENGLISH LANGUAGE SCHOOL PROGRAM.....	30
5.1 - Planning	30
5.2 - Implementation	34
5.3 - Assessment	37
5.4 - Development.....	38
6. APPOINTMENT AND PROMOTION PROCESS.....	39
6.1 - Planning	39
6.2 - Implementation	39
6.3 - Evaluation	40
6.4 - Development.....	41
7. EXPECTATIONS/REQUIREMENTS FROM THE EDUCATION-TRAINING AND SUPPORT-SERVICES STAFF.....	42

7.1 - Planning	42
7.2 - Implementation	43
7.3 - Evaluation	44
7.4 - Development.....	45
8. ENTERING THE UNIVERSITY AND UNDERGRADUATE TRANSFER	46
8.1 - Planning	46
8.2 - Implementation	46
8.3 - Evaluation	47
8.4-Development	47
9. ASSESSMENT OF THE STUDENTS AND THE MONITORING PROCESS OF THEIR SUCCESS	48
9.1 - Planning	48
9.2 - Implementation	49
9.3 - Assessment	50
9.4 - Development.....	50
10. ACADEMIC CONSULTANCY AND GUIDANCE FOR STUDENTS.....	51
10.1 - Planning	51
10.2 - Implementation	53
10.3 - Evaluation	54
10.4-Development	54
11. SERVICES PROVIDED TO STUDENTS	55
11.1 - Planning	55
11.2 - Implementation	57
11.3 - Evaluation	60
11.4 - Development.....	61
12. ADMINISTRATION - STUDENT PARTICIPATION	62
12.1 - Planning	62
12.2 - Implementation	62
12.3 - Evaluation	62
12.4 - Development.....	64
13. SOCIAL AND CULTURAL STUDENT ACTIVITIES	65
13.1 - Planning	65
13.2 - Implementation	65
13.3 - Evaluation	66
13.4 - Development.....	66
14. INFRASTRUCTURE	67

14.1 - Planning	67
14.2 - Implementation	67
14.3 - Evaluation	68
14.4 - Development.....	68
15. RELATIONS WITH THE ALUMNI	69
15.1 - Planning	69
17. RESEARCH OUTCOMES.....	70
17.1 - Planning	70
17.2 - Implementation	70
17.3 - Evaluation	70
17.4 - Development.....	70
18. POSTGRADUATE EDUCATION.....	71
18.1 - Planning	71
22. QUALITY DEVELOPMENT AND ASSURANCE POLICY AND PROCEDURES.....	72
22.1 - Planning	72
22.2 - Implementation	72
22.3 - Evaluation	74
22.4 - Development.....	75
23. TEDU INTERNAL AND EXTERNAL ACCOUNTING SYSTEM.....	76
23.1 - Planning	76
23.2 - Implementation	77
23.3 - Evaluation	77
24. INTER-UNIVERSITY DOCUMENTATION	78
24.1 - Planning	78
25.1 - Planning	80
25.2 - Implementation	81
26. FULL COST SYSTEM.....	82
26.1 - Planning	82
26.2 - Implementation	82

I. TED UNIVERSITY

QUALITY PROCESS

This section explains how the structuring and activities should be executed. This document is used as the “Standards and Guidelines”.

Structure:

All sections comprise of four parts: planning, implementation, evaluation, development

1. **Planning** “how the process should proceed?”
2. **Implementation** “How the process should be executed?”
3. **Evaluation** “Environment, participation, responsibility, assessment”
4. **Development** “How to develop, ameliorate? How to use the feedback in order to develop the quality?”

These four steps complete the quality cycle.

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT

PROCESS

1.1 - Planning

Program Objectives

1. Each program must have well-defined program objectives. These objectives which describe qualities graduates are expected to develop in the few years after their graduation should:

- a) be in line with the vision/mission of the Institution, Faculty, and Department,
- b) be determined taking into account the needs of the program's internal and external stakeholders,
- c) be published in all documents accessible to those who wish to be informed,
- d) be updated regularly in line with the needs of the program's internal and external stakeholders.

Taking into account that the medium of instruction is English, the document should be prepared both in English and Turkish.

Program Learning Outcomes

2. Program learning outcomes are the knowledge, skills and behaviours which the students should have acquired after completing their studied in order for the program to achieve its learning outcomes. These outcomes should comprise general knowledge and skills as well as professional knowledge and skills which conform with the National or European Qualifications Framework. The guidelines in the Appendix 1.6 might be consulted while listing these outcomes. This document has to be prepared both in English and Turkish, taking into consideration that the medium of instruction is English. The aim-outcome relation has to be clearly defined (FORM C).
3. The program outcomes-courses relation should be explained on a matrix (FORM D). These relations can either be weighted or explained only with regards to their accretion value.
4. The evaluation of the program outcomes should also be designed in line with a planning process. This plan (Form G) includes how the students might enhance the learning outcomes, the strategies and courses by which this process will be carried, the visibility criteria of these outcomes, the decisive criteria/indicators, timing and adaption. This planning is essential especially for the general knowledge, skills and qualifications which are not graded through courses.

Curriculum

5. All programs should have a curriculum which promotes the program learning outcomes. This curriculum should comprise 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 specialise according to their own preferences and adopts an integrative education philosophy. Symposiums, learning communities, interdisciplinary studies, capstone experiences, portfolios are encouraged. Research based approaches in the

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

undergraduate education and methods that allow the students to get acquainted with the research process and problems are part of this curriculum.

TED University undergraduate curricula vary between 132-138 credits. The relative weights of undergraduate programs are determined pursuant to the listed principles:

a. Each program comprises one year common core courses, two year major courses and one year minor courses.

b. Each program comprises free electives of at least 6 credits.

c. Each program comprises a language course of at least 3 credits 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.

d. 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).

6. The total credit of the curriculum and the dispersion between its different components must be sustained in case any alterations are made on the curriculum.
7. The curriculum should allow interdisciplinary program arrangements and lateral/vertical transfers.

Courses

8. The courses included in the curriculum should be defined in terms of content and scope. This definition should be included in the University Catalogue and the alterations in professional developments and educational aims should be updated. A profile document (FORM P) should also be prepared for the course which summarizes all the requirements of the Bologna Process.
9. These courses, their definitions, credits and pre-conditions should be published with all their related documents and be accessible for everyone.

9.1 Course Credits

The credits of the courses lectured at the TED University are calculated according to the required face to face contact hours of the course. Credit hour unit is used to quantify the course load. Credit hours reflect the lecturing style, the time spent in the class and the preparation and study hours expected from the students apart from the classroom hours.

Course credits have three components: Theoretical, Application and Laboratory.

Theoretical: In-class course lectured by the instructor.

One theory hours is equivalent to one classroom hour (50 minutes). Two hours of preparation is assumed to be necessary for each theory hour.

One theory hour is equivalent to one course credit hour.

Application: Studio work, teamwork, field work and problem solving hours conducted under

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

the supervision of an instructor.

Two application hours are equivalent to one course credit hour.

Laboratory: Laboratory tests, computer applications, applied classes carried in laboratories and personal conducted under the guidance of an instructor.

Two laboratory hours are equivalent to one course credit hour.

Course credits as used in English:

(C + P + L) Cr

C, P and L correspond respectively to Theory, Application and Laboratory. Cr stands for the total credit hours of the course and is calculated as such:

$$\text{Cr} = C + P/2 + L/2$$

The ECTS values of the courses are indicated next to their credits. AKTS and the course load relation is explained in 1.8. and 5.

9.2 Prerequisites of the courses

Certain prerequisites should be fulfilled for the students to select the courses of the curriculum in the right order. The prerequisites of the courses, their codes, other mentioned courses, semester leaves of the instructors might be defined as an academic term status.

Information on the pre-requisites are clearly indicated on the definitions courses and appears on the catalogue.

9.3 Coding of the courses

A single coding standard is used for all the programs. The standard coding is composed of two main bodies:

a. Department identity code: maximum 4 letters.

Example: MATH : Mathematics; IE: Industrial Engineering

b. Course code: 3 digits

First digit: The academic year of the course

- 1:** Freshmen
- 2:** Sophomores
- 3:** Sophisters
- 4:** Juniors
- 5:** Post Graduate
- 6:** PhD

Second digit: The disciplinary field of the course (according to the department)

Example (Business Administration):0 : Business Management / General

- 1 : Accounting
- 2 : Finance

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

- 3 : Administration, organisation
- 4 : Marketing
- 5 : Production Management
- 6 : Staff Management
- 7 : Strategic Management
- 8 : Management Policies
- 9 : Decision Making

Third digit: Academic semester of the course

- 0 : each semester
- N : odd number / Fall Semester
- N : even number / Spring Semester

Example:

ECON 202 (Economy Principles I)

ECON: Department: Economy

- 2 : Second year (sophomores)
- 0 : General issues
- 2 : (even number) spring semester course

The departmental codes used at TED University are listed below:

Faculty of Education

Faculty of Education	EDU
Department of Elementary Education / Early Childhood Education	ECE
Department of Elementary Education /Primary Education	EGE
Department of Educational Sciences / Guidance and Psychological Counselling	RPD
English Language Education	ELE

Faculty of Economics, Administrative and Social Sciences

Department of Economics	ECON
Department of Business Administration	BA
Department of Political Sciences and International Relations	IR
Department of Psychology	PSY

Faculty of Engineering

Department of Computer Engineering	CMPE
Department of Electrical and Electronics Engineering	EE
Department of Industrial Engineering	IE
Department of Civil Engineering	CE
Department of Mechanical Engineering	ME

Faculty of Architecture

Department of Architecture	ARCH
Department of Industrial Design	ID

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

Common Core Courses

Arts	ART
Biology	BIO
English	ENG
History	HIST
Humanities	HUM
Literature	LIT
Mathematics	MATH
Philosophy	PHIL
Physics	PHYS
Sociology	SOC
Turkish	TUR

9.4 Course based Learning Outcomes

Learning outcomes are the competencies that indicate what a successful student knows and is able to do after having completing the learning activity (course). The Guidelines on Appendix 1.6 can be used while writing these competencies down. It is of high importance that the competency is expressed by a single verb and that it is evaluable. This document has to be prepared both in Turkish and English taking into consideration that the medium of instruction is English.

9.5 Course based Workloads

The workload and credit of each course is determined and announced as 1 ECTS = 25-30 hours. Reporting hours, time needed for readings, project preparation, etc. is included in the workload definition.

9.6 Course based Instruction Strategies, Methods and Techniques

1. The instruction strategies to be used in the implementation of the curriculum should enable the acquisition of the intended knowledge, competencies and behaviours. The necessary instruction-learning methods and learning environments are designed for this.

2. The classroom hours should not only be used for knowledge transfer but also for activities that the student can't do on his/her own, to teach how to learn and encourage. It is essential to canalize the students to do research and make use of the library and computers. The student might practice the things he/she can perform without guidance at the library, laboratory or at home on his/her own: reading, re-reading, summarizing, etc. Variations on these two main principles might be done in two specific cases:

- i. In some cases, it might be inevitable to spend a part of the classroom hour to knowledge transfer (maths, physics). However even in this case, the whole classroom time should not be designated to lecturing.

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

- ii. On the first year, the learning habits of the students gained at high school level might complicate the implementation of this main principle. Therefore on the first years of the undergraduate education classroom hours might be mostly spared to knowledge transfer; while on the following years other recommended studies should be the focal point.

3. It is essential to transform the learning habits of the students who are generally instructed with conventional lecturing methods in the high school years. Moreover, the freshmen usually don't have the habit of conducting independent research, reporting or preparing and presenting term papers. This habit should be thought right from the beginning of the undergraduate education and the number of papers, research and presentation expected from the students should be gradually increased.

9.7 Evaluation of the courses

Performance evaluation, grading principles and methods are determined and announced in detail. Each learning outcome, especially the generic ones should be included in the evaluation process. The details about evaluation are listed in section 9.

9.8 The “Profile” Inventory of the Courses

The courses in the curriculum, their definitions, credits and prerequisite should be published and be accessible to everyone who wishes to be informed. All the information concerning a department's courses should be published on the webpage of the department in the format given below (FORM **P**) or any other format which is accessible and visible. This document has to be prepared both in Turkish and English taking into consideration that the medium of instruction is English.

10. In case the curriculum comprises an internship program, the content and principles of the internship should be defined and the success of the program should be evaluated. Details concerning the internship programs are covered in section 11.

11. Participation of the stakeholders

All the internal and external stakeholders should participate the curriculum development process. Especially the external stakeholder participation which is rather difficult to maintain, should be carefully planned. The departmental advisory committees (whose definition and functions are explained below) might enable this participation.

Department Advisory Committee

Aim

- Develop and maintain the relationship between the respective occupational community and program/department,
- Enable the participation of the faculty members, students and professionals in the program's

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

educational objectives and the content of the courses.

Structure

The committee has 5-10 members. These members are selected by means of a member selection study within the Department and the members carry out their duties for 3 years (except the student representatives). At the end of this period, the same member can be reassigned.

The members:

- Student,
- Alumni,
- Faculty Members (internal and external)
- Representatives from different fields of the occupation
- Head of the Department

It is essential that one third of the committee is composed of non-academics and that the student representative is present.

Functioning and Duties:

The meetings are held annually or biannually and can be repeated in case of necessity. Head of the Department is the reporter member of the committee. The chairperson and vice chairman are elected by the committee.

The committee consults on the planning, development and implementation of the Department's programs, taking into consideration the requirements of the occupational community and the available resources of the department. The committee members are expected to comment and feedback especially on the matters listed below:

- Training of the students in line with the requirements of the occupational community,
- Duties of the Department in this respect and the institution's means of realisation,
- Program's educational objectives, structure and amendments on the curriculum,
- Policy making about student admission, counselling and graduation.

1.2 - Implementation

Objectives, Outcomes and Curriculum

1. The proposals about the amendments to be made on the curriculum are assessed by the department committee on the request of the Head of the Department and are submitted to the Senate. The topic is submitted to the Curriculum Commission and Procedures and Principles Commission before it is considered by the Senate. For the alterations which effect other programs, respective units are consulted. For the service courses demanded from other disciplines, cooperation with respective faculties is needed. Student presence in the Department, Faculty and Senate meetings is obligatory. It is the responsibility of the Head of Department that all the stakeholders are consulted for exclusive alterations.

Courses

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

2. Individual course formation does not need to be assessed by the Curriculum Commission; it is assessed by the Senate following the assessment of Procedures and Principles Commission. All the details about the recommended courses (learning outcomes, student workload, evaluation methods, etc) is included in the proposal. Provisional courses or the pilot courses are coded as 493-498 under “Special Considerations”. They receive a private code when they are definitive.
3. The principles for writing the course content which will be included in the Catalogue (Curriculum):
 - a) Summarizes the content of the course. The details can be explained under “Extended Course Content”.
 - b) It is composed of a syntax separated by commas or semicolons; not of sentences or clauses.
 - c) Each wording is like a subheading.
 - d) Abbreviations might be used providing that the original version is given when it first appears.
 - e) Parenthesis is used only to indicate the abbreviations.
 - f) Colon can be used.

1.3 - Evaluation

Program’s Learning Objectives

1. An evaluation system which will be used to define and document that the success of the program’s learning objectives should be established and functioning. The success of the learning objectives should be proved by means of this system.
2. In order to monitor the success of the learning objectives of the program, the alumni should be tracked, issues like the time spent for being employed, their starting positions, wages, the difficulties they face in the first couple of years should be evaluated. Rates of orientation to professional life, graduate study and other fields of the graduates should be identified and examined.
3. Employee/manager surveys, experienced graduate surveys, advisory board analysis, meetings with the offices mostly preferred by the graduates, success analysis of the graduates who continue their education might also be periodically used in the evaluation process.

Program Outcomes

4. An evaluation system which will be used to define and document the success of program outcomes should be set and functioning.
5. Programs should prove with solid evidence that the students to graduate have developed all the inquired program outcomes. Surveys, interviews, portfolios and similar methods are applied systematically with a planning (FORM G) that includes the parts and timing of this mechanism. The summary of the data, the number of the people involved, how this data is interpreted by the academic staff and the comparison with the previous situation is indicated.

Curriculum

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

6. The success of the Curriculum is evaluated by means of examinations like ALES or “Fundamentals of Engineering”, graduate surveys, employer surveys or employment/continuation of education. Each department defines and announces its own methods.

1.4 - Development

Objectives and Outcomes

1. There should be a sustained and systematic improvement plan which will develop the program’s learning objectives and outcomes in line with the institutional strategic plans.
2. The improvement plan may include steps like alterations on the outcomes, methods (curriculum or the education model), outcomes evaluation methods, the criteria/indicators used in the evaluation process or improvement of the data gathering techniques.

Curriculum

3. The curriculum should be revised in a manner a balanced manner so as to reflect the global developments and novelties of the discipline but not to create major alterations over the course of a student group education period.
4. The amendments to be conducted, with the exception of immediate ones, should be enacted during the periods when the programs educational objectives and the curriculum are updated in line with the necessities of all the stakeholders. The amendments should not provoke academic and administrative problems.
5. Each department prepares a Department Self-Evaluation Report (Appendix 2.2) which is later included in the University Annual Self-Evaluation Report and submits it to the Academic Evaluation and Quality Development Committee. The Department Self-Evaluation Report is prepared in February and evaluates the previous academic year (The Personal Academic Activity Report [Appendix 2.1] which refers to the Assignment and Promotion process mentioned in section 6.2 should be prepared in January and is expected to be the basis of the Department Self-Evaluation Report). The profiles of the department staff found on the TEDU web site are also updated during the preparation process of the Department Self-Evaluation Report.

The Department Reports are evaluated by the Academic Evaluation and Quality Development Committee and an evaluation and development report is submitted to the Senate. This report should include the below mentioned elements for each program:

- Positive and negative deviations from the above mentioned processes and objectives,
- The alternative program development proposals made by the Department and the Academic Evaluation and Quality Development Committee based on these deviations,
- Development proposals based on the revision of education objectives in line with occupational developments and the requirements of program’s stakeholders,

1. OBJECTIVES, OUTCOMES AND CURRICULUM DEVELOPMENT PROCESS

- The development proposals of different persons, groups or institutions on the assessment and evaluation process (if any),
- The amendments which has to be done in line with the University/Faculty mission amendments which occur during the academic term (if any),
- The amendments which have to be done in line with the Higher Education Regulation amendments which occur during the academic term (if any).

These proposals are evaluated by the Senate and for the amendments to be enacted, the above mentioned curriculum development process should be re-operated and required regulations are made.

2. MONITORING PROCESS ON COURSE LEVEL

2.1 - Planning

1. The Course Profile is prepared by the Department by taking into consideration the objectives and outputs of the diploma programme and include (FORM P):

- i. The code, academic term, credit, language, type and prerequisites and schedule of the course, implementation and laboratory practice,
- ii. The context, aim, relation with other courses of the curriculum and knowledge and skills to be developed (learning outcomes),
- iii. Learning/teaching methods to be used in the course (reports, projects / portfolios, presentations, active preparation, research, discussion, observation, etc.)
- iv. Design-synthesis component of the course (if any), computer competency level,
- v. Listing of the course load for students (ECTS)
- vi. Compulsory course book (if any) and other resources,
- vii. Assignments, projects, examinations, laboratory practices and general outlines of the evaluation system,
- viii. Knowledge and skills relationship to be acquired from the course's diploma programme

2. Faculty member responsible of the course prepares the syllabus taking into consideration the above mentioned factors and informs the students about the objectives, criteria of success and other issues concerning the course by publishing the syllabus on the webpage or by handouts distributed on the first lecture. This document is obliged to include the above mentioned first seven articles defined and included in the course profile by the Department. In order to achieve the objectives of the course, the faculty member should not make adjustments in the definitions of this profile. Mandatory changes and adjustments have to be notified in written to the Department and can only be enacted after being approved. The syllabus should be prepared in English taking into consideration that the medium of instruction is English.

In addition to above mentioned seven articles, the faculty member includes the information which represents his/her own approach (Appendix 1.2):

- Section Code of the course
- Name, office number of the faculty member, student meeting hours, etc,
- Academic term, lecture room and hours of the course,
- Details about assignments, projects, examinations, laboratory practices,
- Name and office number of the assistant lecturer (if any),
- Weekly/hourly schedule of the content of the course,
- Reading material: compulsory and advised list of readings and reading calendar,
- Other information which the faculty member considers necessary about the evaluation system of the course (mid-terms and their weight, assignments and their weight,

2. MONITORING PROCESS ON COURSE LEVEL

preparation and submission principals of the assignments, compulsory attendance, finals and their weight, mid-term exam compensation politics, actions to be taken in the event of violation of academic honesty),

- Management chart of all the learning outcomes,
- Announcement of the day/week of the course evaluation surveys,
- Academic honesty, professional ethics reminder.

3. Weekly Course Schedule

- Courses to begin: Courses to begin each academic term, their faculty members, course dates, hours and locations are assigned and announced by the Administrative Committee of the University. The university targets to limit the number of students by 30. In the undergraduate programmes elective courses begin with a minimum of 10 students. The minimum number of students for the first and the second year service courses is 15.
- The courses are planned as 50 minute lectures with a minimum 10 minutes recreation time following each course on the first five days of the week. In case of lack of classroom, the lectures may take place on Saturdays. When programming and classroom facilities are suitable, it is possible to carry out the lectures with 3 credits as 75 minute courses on separate days.
- The courses may be planned as 1+1+1, 1+2, 1,5+1,5 or 2+1. It is not allowed to carry block classes (3 hours a day) without ordinance from the Administrative Committee of the University. Laboratory practice and implementation sessions are not subject to these rules. Concerning the courses lectured by hourly paid lecturers, these criteria may alter according to the decision of the administrative committee.

2.2 - Implementation

1. The syllabus of the course is prepared by the faculty member in line with the information given on the course profile. This document is handed out to students on the first lecture; all information concerning the objectives of the course, learning outcomes, its content, evaluation system and other necessary information is explained to students and questions are answered. According to the feedback from the students, adjustments on the implementation details (if needed) are made in a week and the Head of the Department is informed of these adjustments. The final syllabus is of a contractual nature between the faculty member and the student and is accessible on the webpage of the lecture until the end of the academic term.

Minor adjustments which do not contradict with the information on the course profile can be made on the syllabus upon the proposition of the faculty member with the approval of all the students and within the knowledge of the Head of Department. The faculty member is responsible to the Head of Department for the exact implementation of the Syllabus.

The syllabus of the courses with multiple sections should maintain the same operational articles.

2. MONITORING PROCESS ON COURSE LEVEL

It is of special importance that the projects of a project course and the learning outcomes of that project course are compatible. That is to say, the implemented project has to be in line with the outcomes of the course. This compatibility should be stressed in the syllabus.

2. The scheduling of the course is prepared by the help of a software and the demands of the permanent faculty members cannot be compelling. The courses of small groups can be assigned (TBA) later.

The days, hours and location of the announced schedules cannot be altered by the faculty members. In obligatory situations, request of amendment is informed to the Dean's Office and if the Dean approves, it is executed by the Student Affairs Office and is announced to those concerned. Extracting or adding courses from an announced schedule is also subject to the same process and the approval of the Administrative Committee.

3. The faculty member is expected to fulfil the below mentioned duties during the implementation of the course:

- Assigning the students each week with assignments, projects and mid-term projects apart from the lecture, in line with the ECTS hours,
- Informing the Department about the important events and obligatory amendments which are not included in the original planning,
- Preparing the additional questions to be added in the evaluation survey on time,
- Reminding students the deadline of the student surveys,
- Taking the necessary precautions to hinder cheating in the student assignments,
- In case of cheating in the examinations, gathering all the evidence and informing it to the Dean's Office by means of a written exam record.

4. Assessment of the Student Performance and the Grades

a. Examinations:

- The performance of the students can only be assessed by the faculty members assigned for that lecture by TEDU authorities. Especially the mid-term/final examinations cannot be assessed and evaluated by anyone other than this assigned faculty member.
- All the assessment material used in evaluating the student performance during the academic term has to be evaluated in maximum two weeks. In any event, mid-term performance evaluations have to be informed to students before the final examinations. The dead-line for announcing the results for mid-term examinations is 72 hours and 96 hours for service courses. The results have to be entered in the system in the following 24 hours.
- Mid-term examination schedules should not cause excessive loss of time in the lecture hours. It is undesirable to spare an entire week in the academic calendar for mid-term exams. This practice causes loss of at least three hours for each lecture and limits the number of mid-term exams with one for all courses. TED University pays attention to maintaining a continuous character of the student assessments. The details are included in the 9th chapter.

2. MONITORING PROCESS ON COURSE LEVEL

- Mid-term exams take place on the announced date and hour on the syllabus (hours may differ for service courses). In the lack of physical capacity of the classrooms, the Department and the Student Affairs Office should be informed in time for an alternative classroom to be provided.
- If the student has more than two exams on the same day, he/she has the right to inform the faculty member in advance and not attend to the exam. In this case, mid-term examination compensation rules apply to this student.
- The answers and the grading key are provided to students after the examination. All the exam papers are shown to the student with the final grade. Evaluated assignments are handed back to students. Exam papers are restored in line with the related regulations.

b. Other means of Assessment

- Some of the learning outcomes might be assessed by different means other than exams, assignments or projects. The information about these methods is included in the Syllabus prepared by the faculty member. Surveys, interviews, focus groups or portfolios can be used especially for general skills (transferable, generic competencies). The whole process and the related documents have to be well defined and transparent.

2.3 - Evaluation

1. TED University runs a Faculty Member and Lecture Evaluation Survey (Student Questionnaire, Appendix 1.10) at the end of the academic session. Optic forms or online surveys might be used. When optic forms are used, all the questionnaires should be handed to the Student Affairs Office before the mid-term exams start. The results obtained from the optical reader or the management information systems are handed to the faculty member once the mid-term exam results are announced. In addition, the results of the department are presented to the Head of Department and all the results of the faculty to the Dean's Office and in global to the Rectorate. Student questionnaires are centrally prepared. The faculty member of the course is responsible with the fulfilment of the survey but cannot interfere the completion process. The Head of the Department is responsible of the compliance of this system especially for hourly paid lecturers.
2. Surveys on the outcomes of the course (see 3rd chapter: Student Feedback Process) and the performance levels indicated by the grades/projects/implementations are used as means of evaluation by the related faculty member.
3. Evaluation of the Course by the Faculty Members is fulfilled by participation of all the faculty lecturers teaching the same section in a week following the termination of the courses and the completion of the student questionnaires. The results are presented to the related Department (for details see Appendix 1.4: "Instructor's Course Assessment"). The Course Assessment is prepared in English. This document is expected to evaluate the faculty member and course evaluation surveys, include the grade dispersion that reflects the success level of students, positive and negative aspects experienced during the academic term and recommendations for

the future development of the lecture.

4. The Head of the Department keeps the record of an individual “Course File” for all the courses under its coordination and all the above mentioned evaluations concerning the lectures are archived in this file.

2.4 - Development

1. The development on course level is made on the first weeks following the termination of the academic term. Student representative and the faculty member(s) of the course are invited to the first evaluation meeting organized by the department council. It is of special importance that the student representative participates the meeting and make active contribution. In order to realise this meeting all the below mentioned documents have to be prepared under the responsibility of the head of the department:
 - The course file kept by the department,
 - Student survey results (Appendix 1.10),
 - Course evaluation form (Appendix 1.4),
 - Grades and dispersion,

At this meeting the course file and each course is evaluated taking into consideration the past implementations. A standard Department’s Course Evaluation Form (Appendix 1.5) is prepared and submitted to the Department. This document is expected to include the evaluations of the “Student Surveys” and the “Instructor’s Course Assessment” and address the recommendations for the future development of the course. The document should include:

- The general success of the course (excellent, convenient or “should be developed”),
 - Exemplary practices,
 - Points to be developed,
 - Ameliorations adopted by the department,
 - Other comments from the lecturers or students that may be of use.
2. Evaluations fulfilled for each course are addressed at the second department meeting participated by the student representative and implementations of the past academic term are globally examined. The common ameliorations under the authority of the department are discussed and defined.

The approved ameliorations are categorized according to the related operating structure (Department, Dean’s Office, the Senate) and recorded. The necessary adjustments are presented to the approval of the Dean/Head of the Institute and the document includes the summary of the Department’s evaluation. The courses that need further development are directly attached to the Department’s Course Evaluation Report.

2. MONITORING PROCESS ON COURSE LEVEL

3. The Deans compound these reports coming from different departments, add their personal opinions and put them on the agenda of the Faculty Committee. Here, the ameliorations which are under the authority of the Faculty are concluded. The ameliorations to be done by the Faculty are presented to the approval of the Rectorate and others are reported for the assessment of higher commissions.
4. The academic activities of the terminated academic term (autumn, spring and summer terms) are considered by the Senate after the evaluation meetings held at the departments (number of courses, students, permanent/hourly paid lecturers, size of the classes, grade point averages, assessments, student surveys, etc). The recommendations are taken into consideration and directions for the necessary adjustments are given. It is obligatory to inform the related subunits on the positive and negative decisions about the recommendations made.

3. STUDENT FEEDBACK PROCESS

3.1 - Planning

1. Program Outcomes: Departments endeavour to designate the success level of program/learning outcomes by means of graduate surveys, graduation interviews and focus group meetings. Graduate survey forms, interview and focus group procedures are present.
2. Courses and Learning Outcomes of the Courses: The departments prepare the necessary survey forms to evaluate the generic learning outcomes of the course which cannot be evaluated by exams or other assessment tools, upon the proposal of the responsible faculty member. The questioning of other issues concerning the course may be attached to this survey by the respective faculty member.
3. Evaluation of the Instructor and the Education (Appendix 1.10): The centrally prepared Instructor and Course Evaluation Form (1.10) which reflects the general approach of the university is used in the evaluation of the instructor and the general education level of the course. It is completed at the end of each academic term within the periods mentioned on the academic calendar. The form is present both in Turkish and English taking into consideration that the instrument of instruction is English with the exception of Graduate Programs held in Turkish.
4. Student Workloads: The workload of each course is announced to students on the course profiles. The conformity of this workload and the actual number of hours used by the students may be indicated in the learning outcomes survey on the 2nd paragraph or be tackled separately.
5. Academic Advising: A survey is filled at the beginning of each academic term in order to evaluate the efficiency, success, gaps and the necessary improvements of the academic advising system (FORM ADVISE).
6. The Participation of the Students to Academic Councils: Student representatives participate actively to the Senate, University Executive Board and University, Faculty and Department commissions.
7. Student Council Annual Report: The Student Council prepares a comprehensive report of its activities at the end of its operating cycle and lists the experiences to be handed to the next council.
8. Student Satisfaction: At the end of each calendar year, a survey is held which evaluates the satisfaction level of the students about the general functioning. The results of this survey are open to the TED Community on the Portal.
9. Student Welcome/Senior Surveys: The “Welcome Survey” records the admission conditions of the new students of TED University. The “Senior Survey” aims to evaluate the added value.

3.2 - Implementation

1. Program Outcomes: If the Departments choose to use the student feedbacks (FORM G) as a means of evaluating the program outcomes (these would be generic learning outcomes) they prepare the senior surveys, graduation interviews, focus group forms and procedures they need. This preparation process, informing the senior/graduate students and the operation of the feedback process is under the responsibility of the Head of The Department. The related documents are announced on the website. It is important that the process has an institutional character. Collection of the data obtained under the program outcomes file is the responsibility of the Head of The Department.
2. Courses and the Learning Outcomes of the Courses: The survey questions which will evaluate the generic learning outcomes of the course which are not assessed by examinations or other assessment methods are prepared upon the request of the instructor of the course by the department during the designing phase of the course. The questions about the student workloads might be included in this survey. The conformity of the workloads may also be evaluated by asking a random student group to keep a diary on certain days of the week. The instructor of the course of the same academic term may add questions to the survey in order to question different aspects of the course. The learning outcomes to be evaluated by the survey are shared with the students via Syllabus. The collection of the data obtained under the department file is the responsibility of the Head of the Department.
3. Instructor and Course Evaluation: Instructor and Course Evaluation Survey optic/online form is held ready by the Quality Assurance Unit. The questions of this survey is approved by the Senate (Appendix 1.10: Instructor and Course Evaluation Form). The survey is conducted by the assistance of the Quality Assurance Unit on the dates indicated on the Academic Calendar. The instructor of the course is responsible for the execution of the survey but he leaves the classroom as soon as the survey starts. It is the responsibility of the Head of the Department to keep the part-time faculty members in pace with the applied system. The respective instructor submits the completed surveys to the Quality Assurance Unit. The online announcement of the results and informing the departments with the relevant information are the responsibility of the Quality Assurance Unit. The announcement of the results to the students is carried by the Rectorate.
4. Academic Advising: The content of the academic advising survey is approved by the Senate. The execution of the survey and sharing of the results is carried by the Student representation unit. The survey is conducted within the month following the spring/fall registrations and the results are submitted to the Rectorate, announced on the website and informed to the advisors.
5. The Participation of the Students to Academic Councils: The students contribute directly to the decision making process by participating all the meetings and stating their ideas even if they don't have the right to vote in the council meetings.
6. Student Council Annual Report: Before the election period begins, the head of the council submits the annual report to the Rectorate and the report is published on the website.

3.3 - Evaluation

1. Program Outcomes: The verification of the program outcomes is made by making use of all the data obtained from various sources. The verification of the program outcomes are discussed and documented in committee meetings by making use of the program outcomes file of the departments.
2. Learning Outcomes of the Courses: The verification of the level of learning outcomes of the course is evaluated by all the faculty members instructing the different units of the course. Data coming from different sources are evaluated within the two weeks following the end of courses and examinations. This evaluation (“Instructor’s Course Assessment” Form, Appendix 1.4) is expected to comment the results of the Instructor and Course Evaluation Survey and should cover the experiences gained during the academic term and recommendations for the future.
3. Academic Advising: Advising survey results are conveyed to all of the advisors by the Rectorate; within the following month, before the registrations kick off the results are discussed in the Department committee and documented.
4. Student Council Annual Report: After the elections and the formation of the new council, previous and newly elected council presidents are invited to a Senate meeting where the report is discussed. The efficacy of the students in the councils and commissions are also discussed in detail.

3.4 - Development

1. Program and Course Outcomes: The curriculum, courses, teaching and learning methods, academic staff capacity are developed within the scope of the “consistent and systematic development plan” which is defined during the curriculum preparation process. Necessary regulations are made on the tasks and the distribution of tasks for academic advising, in order to enhance the satisfaction. All the improvements are reflected in the Department Self-Assessment reports (Appendix 2.2) which will be included in the TEDU Annual Self-Assessment Report.
2. Student Council Annual Report: The report and the decisions concerning the report defined by the Senate are conveyed to respective units to be reflected upon and improved. Departments include their related studies in the Department Self-Assessment report (Appendix 2.2).

The necessary improvements on the Student Feedback methods are also determined and enacted by respective units.

4. STUDENT CENTERED EDUCATION APPROACH, LEARNING EXPERIENCES OF THE STUDENTS

4.1 - Planning

Student centered education is based on defining the learning outcomes. The conventional “income” oriented approaches focus on the duration of education and resources, whereas “outcome” oriented approaches focus on what students learn, their performance and skills on the level of graduation.

Learning outcomes approach is an approach where the activities move from the “instructor” to the “learner”. The role of the instructor is no more central but has a ‘facilitating’ or ‘guiding’ nature. Learning is not restricted within the classroom, it continues outside the classroom without the presence of the instructor. Therefore new teaching/learning methods and efficient learning environments are adopted. New and interactive approaches like problem based learning, active learning, learning by doing and experimenting and e-learning are promoted and the faculty are encouraged to use information technologies.

The curriculum is learner oriented and focuses on using the learning outcomes, adopting proper teaching strategies, fostering the individual learning and designing appropriate assessment mechanisms.

The curriculum which is based on the liberal education approach of TED University, has an integrative structure which comprises cognitive skills, includes components of science, social sciences, arts and aesthetics, emphasizes the cross-cultural differences and social responsibilities.

Liberal education, starting from the need to learn for self development, is free from traditions, conventional doctrines (for example, dogmas), prejudice and ideologies. Liberal education is an education philosophy which aims to create free individuals who can produce ideas with a personal understanding of the universe and culture; comprehends his place in the social and the physical world in order to judge the results of his/her actions; thinks independently instead of accepting the authority and the traditions; has strong ethical values and endowed with the consciousness of serving the society. The education should allow learning in different cultural, natural and physical fields, apart from the main field of education. These programs should be designed and structured in a way which promotes intellectual and practical skills like inquiry and analysis, critical and creative thinking, written and oral communication, quantitative and information literacy, group work and problem solving. The education should not be restricted a single field and it should be applicable in all kinds of higher education institutions.

The core of liberal education is integrative learning principle. In integrative learning the courses are not perceived as independent credit packages. Instead, integrative learning allows students to comprehend the relation of the courses with each other and the real world, develop a generic point of view and acquire the ability to adopt this into their fundamental judgements and decisions. It enables students to realise the interdisciplinary connections and relate their own experiences with the fields they specialize in. The general implementation method makes use of the knowledge and analytical skills in solving complicated problems and the student learns by means of the resulting

4. STUDENT-CENTERED APPROACHES IN HIGHER EDUCATION

context. The faculty members and other operating agents of the university should collaborate to maintain an intellectual integrity between the essential outcomes and the implementation of the programs in order to create the proper learning opportunities. Seminars for the freshmen, learning communities, interdisciplinary studies, portfolios and self-assessments are some of the examples to these methods.

Student (learner) centered education approach transforms the role of the faculty members in education. The conventional role of the faculty members is to transfer knowledge and to assess it. Whereas in student centered education, the instructors are expected to understand the living space of the students and the experiences they gain in those spaces. The learning outcomes of each course are defined according to this understanding. Learning outcomes form the basis of teaching approaches and techniques and assessment strategies.

In student centered approach the faculty members encourage their students to ask questions, formulate their own ideas and draw conclusions and they play the role of guide who discovers/researches together with the students. The duty of the students is not to perceive the world from their instructor's point of view but to create their original perspectives. Learning environments designed in line with the student centered approach, requires the individuals to take on more responsibility throughout the learning process because the cognitive construction of the elements to be apprehended are created by the learner himself. Thus the learning environments allow the individual to interact more with his surrounding and make it possible to have an affluent life.

The principles of student centered learning environments can be listed as such: ensuring experience in the process of knowledge construction; ensuring experience in evaluating from different perspectives; ensuring learning about contents related with real life; ensuring that the students are active and adoptive in the learning process; encouraging students to express themselves in different manners; creating self-awareness on the process of knowledge construction; ensuring the development of reflection skills; maintaining the integration of education and assessment; enabling flexibility about the learning preferences of the students. About this last principle, TED University offers the opportunity to select elective courses up to %35.

We know that most people learn:

- % 10 of what they read
- %20 of what they hear
- %30 of what they see
- %50 of what they both see and hear
- %70 of what they discuss with other people
- %80 of what they both do and use in real life
- % 90 of what they teach to other people.

In TEDU the faculty members are expected to move away from the “come to the class – listen – take notes – read – reflect the acquired knowledge to the exams approach” and adopt an approach in which they set procedural rules to manage the learning, allow eye contact, be clear about the sound-image-board content and relate the knowledge to the present and the real life by use of a range of strategies, renders learning into a social activity and exceed the limitation of time and

space.

The students who are used to conventional teaching environments should be informed regularly about the student centered education right from their first day in the university.

As a principle, each faculty member makes planning which enables the usage of student centered education methods. The principles defined in the “Objectives, Outcomes and Curriculum Development of the Program” process are taken as the basis (9.6 Teaching-Learning Strategies on Course Level).

4.2 - Implementation

The implementation of the learning outcomes is included in the “1. Objectives, Outcomes and Curriculum Development Process of the Program” section and “2. Monitoring on Course Level” section of this document.

The faculty member assists the students to get to know each other and acquire consciousness on social inclusion and learning community. The responsibilities of the students are reminded in the beginning of the course. The faculty member also explains the elements of the syllabus (objectives of the course, student outcomes, structure of the course, assignments, expectations), discusses these aspects with the students and makes sure they are well understood.

In TEDU the faculty members use active and interactive methods. The activities carried and the participation of the students, increase the concentration and motivation of the students and stimulate sound learning. Therefore,

- the activities directed by the instructor (lecturing, studio work, presentation, inquiry, brainstorming, seminars...),
- the activities directed by the learner (buzz groups, jigsaw, reciprocal questioning, presentations, project teams...),
- autonomous activities (note taking, supplementary reading, usage of concept maps, reflection, reconsideration...)

are selected and applied in line with the discipline and the character of the instructor.

As active learning strategies, apart from the course:

- independent projects,
- peer mentoring
- debates,
- field trips,
- computer aided learning,
- article writing,
- portfolio development

Within the course:

- Opening question
- Pyramids/snowballing

4. STUDENT-CENTERED APPROACHES IN HIGHER EDUCATION

- Focused listing
- Brainstorming
- Quizzes
- Role play
- “The blank slide!”
- Think-pair-share
- Quick Thinks (compare & contrast, muddiest point, paraphrase the idea, correct the error,..)
- Question and answer pairs
- Two minute paper
- ‘One last question...’
- One final question

techniques are practiced.

The Faculty Development Program provides the opportunity for self development to the faculty in line with the institution’s educational policies. The development programs include trainings about new teaching-learning methods, pedagogical formation, IT technologies, Student Placement Examination applications, inclusion of research on undergraduate level, integration of learning outcomes/teaching strategies/assessment methods, improvement by making use of reflection and feedback. The Center of Teaching and Learning (CTL) gives institutional support to this process, organizes workshops, offers personal consultancy and accelerates the process by sharing the related videos, written documents and research results.

The evaluation methods of the results of the learning process and its results is included in the “9. Student Assessment Process” section of this document.

4.3 - Assessment

More courses and faculty members are monitored each semester in respect to the adaptation of the new system. The indicators of this monitoring practice are:

- Student ratings
- Peer ratings
- Peer observations
- Self-evaluation
- Videos
- Student interviews
- Exit and Alumni ratings
- Employer ratings
- Administrator ratings
- Teaching scholarship
- Teaching awards
- Learning outcome measures
- Teaching portfolios

4. STUDENT-CENTERED APPROACHES IN HIGHER EDUCATION

Feedback mechanisms of 'student centered/high quality education' can be monitored by means of student surveys during the course of education and by exit reviews and feedbacks from the business world. Each department decides independently the selection and application of these feedback mechanisms. Maintaining the performance of student centered approaches and adaptation by all the faculty members is under the responsibility of the head of the department.

Effectiveness and problems of dissertation/undergraduate thesis applications are evaluated by the department and included in the annual activity reports.

External evaluator usage is encouraged. The inclusion of this process to strategic planning and annual action plans and the necessary preparations to be made are requested from the Rectorate in the form of department-faculty reviews.

Faculty Development Program and the activities of CTL may be evaluated in comparison with the progress in the courses or directly with post-activity surveys, focus groups and interviews.

Educational part of the Performance Evaluation which constitutes the basis to for wage increase has to be in line with the evaluation methods in this section.

4.4 - Development

It is the responsibility of CTL to make proposals on the evaluation and development of the activities in the scope of the Faculty Development Program and the realisation of these proposals is the responsibility of the Rectorate.

Efficiency of the student centered/high quality education, is put on the agenda, discussed and adopted once the assessment and evaluation of the development and improvement mechanisms begin operating.

5. ENGLISH LANGUAGE SCHOOL PROGRAM

5.1 - Planning

The Objective of the English Language School Program

The mission of the English Language School (ELS) at TED University is to provide high quality language instruction, to help students improve their language awareness and knowledge. This will prepare the students with the necessary English language skills in order for them to be able to pursue their undergraduate studies. The students will be able to understand spoken English, comprehend reading material, and express their ideas in English in writing and in speaking. In addition, courses focusing on academic reading and writing skills are offered to help students along as they go through their major studies.

The Language School also supports the courses which will reinforce the reading and writing skills of the students who successfully complete the English Language School and start their undergraduate studies in their departments.

Learning Outcomes

The students who successfully complete the TEDU English Language School will be able to;

1. to understand the courses, texts and dialogues and take notes that reflect the main themes and details separately,
2. to summarize the courses they follow by making use of the notes they take,
3. to evaluate the courses, texts and dialogues and ask/answer questions about these,
4. to understand the central ideas of reading texts and summarize them,
5. to apprehend critically the texts they read or dialogues they hear and summarize/synthesize these using their own wording,
6. to express their own ideas making use of various grammar structures with an extensive vocabulary,
7. to have academic and social conversations.

Educational Approach and Principles

The English Language School adopts a curriculum which integrates “reconstructive” and “progressive” approaches and a student centered educational philosophy. Concordantly, ELS supports the development of individuals and the society in general; aims to reach the intended outcomes/level in line with the plans and objectives. Moreover, it supports life-long learning and development, encourages critical thinking, takes into consideration the progress made by the students in the course of education and values the interests, learning styles and personal differences of the students.

ELS, as the first unit where students become acquainted with the university, reflects the vision and principles of the institution correctly and inholds the different teaching principles and processes which the language teaching necessitates. The major difference of this sort is the interactive education where the group works, activities and communication. Another specific

difference is our belief in a system in which the instructors “coach” the students and guide them on the independent studies. Such a system will enhance the development of the students.

An important component of the curriculum is the social involvement projects and co-curricular activities. These activities create social awareness and help the students to become responsible individuals. Co-curricular activities also provide opportunities to practice the language by means of clubs, competitions and activities.

Level definitions

English Language School focuses on reading, listening, speaking and writing skills. In order to improve these skills, the level of difficulty of the used material is increased gradually.

LEVEL ONE - BEGINNER - ENG 001

By the end of this level the student will be able to;

- use the basic grammar structures and common vocabulary of this level,
- read elementary reading texts of 200-600 words and answer questions on the general message, main theme and sub-ideas of the text both orally and in written,
- understand short, simple dialogues and understand their central topics, basic expressions and vocabulary used in order to answer related questions both orally and in written,
- compose short sentences using the grammar structures and basic vocabulary and write short/simple texts of 100-200 words,
- interact by using simple sentences and participate in 1-2 minute conversations,
- ask simple questions and answer simple questions,
- express his/her ideas on various topics with simple sentences.

LEVEL TWO- INTERMEDIATE – ENG 002

By the end of this level the student will be able to;

- compose sentences by using the grammar structures and vocabulary of the level instructed,
- read longer texts of 600-1000 words, distinguish the knowledge and ideas, answer questions about the attitude, objectives and opinions of the writer,
- take notes on the central topics and details of listening passages of 3-8 minutes,
- write compositions of 250-300 which promote his/her ideas with detailed information,
- orally express and explain his/her ideas in short discussions or daily conversations.

LEVEL THREE - ADVANCED - ENG 003

By the end of this level the student will be able to,

- adopt advanced level grammar use and enhance his/her vocabulary, thus compose complex sentences using phrasal verbs,
- comprehend long and complex texts of 1000-1500 words and answer questions which requires further analysis, different perspectives and the ability to read between the lines,
- interpret different views of various writers and synthesize these perspectives both orally and in written,
- follow 15 minute daily or academic speeches and take categorized notes, express his/her own ideas about the subject both orally and in written,

- write compositions of 350-500 words,
- defend his/her opinions orally on various platforms.

Co-curriculum Activities

1. Activities that promote independent study

The students are encouraged to participate in non-classroom activities. English Language School provides extra sources in the below mentioned areas:

LISTENING MATERIAL (cd's, songs, listening passages from the web, original recordings)

VIDEO MATERIAL (dvd's, web videos, recordings of IDO),

MEDIA (television, radio, newspapers, journals, magazines, internet material, web-based material of textbooks),

RECOMMENDED LINKS (a list of useful web sites for all levels are provided to students for promoting their skills),

LITERATURE (poems, short stories, staged reading texts),

EXTRA STUDY MATERIAL (extra exercises which will promote our objectives in order to fluently implement the curriculum).

The students have access to resource materials like dictionaries and journals.

2. Co-curriculum activities

All the students are encouraged to participate activities organized by clubs like the speaking club, cinema club. In addition debates, vocabulary competitions, composition competitions and discussion groups can be organized.

Faculty Profile

ELS faculty members are selected from academicians who have successfully completed the undergraduate programs of English Language departments. They might be experienced instructors coming from different higher education institutions or who have just started their teaching careers. However the target is to employ experienced instructors during the early years until the Instructor Training Unit is established. All the instructors are expected to be experts in ELT and specialized in the fields of exams development, assessment and curriculum development, material production, training and use of technology in the classroom. %25 of the instructors should be native speakers specialized in ELT. Presence of native speaker instructors ensures the integrity of language and culture education and production of high quality teaching materials.

Faculty Orientation Program

In the beginning of each academic year instructors participate in an orientation program. The aim of this program is to review the essential issues concerning the TEDU English Language School. The orientation program provides information on the establishment of the university, its

executive board, education philosophy, principals and values. In addition, the information about the English Language School Program, its units and functioning is shared with the faculty members. All the faculty members are provided with an instructor manual.

Examinations and Assessment of the Outcomes

English Placement Exam (EPL)

All the students of TEDU take the English Placement Exam (EPL) administered by the ELS. The students who are classified as “upper” according to the results of the EPL take the EPE (English Proficiency Exam). The others will be placed into the English Language Program of the ELS.

English Proficiency Exam (EPE)

TEDU English Proficiency Exam is administered three times a year; at the beginning and end of the Fall Semester and at the end of the Spring Semester. The passing grade for EPE is 65. Students who receive a grade of 65 over 100 are exempted from the English Language Program offered by the English Language School. The students who have not attended the exam or fail to succeed are trained minimum for one semester, maximum two semesters at the English Language School. The proficiency exam is continuously being improved. The validity and the credibility of the exam is ensured by correlated studies conducted with prestigious and international exams.

Assessment During the Program

In order to become eligible, at each level, students are required to take Level Achievement Tests (LAT) and to complete their Learning Portfolio, and Speaking tasks.

Beginner

LAT 1	% 10
LAT 2	% 30
LAT 3	% 35
POP QUIZZES	% 5
Learning Portfolio (LP)	% 10
Speaking	% 10
+ _____	
	% 100

Intermediate and Upper

LAT 1	% 20
LAT 2	% 20
LAT 3	% 30
POP QUIZZES	% 5
Learning Portfolio (LP)	% 10
Speaking	% 15
+ _____	
	% 100

LAT 1, 2 and 3 exams are composed of three sections: reading, listening and writing.

Pop quizzes include vocabulary and grammar questions.

Learning Portfolio includes reading, listening, writing and vocabulary exercises. They mainly assess

the learning process of the students.

Speaking exams are composed of questions on various topics which allow the students use the recently acquired grammar rules and vocabulary and the exams are assessed according to the criteria which are announced to students in advance.

In order to be able to successfully pass onto a new module, a beginner and an intermediate student will have to receive an average grade of 60, an upper level student will have to receive an average grade of 75 and he/she has to attend 85 % of the classes.

** Documents related to assessment of the portfolios, writing assessment criteria, speaking topics and speaking assessment criteria can be found on the ELS Student Handbook.

Introducing the TEDU Identity to Students

Students who join TEDU are included into a “student training program” administered by the English Language School and other faculties together. In this process, the students not only interact with the ELS but also with their faculties as a first step in attaining the TEDU identity. This process also enables faculty members to have an idea of their future student profile and help the Teaching-Learning Center to shape their studies.

Students studying at ELS can express their requirements and opinions on both administrative and academic issues through the student representation system. This system supports the students in attaining the university identity by ensuring that their feelings and opinions are taken into consideration.

5.2 - Implementation

Program Initiation

The students who enrol in TEDU take the English Placement Exam first of all. Those who are classified as “upper” according to the results of the EPL take the English Proficiency Exam. EPE is a day-long exam composed of two stages. First stage assesses Listening and Writing skills and the second one assesses Use of Language and Reading skills. The passing grade for EPE is 65 and those who succeed can continue directly to their own faculties. The assessment of the exam lasts two days and a standardisation meeting is held for the faculty members who are responsible of the assessment prior to EPE. The exams cannot be assessed before this meeting. To ensure the relevance of the grades to these standards, the exams are assessed at least by two different faculty members (cross check).

Course Materials

Currently the textbooks are being provided by publishers. Especially on the beginners level quality is more important than quantity, so instead of using numerous books The English Language School uses one basic textbook which is suitable for the program’s objectives. The selection criteria for the basic textbook and additional materials on advancing levels are appropriateness of the activities in the book to our objectives, availability of on-line aid, academic context, comprehensibility and practicality. The selected textbooks are backed-up with the additional material developed by the ELS Curriculum and Program Development Unit. Our

university has sources like magazines, journals, books and worksheets available to students out of classroom hours.

Writing original textbooks is one of the principal objectives of the English Language School. However such a study will be realised over a period of time.

Administration of the Program

The classes are designed approximately for 18 students; due to the disproportional dispersion of different levels, the class room size might be increased to 25 students. To ensure the effectiveness of the courses and maintaining high-level learning instructors make use of all kinds of available technologies.

The beginners have **26** hours, the intermediates **23** and the upper level students **18** hours of classes per week. Each class has two or three instructors. The first instructor functions as the “main teacher” and others as “support teachers”. Each instructor function as both a “main teacher” and “support teacher” for different groups. The instructors teach at least 20 hours per week. In order to define the required number of instructors in a semester, information about the total number of students and the approximate dispersion of this total according to levels should be available. The total course hours for each level will be different, so the number of instructors are defined concordantly. These calculations are made according to certain parameters: minimum two maximum three instructors for each class, one of them functions as the “main teacher” the other two as “support teachers”, workload of the instructors working at the curriculum and program development unit are reduced.

The faculty members have daily office hours apart from their minimum 20, maximum 26 teaching hours per week. The office hours allows them to communicate personally with the students. Most of the elements of the program are designed to be administered as such.

The probation period for the projected enlargement and ratio is until the first graduation period

Recruitment of the Course Materials

The textbooks are ordered in May at the latest according to the confirmed level figures by contacting the publishers. Because the figures are never exact, books are reserved in extra. The books are ready for sale at the Bookstore in the beginning of September, the day when the English Language School classes kick on. The cost of the books can be found on the website.

Exam Materials

All the examinations of the language school are prepared by the Exams Development Unit in coordination with the Program Development Unit.

Administration of the Exams

The exams are held on the same day and hour.

Assessment of the Exams

After each LAT and EPE, standardisation meetings are held and exam papers are assessed at least by two instructors.

Once the exam papers are assessed the grades are recorded into the system by the “main teacher” and when all the grades are ready, they are announced to students. The same procedure is valid

for all the exams. Following the announcement of the grades, the exam papers are handed out to students and the questions of the exam are reviewed. If the students wish to be informed about their performances in detail they can visit the instructors in the office hours.

Administration of the Student Representation

15 days after the beginning of each academic semester students of the English Language School gather to elect their class representatives. If there is only one candidate for the representation he/she becomes automatically the class representative. However, if more than one candidate is presented, the students should take a vote. Where and when the voting will take place is announced by the Administrative Deputy Manager. The candidate who receives the majority of the votes is selected as the student representative. Once the student representatives are defined, each level (Beginners, Intermediate, Upper) goes through the same procedure in order to select the level representative. When the level representatives are defined, three main representatives and the Administrative Deputy Manager hold meetings every 15 days. In between the meetings, level representatives contact the class representatives of their proper levels and exchange ideas about their academic and administrative expectations, their problems and recommendations. Class representatives communicate their peer's opinions to level representatives and the level representatives verbalise these at the meeting. The class representatives also prepare an evaluation report which is submitted to the Administrative Deputy manager. The evaluations made at the meeting are announced to students and instructors and shared with the faculty member representatives and the Dean of Students at the ELS steering committee.

Student Adaptation and Administration of the Program

The first four weeks of the program treats the topics listed below:

- Being a university student (taking on responsibilities, developing self-awareness, defining targets, critical thinking, becoming an independent learner)
- Academic environment (research, academic language and expression)
- Transition from the high school (adaptation process, efficient time management, social-personal-academic expectations)
- Becoming a good language learner (learning strategies)
- Developing language skills (R/W/S/L – grammar and vocabulary)
- Acquiring exam strategies
- Acquiring study habits
- Participation co-curriculum activities
- Using office hours
- Using the teaching-learning centers

Sections related to language learning are administered by the English Language School and the other sections by the help of the lecturers of the faculty. This provides the students the opportunity to get acquainted and communicate with different faculty members.

The program is administered in cooperation with other faculties throughout the semester. Faculty members are invited to give seminars to level 3 students in English related to their own fields. ELS curriculum unit prepare a series of listening activities in cooperation with the faculty members from different departments. This provides the students the opportunity to get acquainted with faculty members, learn out about their fields and practice different assignments

at the same time.

5.3 - Assessment

Assessment of the English Proficiency Exam Results

Standardization meetings are held following the EPE and the papers are assessed. The results of the exam are analyzed with several methods and statistics are prepared.

The Evaluation of the Program and the Exams throughout the Semester

3 separate group meetings are held for all levels (Beginner, Intermediate, Upper level instructors and the curriculum unit) are held throughout the semester and the programs are evaluated. Meeting minutes are recorded and the required alterations, adaptations and additions are made accordingly.

Similarly, standardization meetings are held after each exam. The objective of these meetings is to designate the problems (if any) and make ameliorations before the exam results are announced. These meetings provide the lecturers the opportunity to collect the data which is used in the analysis of exam questions and evaluate the quality of each question.

Evaluation of the School and the Program by the Students

The quality of education and the program of the English Language School is crucial. Accordingly, in order to maintain the standards, the students are asked to evaluate the education and the educational facilities and express their opinions. This evaluation is realised by means of the ELS Student Questionnaire. The questionnaire is composed of main topics like the program, teaching of lessons, materials, examinations and administrative issues. The objective of the questionnaire is to continuously ameliorate the academic and administrative functioning of the school by the help of feedback received from the students.

Evaluation of the School and the Program by the Instructors

At the end of each academic year the instructors complete the ELS Staff Questionnaire composed of open ended questions (program, exams, administrative recommendations, sanitary conditions and other facilities). The results of this questionnaire are submitted to the respective units (curriculum, exams development, etc.). The conclusions are shared at the general meeting held at the end of the academic year.

Self-evaluation of the Instructors

At the end of the academic year the instructors complete the “appraisal form”. The questions of this appraisal form are related to the instructors own performances and is designed to facilitate self-evaluation. These forms are also completed by the directorship and filed after being signed by both sides.

Evaluation of the Overall Activities of the School

At the end of each academic year, in August, the information about the overall activities of the school is put into the form of a report and is submitted to Rectorate to be evaluated. The information included in this report is listed below:

- The number of students who took the EPL at the beginning of the Fall Semester and the

results

- The number of students who took the EPE at the beginning of the Fall Semester and the results
- The courses opened on the First Semester and number of students
- The success level of the students
- The results of EPE at the end of the Fall Semester
- The courses opened at the second semester and number of students
- The success level of students
- Spring Semester EPE results
- Courses opened on the Summer School
- The success level of Summer School students
- Information on the co-curriculum activities (activity types, participants, practices, tec.)
- Activities of the instructors

5.4 - Development

The actualization of the evaluation results is valid until the graduation of first undergraduate programs.

6. APPOINTMENT AND PROMOTION PROCESS

6.1 - Planning

The assignment and promotion of the faculty members are subject to the “TED University Academic Appointment and Promotion Regulations” approved by the Senate and the Council of Higher Education (Appendix 1.7). The authority for academic staff appointments is the Appointment and Promotions Committee". The procedures about the instructors and faculty members are regulated by the Council of Higher Education, therefore not included in this document. The publication inquiries prior to associate professorship in Appendix 1.7 should be considered as an expression of sustainability. In addition to the criteria mentioned in Appendix 1.7, there are skills listed in the program outcomes and general qualitative skills listed below. These skills are taken into consideration during the annual evaluation and appointment process of the academic staff.

Qualitative skills:

Ability to work in interdisciplinary environments
High-level IT and Internet skills
Adapting the student centered education principle
Knowing and applying a wide range of pedagogical methods*
Counselling and academic consultancy skills
Ability to facilitate the student group work activities
Aptitude for teamwork, good communication skills
Project leadership skills
Effort in professional self development

* In order to benefit from the Personal Research Fund, participation in the Faculty Development Program is obligatory.

The results of the performance evaluation reported should be periodically to the academic staff. This is essential for the quality improvement and the continuity of the employment contracts. The dismissal of the staff is due to repetitive low performance evaluations. The staff dismissed due to this reason will not be granted an extension of time.

6.2 - Implementation

The approval of the academic requirements, staff allocation/budget appropriation are the determinants for new faculty member appointments. The implementation process indicated in the regulations (Appendix 1.7) is followed by the department→faculty→jury→committee /vice chancellor →University Executive Board→Rector). The appointment statement is prepared by the signature of the rector and the Board of Trustees is informed. Standard Appointment Period is 3 years; under obligatory conditions the implementation may be amended.

Personal Activity Report (at least two; covering the future projects), The Opinion of the Head of the Department and Committee are taken into consideration during the renewal of the contract of the academic staff process. University Executive Board evaluates the renewal of the contract and the final decision is taken by the Rector. Annual Personal Activity Reports are prepared as a part of the department self assessment reports and are submitted to the head of departments; the content can be found in Appendix 2.1. The personal future contributions are as important as the past performance in the reappointment process.

When current faculty members/instructors apply for a senior position, appointment and promotion process applies the same. For the reappointment of Head of Departments and Deans the opinions of the faculty members and personal annual activity reports are taken into consideration; however it is not negotiated by the University Executive Board. For the head of the department the dean and for the dean the provost makes a proposal and the final decision is taken by the Rector. All the finalised reappointments approved by the Rector are informed to the Board of Trustees.

Appointment of the Research Assistants, Instructors and Faculty Members are made upon the approval of the University Executive Board and Council of Higher Education regulations are applied.

The appointment of the administrative staff is regulated according to the labour act first for one year, then renewed indefinitely upon the proposal of the Secretary-General and the Chairman of the Board of Trustees. The Rector gives the final decision.

In case of appeal against the reappointment process of both the academic and administrative staff, the definitive decision is made by the commission composed of three members of the Board of Trustees.

6.3 - Evaluation

The operability of the process and one of the efficient ways of assessing their execution is to ensure transparency. Therefore, the criteria and the cv of the appointed staff are updated and published on the University websites. The cv and the institutional information about the academic and administrative staff are transferred to web on the first week of employment; for the academic staff the Head of Department (Dean) and for the administrative staff Secretary-General is responsible for this process.

The success of the appointment process is assessed according to the performance increment of the respective unit. The systematic review of the annual evaluation reports collected from the departments and the faculties, informs about the efficiency of the appointment criteria. The commission responsible for the academic appointments analysis the appointments of the last three years annually, compares the situation with similar universities/departments, evaluates the admission requirements – performance relation (considering the student, staff, graduate satisfaction, quality and quantity of the publications, etc) and their relevance to the University's

growth curve. The commission reports their findings to the Rectorate. The commission executes the control of the routine appointment process before it is negotiated by the University Executive Board and make recommendations to the Rectorate about the applied process and criteria of the last three years.

Evaluation of the relevance of the administrative appointments is facilitated through surveys, interviews and focus groups. Provost, secretary-general and the dean of students makes recommendations to the Rectorate about the systematic problems which occur during the appointment process.

6.4 - Development

The criteria and the process which is under the authority of the University are evaluated by the Appointment and Promotion Committee every four years. Annual reports of the Committee and the ameliorations for the administrative staff are analysed in this evaluation process.

7. EXPECTATIONS/REQUIREMENTS FROM THE EDUCATION-TRAINING AND SUPPORT-SERVICES STAFF

7.1 - Planning

All the faculty members adopt the importance of TED University's institutional quality improvement, program monitoring/evaluation and education processes.

Fulltime faculty members ensure the balanced dispersion of time between education, research, promotion and social services activities. It is essential that the service for university is dispersed fairly between the faculty members.

TED University faculty members adopt the education-training centered approach from the very beginning and they are responsible of acquiring, applying, sharing and extending the knowledge and experience required for realisation of this approach. The educational programs required for a student-education centered system is prepared by the Center of Teaching and Learning (CTL) unit and the senior management of the university.

TED University provides the necessary support and sources for high-level research and publication activities. For the first appointment to faculty member position, the potential for executing high-quality education and research activities is a determinant criteria.

Fulltime faculty members are responsible for the academic consultancy activities. The number of students to be consulted for each faculty member cannot exceed 30. The students who enrol in faculty common course programs are requested to indicate the undergraduate program they show interest in and their consultants are appointed accordingly. If the student changes his/her undergraduate program at the beginning of the second year, their consultants are changed accordingly. The students enrolled in the faculty common core programs who study at the ELS are consulted by a faculty member and Deputy Principal responsible for ELS students coordinately. The Deputy Principal is responsible for this coordination.

The departments identify the number of required fulltime faculty members and their sub-fields according to the ongoing and planned undergraduate and graduate programs. The sub-fields of the faculty members may be complementary to enlargement until it reaches a certain number, then deepening can be targeted.

Fulltime faculty members can be appointed from amongst academicians who have high-level of education-training skills, with/without a PhD. TED University considers it as a part of its policy to employ academicians without a PhD but who would make important contributions to their departments with their background knowledge and experience. The university balances the fulltime faculty with PhD and faculty member without PhD ratio between 0,1 and 0,2. When the undergraduate programs start to graduate students, there has to be at least 5 fulltime faculty members in each program. However during the whole education period, total number of student per faculty member cannot exceed 20.

7. EXPECTATIONS/REQUIREMENTS FROM THE EDUCATION-TRAINING AND SUPPORT SERVICES STAFF

Fulltime academic staff workload is 3 courses /semester (10 credits) for faculty members; 4 courses/semester (12 credits) for teaching assistants; 20 hours for lecturers; 20 hours for research assistants. In special cases and with the authority from the University Executive Board, the faculty members may teach 4 courses; in this case their workload is diminished on the following semester. Under no circumstances a faculty member is to teach 5 courses. The faculty members allocate their time to effectively increase the quality of education and research.

In special cases some exemptions may be granted in accordance with the University's development strategies. If the exemption is for one time only it should be approved by the University Executive Board, if it is permanent it has to be approved by the Board of Trustees.

Approximately %50 of the workload of a fulltime faculty member is expected to be dedicated to education; %35-40 to research; % 10-15 to services for the university and society. The time allocated to education includes course development and students.

Hourly paid faculty members' ratio to fulltime faculty members is less than %50. The selection criteria for hourly paid faculty members are language proficiency and past experience in their teaching fields. The respective head of department and/or the faculty member closest to the filed coordinates with the hourly paid faculty and facilitates his/her adaptation to TEDU education philosophy.

When the undergraduate programs start graduating students, each program must have at least 3 research assistants.

%25 of the lecturers of the English Language Education should be native speakers, experts in their fields.

Hourly paid / fulltime faculty member ratios are reconsidered following the graduation of students and they are updated.

7.2 - Implementation

Faculty members are expected to participate in student and learning centered training & development programs with the exception of emergencies or previously made commitments. The agenda and the level (learning outcomes) of the training programs are announced to faculty members at least in two weeks advance. CTL organises special programs which enables the faculty members to share their new teaching-training implementation experiences.

The Research Office informs the faculty members about the research project announcements and projects carried by TEDU faculty members via electronic communication, the web page and the portal.

The recently employed faculty members receive an orientation program on the education approach, research opportunities and development issues of the university. On the establishment level the informing and implementation details are made by the deans.

7. EXPECTATIONS/REQUIREMENTS FROM THE EDUCATION-TRAINING AND SUPPORT SERVICES STAFF

The number of faculty members and their qualities are defined in line with the strategic plan, anticipated programs and research areas which are decided to be developed.

The faculty members are expected to participate to the Commencement Day with the exception of emergencies. It is obligatory to wear Academic Ceremony outfit. The academic ceremony outfit is the same for all the faculty members. The outfits carry distinctive straps, signs or scarves which identify the rector, vice rectors and deans. The faculty members tradition to wear the frock of the university where they received their PhD is respected.

The courses to be opened the next semester are designated at the result of the meetings held between the provost, Basic Sciences Unit director and the head of department. The budgetary feasibility and support of the fulltime staff from other units are also considered at this meeting. Once the program for the part-time staff is set, the Head of the Department sends the name list of the suggested part-time faculty members, his/her opinion on their proficiency in English and a brief justification report to the dean. The Head of the Department informs the part-time faculty member on the education principles of TEDU and SAP. The assignment of the faculty members for all the courses and departments are finalized by University Executive Board's decision. The head of the department orders the textbooks which will be used by the part-time faculty members. Evaluation of the past performance (student surveys, opinion of the other faculty members, feedback on proficiency in English, recommendation of the Head of Department) are taken into consideration in the reappointment process of the part-time faculty member.

The deans are expected to coach the young faculty members, guide the faculty about the general assistant professorship exam and encourage to receive promotion within academic precedents. The ÜAK representative of the university informs the assistant professors about the alterations on the criteria. The professors who participate the associate professorship juries mentor the candidates who work in their fields.

7.3 - Evaluation

Fulltime faculty members submit their report on academic activities (Appendix 2.1, Annual Faculty Report) to the dean on January. The Dean consults with the head of departments before giving feedback to the faculty about their performances. After receiving feedback from the faculty member, the Dean submits his opinions to the provost.

The performance evaluation which forms the basis for annual salary increase is finalized by the Rector on February with the proposal of the provost and is reflected on the January payment.

The evaluation of the educational activities of the faculty members are made under four topics:

- a) Self evaluation – course portfolios, best teaching award, projects (teaching innovation fund)
- b) Student surveys 1.10
- c) Focus group evaluation(focus group)
- d) Peer observations(peer observation)

Focus group evaluation and peer observation process and methods are defined by the faculty on 2014 and 2015; the sequence is decided according to the implementation results.

7. EXPECTATIONS/REQUIREMENTS FROM THE EDUCATION-TRAINING AND SUPPORT SERVICES STAFF

The evaluation of the research and service activities of the faculty members is based on the Annual Faculty Report.

The evaluation of the part-time faculty members is made by the Head of Department and Basic Sciences Unit Director within the month following the end of the semester.

The evaluation of the administrative staff is made by the Secretary General on December by means of the form developed by the General Directorate of Staff and is submitted to the rectorate.

7.4 - Development

Development of new competency criteria is the standard goal of the strategic plan and is updated each new planning period. Competing universities and benchmarks are considered while defining the appointment and promotion criteria.

Teaching-training design seminars for the academic staff, project development seminars, academic research methods seminars, career development opportunities, workshops about commitment and motivation contribute to the development and improvement of the university. Similarly, the career development opportunities for the administrative staff are also important for motivation. This issue is considered in the annual self-evaluation reports.

In order to develop the research potential, an increment is made on the Personal Research Funds for the faculty members who have achieved a high performance.

There is a tendency to reduce the Part-time/Fulltime ratio. It is reconsidered every four years.

Tenure and sabbatical issues are considered after the first graduates and an institutional approach is defined.

8. ENTERING THE UNIVERSITY AND UNDERGRADUATE TRANSFER

8.1 - Planning

SSPE (Student Selection and Placement Exam): The entrance grading of universities change very slowly because the central examination system directs the preferences according to the grading of previous years. TED University announces the entrance grade and rank for all its programs the web page and the “Annual Indicators” report. The faculties have to review these indicators and plan their medium term targets accordingly.

In the future, it is possible that placement might be in charge of universities. TED University prepares its criteria for placement to be used under such a situation in advance. English grades, personal skills that point to versatility, inclination to the profession (architecture?), IT skills are scrutinized.

International students: TED University targets to capture the attention of international students following the establishment years. The income, social and cultural diversity, its value as an indicator of reputation and the potentials that the international students bring are non-negligible. The campus language should be Anglophone, the daily announcements should be both in English and Turkish, all the official documents and regulations should be translated into English.

Graduate students: The institutes carry publicity campaigns for the post graduate study programs. The percentage of the allocated publicity budget will be confirmed once there is enough experience.

Both undergraduate and graduate students are thoroughly informed and supplied with a “Welcome” leaflet, an information package and an orientation program.

External lateral transfer: TED University accepts students to programs by graduate transfer. For transfers with scholarship, the entrance grades are taken into consideration. Academic contribution and financial contribution to the university, the opinion of the respective department/faculty form the basis of related transfers.

8.2 - Implementation

When TED University is informed about the names and addresses of the students who succeeded to enter our University, Rector’s “Welcome” message, “Student’s Handbook” with practical information and the “New Student’s Package” containing information on the requires documents for registration are sent to their address. The required documents for registration and the student’s handbook are also published on the web page. The staff of Registrar’s Office, Directorate of Financial Affairs, directors of the English Language School and the Dean of Students subsists during the registration period to answer the questions concerning the English Proficiency test and the university in general. Students may also be charged with part time duties to assist the process.

8. ENTERING THE UNIVERSITY AND UNDERGRADUATE TRANSFER

When the courses begin, English Language School students and the freshmen receive separate orientation programs.

External Lateral Transfer: For lateral transfers after a year of education, the candidates who are above the base point graduation or whose grade point average are high are considered with priority. The announcement of the lateral transfer quota, the results and the procedures for the lateral transfer students are administered by the Registrar's Office.

International Students registrations are under the responsibility of the International Programs Office and the Registrar's Office.

8.3 - Evaluation

Comparison of the SSPC entrance performance and the desired performance is done on the Department, Faculty and UEB level. Preliminary decisions for all the categories (undergraduate, graduate, international...) the requirements for the following year and their quotas are taken on September-October and submitted to the Board of Trustees. They are updated according to the present conditions on February.

The evaluation of the lateral transfer data (performance is monitored by the department) and the incongruities (unsuccessful/very successful students, prolonged graduation, extraordinary skills) are examined.

8.4-Development

The updating of the entrance and lateral transfer criteria and the actions to be taken for overcoming the problems are examined every 5 years (major overhaul).

9. ASSESSMENT OF THE STUDENTS AND THE MONITORING PROCESS OF THEIR SUCCESS

9.1 - Planning

Grading:

The assessment of the students of TED University is performed regularly and continuously. The continuous evaluation carried through the courses and learning process are process-driven (formative) and their target is to promote learning and assist the students in fulfilling their potentials. These process driven assessments are not aimed at grading. Process driven formative assessments are carried through feedbacks and allow the promotion of learning, detection of the deficiencies, making the necessary ameliorations, thus improving the teaching-learning process in general. The formative assessment is supported by self-assessment and peer assessment.

The result driven (summative) assessments which are carried periodically on the dates which are announced in advance, confirm the actual success level of the students and the success of the students are graded at the end of the semester.

Summative assessments (written exams, performance projects, designs, assignments, reports, presentations and portfolios) are focused on the success level of the students on the date of the assessment (final product of learning). The employment of the selected assessment method, the timing of the assessment, the reflection of the learning outcomes on teaching and assessment and the method applied for transforming the performance of the students into grades are important aspects of effective assessment.

TED University assessment system is based on outcome oriented (criterion-referenced) assessment. The results oriented assessment methods used in TED University are announced at the beginning of the semester and included in the syllabus. The success criteria are defined. Written exams may be composed of projects, designs, assignments, reports, presentations, portfolios; answer keys or rubrics are used for performance assessments. The grading process for these criterion referenced assessments, depend on the comparison of the pre-defined criteria/standards and the success of the students. The grading of the students success respect the previously announced standards.

The only alternative for TED University's criterion referenced assessment system, might be the curve system (applied only on temporary bases). The faculty members who apply the curve system develop their grading methods by gradually adopting criterion based assessment system.

The reclaims for the final exams (final-LAT3) are primarily submitted to the faculty member of the course (or the ELS directorate). The reclaim can be repeated during the period allowed for the alterations or by applying to the faculty on extraordinary situations (for ELS to the Rectorate). If the reclamation is recognized to be just, a commission composed of the faculty member of the course and two others from the same field reassess the exam paper and gives the final decision (Regulations, article 27).

Right to claim an excuse:

9. ASSESSMENT OF THE STUDENTS AND MONITORING PROCESS OF THEIR SUCCESS

The status of students who cannot participate to one or more of the exams, and those who cannot complete their projects, designs, assignments, reports or portfolios on time for any excuses are defined on the syllabus of each course. The justifications for mid-terms and similar assessments are evaluated by the faculty member of the course; those who have valid justifications are given an equal make-up opportunity (supplementary exam, report, extra time, etc.).

Final exam excuses are not taken into consideration but all the students who fail take a make-up exam obliged by the Council of Higher Education. A student who could not attend the final exam with a valid excuse but who succeeded in the course might be given the opportunity to take the make-up exam.

9.2 - Implementation

The details concerning all sorts of assessments are announced to students in the syllabus handed out to students on the first week of each course. TED University faculty members ensure that the assessment process is ongoing throughout the whole semester.

The assessment factors of the criterion referenced system (the weight of the assessment methods, the letter grade equivalents) are clearly defined and announced. The correlation between the grade-point average and the expectations/indirect data is also examined.

Courses with multiple branches are graded via a common assessment system adopted by all the faculty members of the course. The abnormal performance differences of different branches should also be taken into consideration. The selected coordinator of the course is responsible for this cooperation.

Assessment of the project courses are based on the rubrics defined in the course profiles and are executed by a jury.

The courses with multiple branches where the curve system is applied, exams and assessments are carried in parallel groups, through a single curve.

The grade-point average for the courses assessed with the curve system is principally 2.00 (CC)-2.5 (CB). It might be exceptionally high or low where there is valid justification. These justifications are reviewed during the evaluation process of the course.

The reclaims for the Final exam grades are submitted in written form to the faculty member of the course –to the ELS directorate- within a week once the results are announced. The reclaims are evaluated in 48 hours. It is the responsibility of the faculty member of the course –ELS directorate- to convey the result to the e-mail address indicated on the reclaim form. In extraordinary situations the reclaim can be repeated in a week (to the respective faculty or to the Recorate). The University Executive Board concludes the reclaim within a week.

All the methods used in the assessment of the student performance during the semester are evaluated in maximum two weeks time. The results of the performance are announced to students before the final exams. The Final exams are evaluated in 72 hours or 96 hours for service courses and are

9. ASSESSMENT OF THE STUDENTS AND MONITORING PROCESS OF THEIR SUCCESS

announced to students; the letter grades are registered in the system within the 24 hours following the announcement of the results.

Final projects/undergraduate thesis are the essentials of the undergraduate education where all the acquired skills are exposed. The selection of the topics, establishing the teams, monitoring the process and the evaluation of the resulting products are defined by the respective faculties and announced.

9.3 - Assessment

Issues like the grade point average being <<2 or>> 3, failing to comply with the syllabus, reclamation process and the analysis of the outcomes, are evaluated on Department, Faculty and Senate level at the end of each semester. The unsatisfactory student performance may stem from the inefficiency of the students or the teacher (lack of study, not attending the courses, lecturing without preparation, etc) or from completely different reasons (lack of infrastructure/classroom, inappropriate course level, emotional state of the student, etc.). Therefore it would be more realistic to not to include students whose grade point average is FX or “drop out” in the evaluation. FX/drop out definition is made by the department committees and the definitions are included in the Department Course Evaluation Reports. The causes of <<2 or >>3 grade point average are discussed at the evaluation meeting held at the end of the semester and are included in the Department Course Evaluation Reports. If the number of FX/Drop out students is high, the reasons for the situation are also discussed and included in the reports.

The respective questions of the Faculty Member and Course Evaluation Survey (clearly identifies the grading system / hands out the assessed exam papers/assignments on time / gives satisfactory feedback on exam papers and assignments / gives regular feedback on my general performance) are examined and the related conclusions are drawn.

9.4 - Development

The improvement of the assessment system (analysis of the opportunities and strengths of the criterion references assessment; adopting healthier systems where the assessment is done by multiple agents like an external evaluator or jury) is carried in the frame of the annual self-evaluation cycle.

10. ACADEMIC CONSULTANCY AND GUIDANCE FOR STUDENTS

10.1 - Planning

Academic Consultancy:

Each department decides whether to apply the “same consultant form the second year until the graduation” or the “new consultant for each year” system at the departmental meeting. Assignment of the consultants, announcement and supervision is under the responsibility of the head of the department. The list of the consultants is announced on the web page of the department and is also submitted to the Dean’s Office via e-mail. The Deans reports the list of consultants to the Rectorate and the Registrar’s Office. These correspondences are preferably made via YBS/SAP. The addressee should notify the receipt.

The students have to make the most benefit of their consultants. The consultants don’t act only as an approving authority about the course selection or following the curricula but they also act as a mentor and should make face to face contact with the students. The students should be informed about the name of their consultants, rooms, office hours. The faculty members should be informed about the academic rules and regulations, university and faculty rules which applies to their students in order to be able to direct them correctly to respective units.

Briefings and experience sharing meetings for the consultants should be held at least twice a year. All the consultants are expected to be up tu date and make same kind of guidance. These meetings are held by the provost or the deans and the meeting dates are marked on the academic calendar. The most referred articles of the regulations are handed to the consultant in order to enable the process. The alterations made on the regulations should be informed to the consultants. The alterations on the regulations are announced to the Rectorate and the deans via e-mail by the Registrar’s Office.

Meeting with the Students:

It is one of our corporate priority to pay attention to student motivation and satisfaction and to mobilise the necessary mechanisms (especially for the ELS students and the freshmen).

The mechanisms to ameliorate the on-line registration system and resolve the problems are developed and announced by the Rectorate. The consultants share the problems they face via these mechanisms. The weekly academic schedules are finalised two weeks before the beginning of the registration period. Quota management is applied during the registration period. The students are informed on time about the registration procedures by the Registrar’s Office and the departments.

The adaptation and the success level of ELS students require special attention. The ELS year comes just after the long and difficult preparation period for the University Placement Examinations and requires discipline and hard work. In order to maintain the motivation, the students should be embraced by the ELS and their respective faculties during this period. The class attendance and success level of the students are monitored primarily by their lecturers and the responsible vice-

10. ACADEMIC CONSULTANCY AND GUIDANCE FOR STUDENTS

principal and the students receive a personal consultancy service.

The adaptation activities for the ELS students and bringing them together with the faculty members by the end of the first month of the academic year are organized by the ELS principal.

Faculties/departments organize evaluation meetings at the end of the first month of the semester and assess the level of adaptation. This meeting organised by the Dean/Head of the Department is announced early enough to ensure wide participation. This meeting might also be considered as a continuation of the orientation program where the head of the department introduces the department while receiving feedback from the students. The minutes of the meeting (participation, topics, expediency, the overall evaluation of the success) are included in the Department Self-Evaluation report.

Each faculty makes an interview with the unsuccessful students at the end of the 1st semester and listens, records, advises solutions to their problems. To define a student unsuccessful and decide who will be in charge of these interviews is the responsibility of the faculty. When required, a transcript is mailed to the permanent address of the student. The categorical problems are discussed on the department level and reflected to the Rectorate if necessary. “Drop out students” are followed by statistics and the development is monitored. This information and the names of the interviewed students are included in the self-evaluation reports of the departments.

Evaluation fo the Feedback:

Course evaluation surveys may include very important clues about the education. These surveys should be prepared to be reliable and the information gathered should be utilised. The head of the departments make sure that the surveys and their dates are included in the syllabus of the courses and that the faculty members remind the timing of the surveys to students towards the end of the semester. It is especially important to remind the surveys to part-time lecturers in order to create a healthy environment for the surveys. The surveys should be completed before the final exams begin. The results are handed to the faculty members once the final exam grades are announced. In addition, all the results of the department are transmitted to the head of the department, the results of the faculty to the dean and the Rectorate. The feedbacks are evaluated at the regular semestrial meeting where the student representatives are present. The messages received, adopted ameliorations are submitted to the dean/director of the institute and are included in the department self-evaluation report. If required, the Deans put these messages together, add their own opinions and submit them to the Rectorate.

Center of Teaching and Learning - Services:

The learning support for students is organized by CTL. The detailed services of the Center can be found on the web page.

Code of conduct:

TED University code of conduct principles are defined by the Senate and are announced on the web page.

10.2 - Implementation

The departments may organize tea & talk meetings to keep the student-teacher relations close; induction & orientation meetings to inform the new students about the institution and the departments; follow-up meetings to enable sustainability and intensify the feeling of belonging. Activities which foster the communication and student satisfaction are reflected in the annual activity reports. There is a small budget dedicated to such activities.

The ELS students are informed by the ELS Director about the syllabus of the program on the first day of the academic calendar. This contact meeting is done for each level. During the first two weeks of the program a “Student Education Program” is carried out. This program is carried off the classroom hours and aims at enabling the adaptation to language education. In the frame of this program, faculty members from other faculties also chat with the students and get acquainted to each other. The students are also informed on how they can better develop their English language skills.

Another practice is the student representation system. The students elect one representative on each level and these three representatives constitute the student delegation. This delegation organizes regular meetings with the representatives of each class and reports their problems, needs and requests to the responsible vice-principal. One of these three representatives is elected as the head of the delegation. The Vice-Principal holds the meetings together with him/her.

Office hours

All of the teaching faculty members have to spare time for dealing with the questions, problems and consultancy requirements of the students and announce these office hours on their doors. For each course the office hour is two hours a week and the students might need motivation in order to use these hours effectively. Socializing spaces might be used for these meetings.

Complaint Handling Mechanisms/Procedures:

There are various complaint mechanisms at TEDU. Generally, the starting point for the academic complaints is the academic consultant or the Registrar’s Office and the Dean for other issues. The students who are not satisfied on these levels can submit a petition to the Faculty Executive Board and the Rectorate (University Executive Board). These petitions are replied in written or via official executive board documents.

If a student wants to report a complaint about a faculty member effecting negatively his/her performance due to his decisions, behaviours or negligence, the complaint should be submitted in two weeks following the alleged incident. The student who has a complaint should first try to solve the matter directly with the related faculty member. If they fail to solve the problem, the student can submit a written complaint to the Dean’s Office. The Dean demands the related faculty to reply the complaint in one week time. The Dean may meet the related student, faculty member and other faculty members if necessary and conveys his decision in maximum 4 weeks

10. ACADEMIC CONSULTANCY AND GUIDANCE FOR STUDENTS

time. The students who are not satisfied with the decision of the Dean might appeal to the Rectorate through Provost. The Provost brings the complaint to the University Executive Board and conveys the decision to the student in maximum four weeks time. If the related complaint is about the Dean himself, then the student should appeal directly to the Provost.

Tutoring:

The students who wish to receive support about the courses they have failed may develop themselves by studying together with their peers who have had successful results in this course at the CTL. This support is given by the faculty members in the beginning, then carried on by students who receive a work-study scholarship if their respective grades are AA or BA.

10.3 - Evaluation

In order to ameliorate the consultancy system a consultant evaluation survey is carried (form ADVISE). The survey coordinated by the student council is completed during February and October and the results are publicly announced. The data of the survey is cross-checked with the information gathered from other sources.

The academic and social consultancy of the departments is evaluated by means of annual activity reports.

Evaluation of CTL and SCC activities, the mechanisms of complaint, effectiveness of mentoring activities are carried by the committee composed of the rector, vice rector and the dean of students in the frame of annual activity reports.

10.4–Development

The data obtained from academic consultancy surveys might require ameliorations on the personal development, improvement of the process and reformation of the overall consultancy system.

The rector is responsible for submitting an annual evaluation report about the student consultancy and support systems to the Board of Trustees.

11. SERVICES PROVIDED TO STUDENTS

11.1 - Planning

Professional Internship:

All TEDU programs have an internship imposition. The practice mechanisms of the internship program may vary across faculties. The internship programs of TEDU have a complementary educational quality and foster the learning by practicing-usage of theoretical knowledge in professional life. Internship inside the TED institutions is not accepted. International collaborations like ERASMUS and IAESTE are promoted.

TEDU targets to foster the educational process on a very large scale by making use of the contributions coming from the general TED community. There are two types of internship opportunities:

- "Classical" (Standard) internship: Internship program where students gain field experience in their vocational areas.
- "Executive Assistance" internship: Internship program targeting the students who wish to experience the administrative aspects of their fields.

In addition, TED University supports internship programs which help the students to develop their self-sufficiency and money earning skills, knowing the world better and building stronger social relations. These internship programs are more meaningful when practiced at the end of the first year of education.

Erasmus and other mobility programs:

Mobility to foreign countries is an essential element of the Bologna Process. Moreover, gaining experience in foreign countries has always had important influence in the development of countries and individuals. For new universities comparison, modelling and motivation are critical opportunities. The first step of mobility is the Erasmus program which enables mobility for undergraduate students. Internship opportunities are also part of this program. The administration of the process like making contact with other universities, promotion of the department, details of education programs and alignment is under the responsibility of departments. International Programs Office provides logistic support and organize the foreign actions. The effectiveness of the Erasmus program also has an important effect on the students' university selection.

TED University targets international experience for minimum %15 of its students. The university allows the students to study abroad for a semester apart from the student exchange programs and is ready to renounce the tuition fee for that semester.

Dean of Students:

All co-curricular activities are under the responsibility of the dean of students. Thus, the Dean of Students participates to both the Senate and University Executive Board meetings.

The Dean of Students acts with the objective of,

11. SERVICES PROVIDED TO STUDENTS

- Helping the students to orientate to the academic and social life of the university,
- Facilitating and supporting their individual and professional developments;
- Preparing students to leadership in the ever changing global conditions; helping to elevate a conscious, sociable and dynamic generation;
- Educating students who care for the university campus, embrace the institutional identity and have a feeling of belonging;

And takes on the below listed responsibilities:

- Representing the students (ELS+Faculties) at the Rectorate level; being supportive; monitoring their progress; strengthening the student-family-administration relations;
- Organizing co-curricular activities (student development seminars, undergraduate certificate programs, meetings); motivating, orienting and monitoring the student clubs;
- Interpreting the non-academic rules of the university life; supporting the development of rules and policies; making comments;
- Motivating the student representation elections; ensuring wide participation to elections;
- Monitoring the drop-out students and those who didn't complete their registration affairs together with the head of departments; determining the reasons of drop-out and propose solutions;
- Monitoring the student satisfaction through surveys and interviews; developing recommendations;
- Serve as a liaison point as a member of the scholarship commission;
- Coordinating the publishing of the graduation year book; mentoring the publishing committee;
- Facilitating the integration of the newly registered students.

Dean of Students embodies the employees of the Scholarship Office, Student Council, Student Activities Office, Disabled Students Unit. The Dean of Students works directly under the Rectorate.

Psychological Counselling:

Student Counselling Center (SCC) is a service unit established with the goal of assisting the students social, emotional, cognitive and vocational developments; supporting their self-consciousness and discovering their strengths and weaknesses; fostering their interpersonal relations.

Career Center:

The Career Center provides support to students who wish to get acquainted to professional sectors, get vocational information, counselling about internship programs and finding employment opportunities. The center also takes the responsibilities of monitoring the graduates, keeping and filing their data until a separate alumni office is established. The center also organizes meetings with career pioneers in order to help students select a major program.

Work&Study Opportunity:

TED University Students may be employed part-time in the various units of the university. The principal goal is to help students take on responsibilities and develop their self-confidence; acquire skills of time management and team work which will be useful in their future professional

11. SERVICES PROVIDED TO STUDENTS

lives. The maximum weekly working hour is 15 hours; the weekly working hour for the ELS students cannot exceed 10 hours. The employed students are insured with an insurance of occupational accidents and professional diseases. The dates of application for the work&study scholarship are announced at the academic calendar. The announcement is made on-line and is open to everyone. The scholarship holders are defined in line with their fields of study by the Commission of Scholarships. The Dean of Students reserves the right to downscale the scholarship, changing the workplace and annul the scholarship if the student does not work regularly.

Development Seminars:

The development seminars support students' personal developments and foster the TEDU acquisitions through a series of co-curricular activities like seminars, active-participation workshops, projects and/or similar activities.

IT services:

TED University provides wired/wireless 50 Mbps internet connection in all the open/closed premises of the university in order to support the education, learning, research and development activities of the students and the university staff. In addition to this, there is on-line access to scientific and vocational magazines through the Electronic Resources national Academic License. All students have access to e-mail, instant message, group sites and office web applications in the framework of Microsoft academic regulations.

MyTEDU portal provides on-line access to the academic and administrative university services. The smart university id cards allow access to the cafeteria, bookstore and similar services inside the university.

11.2 - Implementation

Vocational Internship:

In the undergraduate program of the faculty of education, vocational internship at schools is obligatory. The applied courses are administered by the responsible faculty members, department application coordinator and the mentors working at schools. The faculty is responsible for the planning, coordination with the schools and other legal procedures.

Summer internship is obligatory on the 2nd and 3rd years of Engineering and Architecture programs. The internship experience is assessed through xx399 on the 5th semester and xx499 on the 7th semester.

Vocational internship is obligatory for completing the programs of the Faculty Economics and Administrative Sciences. The internship experience is assessed through xx400 on the 6th semester.

It is generally the responsibility of the students find a placement for internship in the Architecture, Economics and Administrative Sciences programs. However, internship consultant/coordinator and the Career Center facilitate the selection. International affairs office assists the internship programs in foreign countries. The faculties prepare their internship guidelines, submit to the approval of the Senate and announce them on-line. All the details of the internship programs are included in this guideline.

11. SERVICES PROVIDED TO STUDENTS

Development Seminars (TEDU400):

The development seminars are degree requirements some of which are obligatory.

- University and adaptation to university life (course selection, course sequence, preconditions, lateral transfer, importance of English language, alignment of the expectations of the students and the university life, channels for complaints-solutions, student council-student societies, minor degree opportunity, internship, exchange programs, career, Bologna process),
- Academic ethics,
- Personal development and communication (sustainable concentration, speed reading, time management, stress management, body language, efficient work, self-confidence),
- Cultural and social responsibility projects and volunteer work (history, culture and arts, social responsibility, team work),
- Executive assistant and project assistant internships.

The undergraduate programs announce the obligatory co-curricular activities as well as their 8 semester syllabus.

The dates and the venues of the development seminars, preconditions, quotas and other relevant information are announced via web and the portal to students on the first week of the semester. The organization of each semester is under the responsibility of the Dean of Students. The information about the participant students are recorded in files and the monitoring of the participation is done by the Dean of Students until they are transferred to digital files.

Mobility and International Programs Office:

The essential principle of the exchange programs is that the students' university pays for the tuition fee and make use of the facilities of the university he/she visits. Thus a balance/reciprocity is expected from such programs. In order to ensure the sustainability of the ERASMUS program for TEDU students, the university looks for ways to attract the foreign students. To this end, it is the responsibility of the head of departments to provide sufficient and up to date information on their English web pages.

The departments make the first step about the mobility themselves. They work in coordination with the international programs office and choose their partners, contact them and make cooperation. The contact with the National Agency is administered by the International Programs Office. In terms of administrative relations, each department should have one Erasmus responsible. The proactive activities and the success of the departments will reflect to the quality of the students and the overall success of the university, so has a priority for TED University.

International Programs Office is managed by a full time staff and the Erasmus Commission composed of faculty members.

Student Counselling Center (SCC):

The priority is the protective-preventive services. Apart from the individual counselling which allows the person to get to discover himself, evaluate his/her options and start the desired changes, there is group counselling which enables the participants to learn from each other's experiences.

11. SERVICES PROVIDED TO STUDENTS

Mentoring:

Successful peers from the TED community or University/Faculty/Department advisory committee members or wise men that they will designate within or outside the TEDU will be brought together with the students. This kind of mentoring which will participate to the Professional and social development of the students will also enable students to enter into the network of stakeholders and become active members of the TED community. The designation of the mentors is under the responsibility of the head of departments. And is assisted by the Career Center.

Services for physically handicapped students:

The first designated authority to apply is the Physically Handicapped Students Unit.

Financial counselling:

The students who need mentoring on financial issues may receive a special mentoring support. TED Headquarters offers financial mentoring on the financial planning and alternatives and supplies feedback from successful financial business examples. The first authority to apply for such mentoring services is the Corporate Communications Office.

IT services:

The students who complete their registration process receive smart university ID cards and passwords to access the university's e-mail, instant messaging, group sites, Office web applications and the MyTEDU portal which they will use during their education for academic and administrative procedures. All the staff and the students can receive assistance via the help desk of the MyTEDU portal about the problems they face.

Health Services:

The health services of the university is administered by the University Physician who holds Office at the Health Center situated at the A Block B006.

The Health Center is equipped with the required facilities for immediate treatment of the health problems that the staff and the students might have. The Health Center also provides services for problems which require regular monitoring and treatment.

Transportation Services:

The university is situated at the center of the city and is close to public transportation services like the subway and the buses, so the University does not offer a special transportation service.

Sports Facilities:

Our university does not hold sports facilities in its actual campus. However the 2015 enlargement plans include a basketball court, a volleyball court and a swimming pool. The staff and the students who wish to use the sports facilities situated at the TOBB-ETÜ Söğütözü TED College Sports Club can use the available free transportation services.

Work&Study Scholarship:

The Work&Study scholarship is regulated according to the Regulation No. 2547/Article 46 of

11. SERVICES PROVIDED TO STUDENTS

Council of Higher Education “Procedures and Principles for Part-time Employment of Students for Higher Education Institutions”.

1. The student and the Rectorate sign a “Part-time Employment” contract.
2. The hourly paid students are covered with an insurance against occupational accidents and health problems according to the General Health Insurance regulations No. 5510.
3. The termination of the insurance of the hourly paid students is declared by the Administration and Financing Office.
4. The hourly wage for students who are employed with the Part-time Employment contract is regulated according to the Labour Law No. 4877 by the University Executive Board.
5. The weekly working hour is maximum 15 hours.
6. More than 52 weeks*15 hours=780 hours per year is not considered as “Part-time Student Employment”.

11.3 - Evaluation

Internship feedback mechanism:

The internship activities for engineering programs which are considered as credit courses are evaluated by the department internship coordinators. The opinions and suggestions of all the students taking the course are evaluated.

For the Faculty of Education, the opinion of all the students who are registered to the course and the implementation coordinators on the student experiences, theoretical courses and the implementation relations, school practices and the facilities are evaluated.

The obligatory internship for the faculty of Economics and Administrative Sciences is evaluated by the department internship coordinators. The internship survey form helps to gather the opinion and suggestions of the students on the institutions where they serve their internship programs.

It is important that all the departments reflect the evaluation of the internship programs to their Annual Department Self-Evaluation Reports (demand, internship opportunities, student satisfaction, productivity of the implementation, possible ameliorations, changes for next year).

Development Seminars Feedback Mechanism:

At the end of each seminar the evaluation of the students is gathered with a survey. The Dean of Students follows these surveys, evaluates and applies to the Rectorate for necessary support.

IT services:

The IT services supplied by the university are evaluated through the surveys on the MyTEDU portal and the analysis of the requests registered at the help desk. In addition, a services catalogue will be established in order to define the key performances for reporting and conformity. Especially the band width is evaluated at least once a year.

Work&Study Scholarships incidence and productivity analysis:

The distribution of the work&study scholarship, providing the related services and evaluation of the performance are the responsibility of the Dean of Students. The evaluation of the work&study scholarships during the negotiations on the next years budget is essential to the budget requests.

11. SERVICES PROVIDED TO STUDENTS

Mobility feedback mechanisms / International Programs Office Efficiency Evaluation:

The International Relations Office prepares mobility feedback mechanisms and submits them to the Rectorate. Mobility, especially the Erasmus programs, participant students / total number of students, ratio of the students/staff with international experience are regularly monitored.

Career Center efficiency evaluation:

The Career Center establishes feedback mechanisms about employment, Professional planning, graduate monitoring and mentoring services and submits them to the Rectorate.

11.4 - Development

IT Services

The surveys, records of the help desk, the requests sent to the IT Department and technological innovations set the basis of the IT services development process. The IT Department make the required analysis and prepare annual action plans in order to develop the current services and submit this action plan to the Rectorate through the office of the Secretary General. The Department focuses on the most effective services in strategic collaboration with the stakeholders.

12. ADMINISTRATION - STUDENT PARTICIPATION

12.1 - Planning

Rendering the student representation and the student council efficient

The modern governance requires participation of the stakeholders. This understanding will set up a solid substructure for TED University. The units should motivate the student representation in order to bring the stakeholder participation in force. Student participation is important for the social education of the students and is also a reliable source for evaluating their satisfaction. The departments reflect their implementations and their advantages in the Department Self-Evaluation reports and the Student Council in their Annual Council Report.

The election and the administration chart of the student council have been structured by the Senate upon the suggestions of the members of the first council. The adopted system was modified two years after and has been approved by the students.

The members entrusted by the Student Council participate to University Executive Board meetings as student representatives and act as commission members in the Bologna Coordination Commission, Scholarships Commission, ERASMUS Commission, Quality Processes Commission, Library Commission, Student Societies Commission.

In the faculties: Faculty representatives elected by the faculty students participate in the Faculty Executive Board meetings and the Department Board meetings.

Representative-ordinary student communication and how the representatives voice the majority are regularly discussed.

12.2 - Implementation

Student Council election process is marked on the Academic Calendar. The efficiency and reliability of this process and the democratic practice should be ensured. The candidates should be able to express themselves freely and in an equal way.

12.3 - Evaluation

The pros and cons of the student participation is evaluated by the University Executive Board according to the data gathered by the Dean of Students.

The establishment and the functioning of the Family Advisory will be decided in the first five year period.

Relations with the families

The first years of the university life may sometimes be a tough period for the students and their

12. ADMINISTRATION-STUDENT PARTICIPATION

families. In order to smooth this passage the students and their families should be aware that their changing moods are completely normal and are part of this transition period.

Especially the families of the students who come from different cities live this period more densely because their kids have left their safe and comfortable homes. The parents of female students feel more uneasy about this situation.

What are the possible concerns the parents might have?

- 1- Is my child in a safe environment? (dormitory/house/friends/social environment)
- 2- What is the physical and psychological state of my child? (is he/she feeling homesick/how is his/her social circle/has he/she adapted easily to his/her school/city life/has he/she got health problems/any harmful addictions?)
- 3- Is my child successful at school? (does he/she enjoys the courses/are there facilities where he/she can study regularly/ are the course hard/ what is her/his academic success level/does he/she receives effective counselling?)
- 4- Does my child find the opportunity to develop him/herself scientifically, culturally and socially? (facilities of the school and the city...)

Our university targets to overcome these concerns by the help of a conference which will be held in the university premises:

- 1- The reliability of the dormitory, city and school environment, elements of security to take into consideration.
- 2- To stress that the university life is different from high school environment / that they should observe their children from a safe distance / listen to their problems but let them come with their own solutions /try to gain their confidence. To mention that they can ask for support from the Student Counselling Center of the university when necessary.
- 3- Creating awareness about the facilities of the university (library, computer and learning rooms), counselling services, TLC, active learning. Clarifying where the parents can and cannot interfere in the academic life of their children.
- 4- The opportunities for students within the university: projects, faculty seminars, student clubs/societies, courses (language, sports or hobby)

Other opportunities of the city life.....

The meetings/activities organized for the parents of TEDU students takes place in November and is marked on the academic calendar. The content of the meeting might be:

- Opening speeches of the Chairman of the Board of Trustees, Rector and the Deans
- Conversation with the parents
- Campus tour
- Lunch or breakfast
- Explanation on the facilities and examples from student projects
- Seminars given by the faculty members
- Dance/sports shows of the student clubs
- Seminar on how to communicate with their children
- Satisfaction survey at the end of the event
- Evaluation of the contribution in the solution of the problems that the parents face specific case level.

12.4 - Development

The participation of the students in the administration and its efficiency is analysed by the Senate and the Executive Board at the end of at least one graduation period.

13. SOCIAL AND CULTURAL STUDENT ACTIVITIES

13.1 - Planning

TED University supports its students for the group and individual activities which help students to get acquainted to their disciplines, strengthen their written and oral communication skills and promote their humanistic qualities. To that end, student societies are established under the authority of the Dean of Students which enable them to acquire social, cultural and sportive skills. The Student Council is expected to take on responsibility in the formation of the student societies. The Student Council Society Commission works in collaboration with the Dean of Students and carries active duties.

13.2 - Implementation

Student Council Society Commission is composed of two members designated by the Council Executive Board and is responsible of assisting the formation and functioning of the societies, mentor them and make supervision. The Commission answers the questions of the students during the formation process of new groups and guides them on various issues like preparing files or selecting an academic counsellor. The council collects the applications on the indicated dates.

The Student Society Commission is composed of the President of the Council, 2 members of the Student Council Society Commission, Dean of Students and 3 faculty members assigned by the Rector. The Commission analyzes the applications, activity reports, evaluation of the academic counsellors and their budgets and submits them to the UEB.

The student societies transmit their activity plans for the coming year and the related budget request to the commission in May. In addition, each year the student council requests an activity report from the societies. These reports are transmitted to the commission by the president of the council and these reports are taken into consideration while evaluating the budget requests for the coming year.

The Spring Festival is organized by the Student Council. The scope of the festival can be broadened as the number of students increase.

The activities of the Spring Festival like concerts, shows, sports events, etc. organized by the student council and the societies are supported by sponsors.

The Student Societies have to inform the Dean of Students about the title, date, venue and the goal of the activity at least 10 days in advance. For gatherings which will be realised with the participation of other universities and institutions, this time limit is at least 1 month. For such organizations the approval of the Rectorate is obligatory. The students are responsible for invoicing the expenses in order to use the budget allocated to the society. The societies can also organize training programs. The trainers should have certificates that testify their expertise or have at least five years of professional experience in the field. There can be no trainings which might create a relation of interest between the students and the trainers.

13.3 - Evaluation

The student satisfaction survey completed each year, at the end of December includes questions about the social and cultural activities held at the university. In addition, there are questions about the activities of the Student Council and Student Societies. An evaluation report based on the answers to these questions is published on the university web page.

13.4 - Development

Student Societies Working Principles should be reviewed in order to ensure democratic structure and share-based culture and submitted to the UEB. These principles should be transformed into Student Societies Working Regulations.

This regulation should constitute the basis of society rules and they should be submitted to the approval of the members by the executive board of the society.

The facilities (working areas, society rooms) for the students to organize social and cultural activities do not exist for the time being. These facilities should be ameliorated in the coming years. The web sites of the societies where the activities are announced should be rendered more attractive. To this end the IT department is working on providing access authority for the head of the societies to facilitate adding news, announcements, videos and photos on their web pages.

14. INFRASTRUCTURE

14.1 - Planning

TED University Management Information System

The basic principle for the Management Information System is that the system is based on an integral structure and that the info found system is formed in only one component where the other components will be in the user position. TED University plans to position the SAP software at the center of the management Information System and if the SAP software fails to meet the requirements defined by the professional units, applications which are the best of the breed will be included in the system after their added-value is evaluated and the required integration is completed.

Health care room/service

TED University Health Center provides medical care for the personnel and the students with a permanent doctor and an assistant healthcare personnel.

When the number of people who receives the health care service is over 1000, additional healthcare personnel will be assigned to render the services more efficient.

If the total number of the personnel and the students exceeds 2000, a second physician may be assigned.

The physical conditions (examination room, observation room, doctor's room, etc.) depend on the number of the assigned personnel.

14.2 - Implementation

Management Information System

TED University Management Information Center's formation, development and support processes are based on surveys, help desk records, requests submitted to the center and technological developments. The IT Department makes a preliminary analysis of these requirements and prepares an annual action plan for ameliorating the services which is submitted to the Rectorate via the Office of the General Secretary. In this context, the IT Department focuses on the most effective services in cooperation with the stakeholders. Formation, Development and Support process is mainly carried by the IT department, however if there is lack of internal human resources or in case of an emergent requirement, external resources might also be used.

Health Center

TED University healthcare services are carried by the assigned physician and the assistant healthcare personnel who hold office at the university premises.

In this context, the polyclinic appeals are examined and treated accordingly. When required, transfer to secondary healthcare services is advised.

Where necessary the patient is put under medical observation.

In case of emergency (accidents or acute situations) first aid and medical intervention is applied. When necessary transfer of the patient to a hospital with an ambulance is provided.

The employees go under a medical examination during the employment process and their health certificates are filed.

Trainings, information and counselling is provided on medical issues when necessary.

14.3 - Evaluation

Management Information System

TED University Management Information System formation, development and support processes depend on the action plans approved by the Rectorate and the accordingly developed project plans are followed. The added-value of the system can also be evaluated through surveys and statistical reporting after the 3 month probation period.

Health center

The healthcare services are evaluated according to the data obtained from the annual evaluation surveys carried by TED University Human Resources department.

14.4 - Development

Management Information System

The development of TED University management information systems configuration, development and support process is planned according to the surveys, help desk records and statistical reporting. In this concept, the competency of the personnel should be developed with training programs. If the expected competency cannot be reached or there is lack of personnel, new personnel employment can be discussed. Because the main source of the identified requirements is the owners of the process, periodic meetings with these agents are organized. When there is implementation based inefficiency, the costs and the added values are considered and alternative solutions can be found.

Health Center

Inefficient functions are defined according to the data obtained from the TED University surveys and development plans are made accordingly.

In the development process number of the personnel, physical conditions, staff development, time allocated to patients and vocational trainings are taken into consideration.

15. RELATIONS WITH THE ALUMNI

15.1 - Planning

TED University targets to maintain continuous relations with the alumni and increase the information share and solidarity in line with the TED traditions and create the required conditions for information and experience sharing between its students and the alumni.

It is essential to generate an alumni data base and organize panels, interviews, conversation days, student-alumni social and cultural activities, vocational visits in order to maintain their relations with TED University.

These activities will promote the relations between the alumni and create opportunities for them to share their experiences with the new students.

15.2 –Implementation

A database which allows the graduates to maintain their relations with the university will be generated.

15.3 - Evaluation

The evaluation of the relations between TED University and its alumni is primarily based on the ratio of the alumni who gets in contact with the university and continues to participate the organised events after graduation.

In order to evaluate the relations between TED University and its alumni

- The number of graduates who get in contact with the university,
- The quality and quantity of the organized activities,
- Satisfaction surveys about the activities,
- Student and graduate participation to the activities,
- Feedback gathered from the graduates and the institutions they work at

are used.

17. RESEARCH OUTCOMES

17.1 - Planning

The targets for the individual outcomes are defined according to country average and international standards. Institutional objectives like the ratio of publications, funded projects or citation ratio of the faculty members are over the country average.

The unit/department research outcomes for the faculty members are also determined and these outcomes are evaluated parallel to the learning outcomes and the development process.

17.2 - Implementation

The outcomes are reported via Annual Academic Activity Reports and the web.

17.3 - Evaluation

Research outcomes, focus areas, funded projects and postgraduate education relations are analyzed by the Senate every year and are evaluated in terms of complementary elements. The figures are compared with the competitive institutions.

17.4 - Development

The quality of the research outcomes in terms of their conformity with the TEDU character, their efficiency in terms of quality and quantity, the transformation of the outcome type parallel to the development of the university (publication→product→citation) is analyzed by the Board of Trustees at least once in every 4 years and the development steps are defined in a meeting with broad participation.

18. POSTGRADUATE EDUCATION

18.1 - Planning

TED University targets niche fields, interdisciplinary topics and common programs in postgraduate education. Non-thesis or thesis Turkish/English post graduate programs consist of 90 ECTS. In the framework of the legal regulations, the graduate school performs the administrative coordination. In multi-discipline programs there is one program coordinator for each discipline and these program coordinators are the primary responsables of the administration of the program.

22. QUALITY DEVELOPMENT AND ASSURANCE POLICY AND PROCEDURES

22.1 - Planning

Quality strategy of TED University is comprised of “fitness for purpose” and “compliance to international standards” principles. The objectives are included in TEDU vision, mission, essential principles and their reflection on the Faculty level. International Standards are defined according to the Bologna Process and ENQA-European Standards and Guidelines. In order to establish a solid quality policy which enables the realisation of the mission and objectives of the university, fitness for purpose and compliance to standards are essential principles. There will be ameliorations in benchmarking efforts which constitutes the basis for international partnerships.

TEDU internal quality development and assurance mechanisms are comprised of the “TEDU Quality Management Process” which explain the functioning of structure and the activities and the Annual Self-Evaluation Reports which reflect how these activities actually take place. Annual and four year cycle and education, research and service functions are evaluated through Department Self-Evaluation Reports and Annual Faculty Reports.

The organizational structure of internal quality and assurance mechanisms of TEDU is composed of the Quality Assurance Unit which is directly under the Rectorate, Deans and managers of the Basic Sciences Unit and the English Language School. This organisation structure is based on providing support, guidance and motivation. Both the structure and functions which complies with the guidelines and the preparation of the self-evaluation reports are under the responsibility of the Departments; the executives of the quality practices are the faculty members of the departments.

External quality development and assurance mechanisms of TED University are carried with the participation of international evaluation institutions and comply with the national quality system. The main approach is to establish a university with a strong self-evaluation structure independent of numerous accreditation programs. The university adopts institutional audit procedures and limited number of undergraduate programs goes through professional accreditation process.

22.2 - Implementation

TED University targets to establish a solid quality culture. To this end, all the faculty members adopt the academic quality process and all the administrative personnel adopt the administrative quality process as their primary responsibility. It is important to complete the quality cycle for all the activities. It is essential to write down all the process, principles and job descriptions and execute accordingly. Especially in the establishment process, all TEDU personnel is responsible of creating quality cycles. The Quality Assurance Unit collect together the opinions and recommendations, problems and deficient elements and informs the Rectorate on these issues. The Quality Assurance Unit is comprised of the Quality Assurance Director, his assistant, one academic, one administrative personnel and one student representative.

22. QUALITY DEVELOPMENT AND ASSURANCE POLICY AND PROCEDURES

The standardized TED University Quality Management Process document is completed by the end of the first year of student registration and an institutional character is developed through regular evaluation and amelioration on the following years.

The Annual Academic Activity Reports which reflect the actual state of activities and the Self-Evaluation Reports are prepared in the end of the first year of education and an institutional character is developed through regular evaluation and amelioration on the following years.

Parallel to the annual evaluation cycle is analyzed by the Senate after the department evaluation meetings (number of courses, number of students, full time/part time faculty members, assessments, physical capacity, student surveys, 1.4 and 1.5 forms, PT performance, etc).

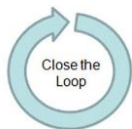
The education, research and service quality cycle is summarized below:

T & L FRAMEWORK

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

Standards – Quality Document (Chps 1-15)

Continuous
Improvement
Plan



Monitoring, measuring and improving procedures designed and implemented regarding:

- Degree Programs: LO's, curriculum
- Courses: methodologies, assessment of students
- English proficiency
- Student support: curricular and co-curricular
- T&L infrastructure/ learning resources
- Feedback mechanisms
- Staff competence and development

.....DSER (incl. actions after each semester based on 1.5 and AFR) →disc platform, departmental level+ disc platform, faculty level →”senate” decision.

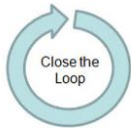
RESEARCH FRAMEWORK

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

22. QUALITY DEVELOPMENT AND ASSURANCE POLICY AND PROCEDURES

Standards – Quality Document (Chps 16-19)

Continuous Improvement Plan



Monitoring, measuring and improving procedures designed and implemented regarding:

Graduate education;

Research output;

Funded research projects;

Activities within institutional priority areas

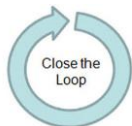
.....DSER (based AFR) →disc platform, departmental level+ disc platform, faculty level→”senate” decision.

SERVICES FRAMEWORK

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

Standards – Quality Document (Chps 20-21)

Continuous Improvement Plan



Monitoring, measuring and improving procedures designed and implemented regarding:

University-Industry cooperation/ collaboration,

Services given to society and the region,

Solutions provided to national and international challenges

.....DSER (based on AFR) →disc platform, departmental level+ disc platform, faculty level→”senate” decision.

22.3 - Evaluation

For external evaluation:

22. QUALITY DEVELOPMENT AND ASSURANCE POLICY AND PROCEDURES

EUA institutional evaluation, for engineering programs MÜDEK and ABET, for architecture programs MIAK and NAAB (National Architectural Accrediting Board), for business administration program AACSB (The Association to Advance Collegiate Schools of Business) or EFMD (European Foundation for Management Development) or CEEMAN (The Central and East European Management Development Association).

After 5 years of education and the first graduates WASC evaluation will be put on the agenda.

The annual and 4 year cycles are shown on the last pages of this document.

22.4 - Development

The efficiency of the actual Quality Assurance and Development mechanisms is analyzed and developed according to the satisfaction of internal stakeholders and external evaluators.

23. TEDU INTERNAL AND EXTERNAL ACCOUNTING SYSTEM

23.1 - Planning

The external accounting system of TED University consists of these elements:

- Web page
- Annual Indicators
- TEDU in numbers
- BCC Report

The web page is a continuous, up to date and accurate information sharing point. The activities, academic information and changes in the university are announced to the University personnel and the public opinion through the web page. However the official reports about the internal administration and the incomplete documents are encrypted.

The annual Indicators is the report where the calendar year activities of the university and their transformation over the years are addressed.

TEDU principal performance indicators are gathered in the “TEDU in numbers” report and are used for the promotion of the university. The data which are complementary to the character of TEDU like the general students numbers, success rates, employments statistics, student satisfaction, comparison with benchmarking institutions, transformation over the years, faculty member and administrative staff numbers, venues and budget information are given both in English and Turkish. It can be evaluated as the summary of the Annual Indicators report.

The BCC report (Annex 1.9) is the report required by the Council of Higher Education and it addresses to the Bologna orientation process. This document overlaps with the Annual Indicators but provides the opportunity to make comparison with other national institutions due to the fact that it has a strict format nation wide. Its relation with the YODEK (Higher Education Academic Evaluation and Quality Development Commission) depends on the regulations of the Council of Higher Education.

TED University internal accounting mechanisms

- Sharing of the senate and University Executive Board official reports on the web page,
- Periodic academic general assembly meetings and sharing of their official reports on the web,
- Satisfaction surveys and announcement of their results,
- Sharing of the student surveys,
- Addressing the strategic plan, annual execution status,
- Budget realisation rates,
- Evaluation of the student community activities,
- Sharing of the library development chart,
- Evaluation of the realisation of the publicly announced commitments.

23.2 - Implementation

The annual indicators are gathered each year on January and February under the responsibility of the Provost. It is submitted to the Senate and the Board of Trustess on March together with the TEDU Self Evaluation Report.

TEDU in numbers is a document which has to be updated regularly when there is a meaningful data renewal. It is administered by the Provost.

The BCC report is prepared by the BCC manager on the dates indicated by the Council of Higher Education. The responsible agents for data collection are indicated in the Annex 1.9.

The internal accounting mechanisms (especially the satisfaction reports and budget/strategy evaluations) are transformed into regular practices before the first graduates. The results of the faculty satisfaction survey (Annex 1.11), administrative personel satisfaction survey (Annex 1.12) and the English Language School satisfaction survey (Annex 1. 13) carried each year on December are announced on the portal and evaluated in the meetings held with the respective groups and the rectorate.

Institutional Analysis Office is the unit which records all the data concerning the university, makes its analysis and creates assumptions concerning the future. This unit which functions directly under the rectorate will be established before the first graduates and provide active support to accounting mechanisms.

23.3 - Evaluation

TEDU internal and external accounting system includes systematic evaluation processes. How the information collected from the external stakeholders and the university staff and how to ameliorate the accounting system accordingly will be documented before the first graduates.

24. INTER-UNIVERSITY DOCUMENTATION

24.1 - Planning

TED University prepares documents in order to facilitate the university life for the students and the personnel. The services which include detailed information and various procedures are composed of the below mentioned components:

Utilization of the Web and the Portal in daily life: The web has a very important role in sharing of the information and the data between the internal stakeholders. The units are responsible of verifying that the respective information are up to date and accurate. The information shared on the web is considered as official university policies and approaches. The Web Commission is responsible for providing support in order to render this information worthily to the TEDU principles and arn the Rectorate where necessary.

Orientation of the Faculty Members: This document includes the information required for increasing the productivity of the new faculty members and facilitating their sense of institutional inclusion.

Orientation of the Administrative Personnel: This document includes the information required for the adaptation of the new administrative personnel and facilitating their sense of institutional inclusion.

Orientation of the Students: This document and activity is organized in order to facilitate the orientation of the students to university life.

Teaching-Learning Guide: TEDU is a student centered education institution. This principle is adopted by all the staff and constantly developed. The TEDU Teaching-Learning Guide allows the newly employed faculty members and part-time lecturers to adopt these principals easily. The annex to this document and respective on-line sources can be found on the CTL web page.

Commissions: Specializing in the form of commissions is a standard practice which renders the activities more productive and accurate and promotes the potential of the academic and the administrative personnel. The commissions established by the Senate and the University Executive Board have a permanent status in general but may sometimes be temporary. The terms of reference of these commissions are written in both English and Turkish and announced on the respective web pages.

BT Guide: This document includes TED University BT policy and principles.

SAP Guide: This document is prepared by the IT Office and includes principle applications of the TEDU IT management system. It explains the steps which facilitate the general process of SAP and utilization of the SLCM package.

Order of Process: TED University is an institutions which documents all the regulations, process

24. INTER-UNIVERSITY DOCUMENTATION

and execution and respects these regulations. The order of process included in SAP is put in order. These processes are detailed and included in the Regulations, Process and Methods document (Annex 1.16).

The TEDU Strategic Plan and TEDU Quality Process, Standards and Structure documents defines the development of the university in line with the vision and the mission of the institution.

25. INFORMING THE PUBLIC OPINION

25.1 - Planning

TED University considers informing the public opinion as a part of its mission. This information process will consist of giving detailed information and document sharing and interchanging expertise.

Periodic announcements:

1. Promotion leaflets and catalogues

The promotion leaflets includes information on the student selection and placement procedures, physical facilities of the university, general information about the 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.

3. 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 the catalogues of the coming years are updated on January and June and announced on the web site.

3. Teasers

Teasers and short you-tube 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 the students and their families.

Periodic announcements to the public:

1. 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 a means of informing the 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).

2. Social media

The university is presented in the social media in order to promote the positive opinion of the public and the families and enable professional collaboration for the faculty members. Facebook, linkedin, twitter, You-tube.

Communication through printed and visual media

1. Press releases/ conferences

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

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

25.2 - Implementation

Leaflets: The leaflets targeting the Student Selection and Placement Examination are prepared by the Institutional Communications Office and the leaflets about Erasmus and other student mobility programs by the International Office. The leaflets are updated regularly.

Academic catalogue: The 2013-2014 Catalogue will be printed on the 2013 summer period. The academic catalogue will be updated each January and June and it is under the responsibility of the Provost.

Teasers: The general promotion of the University is administered by the Institutional Communications Office. In addition, the Departments and faculty members are responsible for creating material which will present their difference. For recording the activities like interactive learning opportunities, best examples reflecting the student satisfaction, learning based on research and project based learning, assistance of the Institutional Communications Office can be requested.

Web page, internet: All the units of the University should be represented with up-to-date information on the web page. Both the academic and the administrative unit managers are responsible for keeping the promotion-information texts and graphics up-to-date. The biography and the institutional information of the academic and administrative personnel are transferred to the web page on the first week of their employment.

26. FULL COST SYSTEM

26.1 - Planning

TED University establishes a full cost system and monitors the expenditure through the cost objects/centers and uses this information for strategic planning.

26.2 - Implementation

TEDU RESOURCES		TEDU ACTIVITIES	
1000	Personnel expenditure	A10	Undergraduate education activities:
1010	Wage Costs-Full time academic personnel	11	English education activities
1020	Wage Costs-Part-time academic personnel	12	Undergraduate teaching activities
1030	Wage Costs-Hourly paid academic personnel	13	Project activities
1040	Severance Pay Costs-Academic personnel	14	Academic consultancy, mentoring, tutoring activities
1050	Wage Costs-Administrative personnel	15	Lab. activities
1060	Severance Pay Costs-Administrative personnel	16	Developing new learning techincs/application activities
1070	Wage Costs-Guest faculty member	A20	Postgraduate education activities
1090	Expenses-Other personnel	21	Lecturing activities
		22	Thesis/Project activities
2000	Research Funds	A30	Research/arts activities:
2010	Scientific Research Projects Funding	31	Inertnally funded Project activities
2020	Personal Research Fund	32	Externally funded Project activities
2030	Publication Award	33	Externally funded Project implementation, sharing activities
2040	Twinning funds	34	Presentation activities
2050	Scientific Meeting Organisation Expenses Giderleri	35	Article writing activities
2060	Down payment expenses-external funded research activities	36	Scientific conference organisation activities
2070	Support for institutional focus areas	A40	Service activities:
2080	Research expenses	41	Inter-university services activities
2090	Research Equipment	42	External Professional activities
2100	Other research expenses	43	Continuous education activities

			44	Personal development activities			
3000	Education Services costs		A50	Student support activities:			
3010	Education equipment expenses		51	Accommodation-sports-arts-culture activities			
3020	Education Labs Equipment expenses		52	Student clubs activities			
3030	Technical equipment expenses		A60	Academic support/administrative activities:			
3040	Other equipment expenses		61	administration			
			62	Student registration activities			
4000	Social-Cultural Activities		63	IT activities			
4010	Dormitory expenses		64	Financial activities			
4020	Student Expenses (Clubs, other activities)		65	Library activities			
4030	Student expenses (scholarships)		66	Maintenance activities			
4040	Institutional Cultural-Social activities		A70	Promotion activities (promotion, leaflets, ceremonies, service procurement) activities			
4050	Sports Activities						
4090	Other activities						
5000	Software equipment						
5010	Fixtures-Smaill equipment procurement						
5030	Software license						
5040	Smaill furniture						
5090	Other (Equipment) Expenses						
6000	Voyage, Meeting, Accommodation, Training						
6010	Domestic voyage-transportation-accommodation						
6020	Overseas voyage-transportation-accommodation						
6030	In-campus meeting-training-seminars						
6040	Institutional Development Courses (Pedagogical formation, etc)						
6050	Library						
6090	Other (Voyage, Meeting, Accommodation, etc.) expenses						
7000	Contracts (including sub contracts with 3rd agents)						

7010	Security Services					
7020	Maintenance					
7030	Consultancy services					
7040	Food					
7050	Communication					
7060	Water, Electricity, Natural Gas					
7070	Rent, License, Subscription fees					
7080	Guest house expenses					
7085	Institutional Collaboration Contracts					
7090	Other contractual expenses					
8000	General Administration Expenses					
8010	Stationary, printed Material expenses					
8020	Maintenance expenses					
8030	Fuel and transport expenses					
8040	Insurance					
8050	Lawsuit, Tax, Notary, Enforcement expenses					
8060	Accommodating the representatives					
8070	Postal-cargo expenses					
8080	Promotion, Announcement expenses					
8090	Other general administration expenses					
9000	Investment					
9010	Labs, Studios, Software, Furnishing					
9020	Hardware					
9030	Software					
9040	Furnishing Expenses					
9070	Construction					
9080	Mechanical-Thermal insulation					
9085	Vehicles-Automobiles					
9090	Other investments					

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